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|  | Target Learning Goals | lunes  *Monday* | martes  *Tuesday* | miércoles  *Wednesday* | jueves  *Thursday* | viernes  *Frida*y |
| Español I | *I will be able to use the verb QUERER correctly in written and spoken language.*  *I will be able to use and identify Spanish infinitive in spoken and written language* | Finish study guide from Friday and check in class  Play review games for assessment tomorrow  1.1, 1.2, 1.3, 4.1, 5.1  *CITW:*   * *Checking for understanding* * *Practice*   Tarea (HW- Study for test tomorrow | AR verb quiz  Apuntes: Querer  Taco Bell Querer clip  1.1, 1.2, 1.3, 4.1, 5.1  CITW:   * Checking for understanding * Note-taking   Tarea: begin to study for quiz next Tuesday | Pass back and review AR quiz  Querer video  Complete Basic Querer worksheet and check in class  Querer and pronoun match up game  1.1, 1.2, 1.3, 4.1, 5.1  CITW:   * Checking for understanding * Note-taking   Tarea: Study for quiz next week | Querer comic strips   * Complete with partner   1.1, 1.2, 1.3, 4.1, 5.1  CITW:   * Checking for understanding   Tarea: Study for test on Tuesday and have comic strips completed for Tuesday | Continue to work on Querer comic strips with partner  Querer worksheet  1.1, 1.2, 1.3, 4.1, 5.1  CITW:   * Checking for understanding   Tarea: Quiz on Tuesday |
| Español A | *I will be able to use explain the significance of a Sweet 15 in the Hispanic culture* | Introduce Quinces and their importance to the Hispanic culture  Complete KWL chart  Read Quince article with partner and complete text structure activity  Video clip of quince  Complete L portion of KWL  *Standards 1.1,1.2,1.3*  *CITW*   * *Checking for understanding* * *Cooperative learning*   *Tarea: Finish L portion of KWL chart* | Review Unit 4 Common Assessments  Share L portion of KWL from Monday  Read with partner Scholastic Quince Article  Create Double Bubble Sweet 15 vs. Sweet 16  *Standards 1.1, 1.2, 4.1*  *CITW*   * *Checking for understanding*   *Tarea: Finish double bubble* | Share Double Bubble and collect  Create “If I had a Quince” and share  *Standards 1.1, 1.2, 4.1*  *CITW*   * *Checking for understanding* * *Non-linguistic representation*   *Tarea: No tarea* | Video: Sweet 15   * Take notes for video comprehension questions   *Standards 1.1, 1.2, 4.1*  *CITW*   * Note-taking   *Tarea: No tarea* | Video: Sweet 15   * Continue to take notes for comprehension questions   *Standards 1.1, 1.2, 4.1*  *CITW*   * *Note-taking*   *Tarea: No Tarea* |
| 6 ELA | *I will be able to the main idea and identify supporting details within a text*  *I will be able to explain the features of a biography*  *I will be able to identify cause and effect*  *I will be able to research and write a cause and effect essay* | Reading-  Read Aloud  Benchmark Literacy Day 1 – features of a biography   * Complete BLM 1 together   Independent Reading and guided reading groups  Writing-  Common Core Warm Up  Continue research for Cause and Effect essay- Due 12/12 | Reading-  Read Aloud  Benchmark Literacy Day 2- Practice asking questions in text passages to clarify our understanding   * Read BLM 2 and complete main idea and details concept map   Independent Reading and guide reading groups  Writing-  Common Core Warm Up  Begin writing of cause and effect essay | Reading-  Read Aloud  Benchmark Literacy Day 3- Read BLM 3   * Create concept map on main idea and details   Independent Reading and guide reading groups  Writing-  Common Core Warm Up  Continue working on writing of Cause and Effects essay- due Monday 12/12 | Reading-  Read Aloud  Benchmark Literacy Day 4- Review author’s purpose when writing a biography and complete concept map  Independent Reading and guide reading groups  Writing-  Common Core Warm Up  Computer Lab- type Cause and Effect essays- due Monday 12/12 | Reading-  Read Aloud  Benchmark Literacy Day 5- Making connections between texts.   * Complete BLM 5 and share with class   Independent Reading and guide reading groups  Writing-  Common Core Warm Up  Computer Lab- type Cause and Effect essays- due Monday 12/12 |
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