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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 express the near future in Spanish in spoken and written language.**I will be able to use possessive adjectives correctly in Spanish.* | Apuntes: Possessive Adjectives NotesStart review and practice on possessive adjectivesCITW: Practice and checking for understandingTarea: Study for test on Monday 3/6 | Finish review practice homework and check in classApuntes: Near –future notes page 136*CITW** *Checking for understanding*
* *Note-taking*

Tarea: Study for test 3/6 | Possessive Adjectives worksheetPictionary with places vocabularyNear future breakdown worksheet *CITW** *Checking for understanding*
* *Note-taking*

Tarea: Finish work from class and study for test on 3/6 | Check breakdown ws from yesterdayNear future video clipsWhiteboard review and partner review work*CITW** *Checking for understanding*
* *Practice and homework*

Tarea: Study for test on 3/6 | Chapter 4 review and worksheetReview games for test if time*CITW** *Checking for understanding*
* *Practice and homework*

Tarea: Study for test on 3/6 |
| Español B | *I will be able to identify and use Spanish time language correctly in written and spoken language.* | Review videos with telling timePractice test and check in class*CITW** *Homework and practice*

Tarea: Study for test on Wednesday | Review games for assessment on telling time, numbers, and pronouns*CITW** *Checking for understanding*

Tarea: Study for test tomorrow | Telling time, numbers and pronouns assessment*CITW** *Checking for understanding*

Tarea: No tarea | Review test scoresIntroduction to Spain* Complete KWL chart
* Map (xii and xvi)
* Key fact sheet

*CITW** *Homework and note-taking*

Tarea: Complete L portion of KWL chart | Share L portion of KWL chartView Spain vs. Mexico PowerPointWrite paragraph on Spain and Mexico and share with class*CITW** *Checking for understanding*

Tarea: No Tarea |
| 6 ELA | *I will be able to identify the author’s purpose within a text.**I will be able to write a letter of complaint.* | Reading-Read AloudBenchmark Unit 8 Complete BLM 1Independent Read[www.readtheory.com](http://www.readtheory.com)Writing-Common Core Warm UpReview essay gradesIntroduce Letter of Complaint MAISA unit and complete Day 1 | Reading-Read AloudBenchmark Unit 8Complete Day 2-finding the author’s purpose and citing evidenceIndependent Read[www.readtheory.com](http://www.readtheory.com)Writing-Common Core Warm- UpIntroduce Letter of Complaint MAISA unit and complete Day 2 | Reading-Read AloudBenchmark Unit 8Complete Day 3-finding the author’s purpose and citing evidenceIndependent Read[www.readtheory.com](http://www.readtheory.com)Writing- Common Core Warm UpIntroduce Letter of Complaint MAISA unit and complete Day 3 | Reading-Media CenterComplete Day 4/5-finding the author’s purpose and citing evidenceIndependent Read[www.readtheory.com](http://www.readtheory.com)Writing-Common Core Warm UpIntroduce Letter of Complaint MAISA unit and complete Day 3 and 4 | Reading-Read AloudComplete Author’s Purpose practice assessmentIndependent Read[www.readtheory.com](http://www.readtheory.com)Writing-Common Core Warm UpIntroduce Letter of Complaint MAISA unit and complete Day 4 and 5 |
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