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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 classPlay review games for assessment tomorrow1.1, 1.2, 1.3, 4.1, 5.1*CITW:* * *Checking for understanding*
* *Practice*

Tarea (HW- Study for test tomorrow  | AR verb quizApuntes: QuererTaco Bell Querer clip1.1, 1.2, 1.3, 4.1, 5.1CITW:* Checking for understanding
* Note-taking

Tarea: begin to study for quiz next Tuesday | Pass back and review AR quizQuerer videoComplete Basic Querer worksheet and check in classQuerer and pronoun match up game1.1, 1.2, 1.3, 4.1, 5.1CITW:* 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, 5.1CITW:* Checking for understanding

Tarea: Study for test on Tuesday and have comic strips completed for Tuesday | Continue to work on Querer comic strips with partnerQuerer worksheet1.1, 1.2, 1.3, 4.1, 5.1CITW:* 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 cultureComplete KWL chartRead Quince article with partner and complete text structure activityVideo clip of quinceComplete 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 AssessmentsShare L portion of KWL from MondayRead with partner Scholastic Quince ArticleCreate 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 collectCreate “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 AloudBenchmark Literacy Day 1 – features of a biography * Complete BLM 1 together

Independent Reading and guided reading groupsWriting- Common Core Warm UpContinue research for Cause and Effect essay- Due 12/12 | Reading-Read AloudBenchmark 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 groupsWriting-Common Core Warm UpBegin writing of cause and effect essay  | Reading-Read AloudBenchmark Literacy Day 3- Read BLM 3 * Create concept map on main idea and details

Independent Reading and guide reading groupsWriting-Common Core Warm UpContinue working on writing of Cause and Effects essay- due Monday 12/12 | Reading-Read AloudBenchmark Literacy Day 4- Review author’s purpose when writing a biography and complete concept mapIndependent Reading and guide reading groupsWriting-Common Core Warm UpComputer Lab- type Cause and Effect essays- due Monday 12/12 | Reading-Read AloudBenchmark Literacy Day 5- Making connections between texts. * Complete BLM 5 and share with class

Independent Reading and guide reading groupsWriting-Common Core Warm UpComputer Lab- type Cause and Effect essays- due Monday 12/12 |
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