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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, 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 FridayGallery walk of comic stripsPractice test with verb Querer and check1.1, 1.2, 1.3, 4.1, 5.1*CITW:* * *Checking for understanding*
* *Practice*

Tarea (HW- Study for test tomorrow  | Querer quizApuntes: JugarVideo clips1.1, 1.2, 1.3, 4.1, 5.1CITW:* 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, 5.1CITW:* Checking for understanding
* Note-taking

Tarea: Study for test on Monday | Finish IR notes if neededComplete Ir ws and check in classLibro: page 100 #30 and 33 and check in class1.1, 1.2, 1.3, 4.1, 5.1CITW:* Checking for understanding

Tarea: Study for test on Monday | Gramatics 2 page 35 ws and check in classJugare and IR sentence scramble1.1, 1.2, 1.3, 4.1, 5.1CITW:* 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 movieAnswer questions and reviewQuince 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 quizBegin 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 drawingsApuntes: 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 AloudReview elements of biographyPractice Assessment: Biography and discussIndependent ReadWriting- Common Core Warm UpCause and Effect papers are dueNotes: Relative PronounsPractice- light pen | Reading-Read AloudReview elements of biographyAssessment: BiographyIndependent ReadWriting-Common Core Warm UpReview Relative pronouns notesPractice ws on relative pronounsNotes: Indefinite PronounsPractice: light pen | Reading-Read AloudBenchmark Literacy Day 1- practice speed and pacing* Create anchor chart on speed/pacing while reading

Independent Reading and guide reading groupsWriting-Common Core Warm UpIndefinite noun practice and review | Reading-Read AloudBenchmark Literacy Day 3/4 – Looking for idiomsIdiom practice Writing-Common Core Warm UpReview for Pronoun Assessment and check study guide | Reading-Read AloudClose and critical readWriting-Common Core Warm UpAssessment: Pronouns[www.readertheory.com](http://www.readertheory.com) when complete |
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