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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.* | Review games  Examen-   * Venir and places * Possessive adjectives * Near future   CITW: checking for understanding  Tarea: No tarea | Apuntes: Irregular yo verbs  Complete page 140 Actividades #36 and # 38. Check if time  *CITW*   * *Checking for understanding and practice* * *Note-taking*   Tarea: Quiz on lunes. Start to study | Check work from yesterday if needed  Listening activities in class with new verbs  Complete book pages 146-147 Activdades #2 and #4 with partner and check in class  *CITW*   * *Checking for understanding*   Tarea: Study for quiz on Monday | Irregular yo puzzle  Practice ws and check in class  *CITW*   * *Checking for understanding* * *Practice and homework*   Tarea: Study for quiz on Monday | No 3rd hour- ½ day  Review games for quiz on Monday   * Swat it with vocabulary * Puzzles * whiteboards   *CITW*   * *Checking for understanding*   Tarea: Study for quiz on Monday |
| Español B | *I will be able to form an opinion on bullfighting and rodeos and provide evidence for my opinion.* | Introduction to bullfighting   * Notes * Rodeos vs. bullfighting   Video clips of bullfighting  *CITW*   * *notes*   Tarea: Complete donut chart | Share donut charts  Video clips of bullfighting  Introduction to poster project and requirements  *CITW*   * *Checking for understanding* * *notes*   Tarea: Bring supplies to work on poster that is due Friday | Poster workshop  *CITW*   * *Checking for understanding*   Tarea: posters are due Friday | Poster workshop  *CITW*   * *Checking for understanding*   Tarea: Posters are due tomorrow | Posters are due  Write poster paragraph and present to 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 Aloud  Author’s Purpose Assessment  #bestmeicanbe lesson  Independent Read  Writing-  Common Core Warm Up  Brainstorm letter topics for letters of complaint  Discuss antidotal/factual evidence  2nd hour- 6th grade scheduling information meeting in café | Reading-  Read Aloud  Benchmark Unit 8  Complete Day 1 and 2  Independent Read  Writing-  Common Core Warm- Up  Research Day- find evidence to support letter of complaint | Reading-  Read Aloud  Benchmark Unit 8  Complete Day 3  Independent Read  Writing-  Common Core Warm Up  Begin writing letters of complaint | Reading-  Media Center  Complete Day 4/5  Independent Read  Writing-  Common Core Warm Up  Continue work on letter of complaint | No Class Hours 4,5, and 6 |
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