|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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, JUGAR, IR correctly in written and spoken language.*  *I will be able to use and identify Spanish infinitive in spoken and written language* | Collect Comic strips from Friday  Gallery walk of comic strips  Practice test with verb Querer and check  1.1, 1.2, 1.3, 4.1, 5.1  *CITW:*   * *Checking for understanding* * *Practice*   Tarea (HW- Study for test tomorrow | Querer quiz  Apuntes: Jugar  Video clips  1.1, 1.2, 1.3, 4.1, 5.1  CITW:   * Checking for understanding * Note-taking   Tarea: begin to study for test on Monday | Jugar review   * Worksheet and check in class   Apuntes: IR  1.1, 1.2, 1.3, 4.1, 5.1  CITW:   * Checking for understanding * Note-taking   Tarea: Study for test on Monday | Finish IR notes if needed  Complete Ir ws and check in class  Libro: page 100 #30 and 33 and check in class  1.1, 1.2, 1.3, 4.1, 5.1  CITW:   * Checking for understanding   Tarea: Study for test on Monday | Gramatics 2 page 35 ws and check in class  Jugare and IR sentence scramble  1.1, 1.2, 1.3, 4.1, 5.1  CITW:   * Checking for understanding   Tarea: Test on Monday |
| Español A | *I will be able to use explain the significance of a Sweet 15 in the Hispanic culture* | Finish Sweet 15 movie  Answer questions and review  Quince paragraph and practice mini-quiz  *Standards 1.1,1.2,1.3*  *CITW*   * *Checking for understanding* * *Cooperative learning*   *Tarea: Study for quiz and finish paragraph* | Quince video  Quince quiz  Begin drawing of quince  *Standards 1.1, 1.2, 4.1*  *CITW*   * *Checking for understanding*   *Tarea: No hw* | Finish quince drawings and share with class  *Standards 1.1, 1.2, 4.1*  *CITW*   * *Checking for understanding* * *Non-linguistic representation*   *Tarea: No tarea* | Continue to share quince drawings  Apuntes: Unit 5 vocabulary  *Standards 1.1, 1.2, 4.1*  *CITW*   * Note-taking   *Tarea: No tarea* | Create IR de Pesca cards with vocabulary  *Standards 1.1, 1.2, 4.1*  *CITW*   * *Note-taking*   *Tarea: Finish cards to play game on Monday* |
| 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 explain and identify relative and indefinite pronouns* | Reading-  Read Aloud  Review elements of biography  Practice Assessment: Biography and discuss  Independent Read  Writing-  Common Core Warm Up  Cause and Effect papers are due  Notes: Relative Pronouns  Practice- light pen | Reading-  Read Aloud  Review elements of biography  Assessment: Biography  Independent Read  Writing-  Common Core Warm Up  Review Relative pronouns notes  Practice ws on relative pronouns  Notes: Indefinite Pronouns  Practice: light pen | Reading-  Read Aloud  Benchmark Literacy Day 1- practice speed and pacing   * Create anchor chart on speed/pacing while reading   Independent Reading and guide reading groups  Writing-  Common Core Warm Up  Indefinite noun practice and review | Reading-  Read Aloud  Benchmark Literacy Day 3/4 – Looking for idioms  Idiom practice  Writing-  Common Core Warm Up  Review for Pronoun Assessment and check study guide | Reading-  Read Aloud  Close and critical read  Writing-  Common Core Warm Up  Assessment: Pronouns  [www.readertheory.com](http://www.readertheory.com) when complete |
|  |  |  |  |  |  |  |