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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 and identify letters in the Spanish alphabet.*  *I will be able to identify and use Spanish pronouns in written and spoken language* | Parent signature on syllabus is due  Introduce Spanish alfabeto Standards 1.1, 1.2, 1.3, 4.1, 5.1   * Practice alfabeto song * Review alfabeto note sheet * Practice orally spelling names using Spanish alphabet * Spell and write game   *CITW:*   * *Identifying similarities and differences* * *Cooperative learning*   Tarea (HW)- NO | Review alfabeto notes from Monday and orally practice alfabeto Standards 1.1, 1.2, 4.1, 5.1  Play alfabeto bingo as class  Table games with target language  *CITW:*   * *Identifying similarities and differences* * *Cooperative learning*   Tarea (HW)- NO | Introduction to pronouns in Spanish *Standards 1.1, 1.2, 4.1*   * Notes * Pronoun flashcards and actions game   Create pronoun flashcards with drawings    *CITW:*   * *Identifying similarities and differences* * *Cooperative learning* * *Practice* * *Non-linguistic representation*   Tarea (HW)- NO | Review pronouns from Wednesday and finish flashcards from Wednesday *Standards 1.1, 1.2, and 4.1*  Table race and match up game with pronouns  Tú and Usted pronoun cards  *CITW:*   * *Identifying similarities and differences* * *Cooperative learning* * *Practice* * *Non-linguistic representation*   Tarea (HW)- NO | Review pronouns   * Practice worksheet and check in class * charade game *Standards 1.1, 1.2, and 4.1*   *CITW:*   * *Identifying similarities and differences* * *Cooperative learning* * *Practice* * *Checking for understanding*   Tarea (HW)- NO |
| Español A | *I will be able to identify countries where Spanish is spoken.*  *I will be able to state important facts about Mexico and the cities within Mexico.*  *I will be able to discuss the Mexican flag and the significance of the colors used.*  *I will be able to write an explanatory paragraph and share with the class.* | Parent signature on syllabus due.  Introduction of countries that speak Spanish   * Students will sing song from Sing, Dance, Laugh and Eat Tacos   Introduction to cities within Mexico   * Map of Mexico notes   *Standards 2.1 and 2.2*  *CITW*   * *Non-linguistic representation* * *Note-taking.*   *Tarea: NO* | Review map of Mexico  Review and sing song  Read pages 44-46 in book   * Answer questions on ws with seasonal partner and check at the end of the hour   *Standards 2.1 and 2.2*  CITW:   * Note-taking * Cooperative learning * Checking for understanding   *Tarea (HW): NO* | PowerPoint presentation of Mexico and the flag of Mexico  Discuss and take notes about the coat of arms and the significance of flag colors in flag  Students will create personal flag with coat of arms  *Standards 2.1 and 2.2*  *CITW:*   * *Note taking* * *Checking for understanding*   Tarea (HW): No | Discuss Mexico’s Independence Day   * Read article together as class * Answer questions with seasonal partner and check in class   Continue to work on flag from Wednesday  *Standards 2.1 and 2.2*  *CITW:*   * *Note taking* * *Checking for understanding* * *Cooperative learning* | 10 minutes to work on flag  Write a paragraph explaining your personal flag using the writing rubrics from your student agenda   * Rough draft and peer edit if time   *Standards 2.1 and 2.2*  *CITW:*   * *Cooperative learning* * *Checking for understanding* * *Summarizing*   Tarea (HW): Flags and final draft of paragraph due on Monday |
| 6 ELA | *I will be able to choose a just right for me book.*  *I will be able to identify sequence of events.*  *I will be able to determine important information from text*  *I will be able to identify and explain the modes of writing.* | Reading-   * Read Aloud * Comprehension Strategies Day 1- Identifying Sequence- discuss what good readers do and practice sequence of events * Independent Reading   Writing-   * Common Core Warm up * Notes: Modes of Writing   *CITW:*   * *Note-taking* * *Checking for understanding* * *practice*   NO HW | *Reading-*   * *Read Aloud* * *Comprehension Strategies Day 2. Review from Monday and complete BLM 2 and 3. Practice determining sequence of events and important details* * *Independent Reading*   *Writing-*   * Common Core Warm Up * Review notes on modes of writing * Practice on demand writing and take notes on teacher example   *CITW:*   * *Note-taking and practice* * *Checking for understanding*   NO HW | Reading-   * Read Aloud * Comprehension Strategies Day 3 and 4. Complete BLM 4 and 5 and practice * Independent Reading   Writing-   * Common Core Warm Up * Review on demand writing from yesterday and practice with personal choice   *CITW:*   * *Practice and checking for understanding*   NO HW | Reading-   * Read Aloud * Close and critical notes. Practice finding important details with news article   Writing-   * Begin district writing assessment   *CITW:*   * *Checking for understanding* * *Practice and note-taking*   NO HW | Reading-   * Independent Reading * Look at reading portions of writing assessment   Writing-   * Continue with District Writing Assessment   *CITW:*   * *Checking for understanding* * *Practice*   NO HW |
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