|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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* | Review numbers on page 18 in Spanish book and play round robin game with numbers 0-31  Number notes   * Play counting game with fingers * Dice game with class and with partners   Standards 1.1, 1.2, 1.3, 4.1, 5.1  *CITW:*   * *Identifying similarities and differences* * *Cooperative learning* * *Note- taking*   Tarea (HW)- Study for pronoun and number quiz on Thursday | Number Review   * Teacher writes number on board and tables translate into Spanish (table race game) * Students practice pronunciation with number ball * Number video * Number practice worksheet and check in class if time   Standards 1.1, 1.2, 4.1, 5.1  *CITW:*   * *Identifying similarities and differences* * *Cooperative learning* * *Practice and homework* * *Checking for understanding*   Tarea (HW)- Study for number and pronoun quiz on Thursday | Pronoun and number review study guide and check in class   * *Students can work independently or with partners*   *Standards 1.1, 1.2, 4.1*  *CITW:*   * *Cooperative learning* * *Practice*   Tarea (HW)- Study for quiz tomorrow | Number and pronoun review  Numbers and pronoun quiz  *Standards 1.1, 1.2, and 4.1*  *CITW:*   * *Checking for understanding*   Tarea (HW)- NO | *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.* | Flag of Mexico due with paragraph   * Share flags and paragraph with class   Introduce Spanish pronouns   * Selecting pronoun worksheet and class notes * Practice with whiteboards   *Standards 2.1 and 2.2*  *CITW*   * *Note-taking*   *Tarea: Finish pronoun wordsearch* | Review pronoun notes from Monday  Pronoun word sort activity   * *Cut sort and practice as class and with partners*   *Pronoun practice worksheet*   * *Complete with partner and check in class if time*   CITW:   * Note-taking * Cooperative learning * Checking for understanding   *Tarea (HW): Bring index cards for tomorrow to make flashcards* | Check worksheet from yesterday if needed  Introduce Chapter 1 vocabulary and take notes   * Students will complete notes * Make vocabulary flashcards with words for game tomorrow   *Standards 2.1 and 2.2*  *CITW:*   * *Note taking* * *Checking for understanding*   Tarea (HW): Finish flashcards | Check in flashcards for homework grade  Practice   * Race game with partners * Match game * Complete practice worksheet independently and check in class if time   *Standards 2.1 and 2.2*  *CITW:*   * *Checking for understanding* * *Cooperative learning*   Tarea: No | Flashcard Review   * Play race game with partners   Review the languages box on pages 2 and 3 in hardcover Spanish book   * Complete pages 4-6 in Spanish book Actividades A-D and check in class if time   *Standards 2.1 and 2.2*  *CITW:*   * *Cooperative learning* * *Checking for understanding* * *Summarizing*   Tarea (HW): Study for common assessment next week |
| 6 ELA | *I will be able to identify sequence of events.*  *I will be able to determine important information from text and identify text genres*  *I will be able to identify and explain the modes of writing.*  *I will be able to describe figurative language.* | Reading-   * Read Aloud * District Writing Assessment * Benchmark Day 1- Create concept map on genres as class * Complete Realistic Fiction Poster 1- What are Features of Realistic Fiction and share with partner * Independent Reading   Writing-   * Common Core Warm up * District Writing Assessment   *CITW:*   * *Note-taking* * *Checking for understanding* * *practice*   NO HW | *Reading-*   * *Read Aloud* * *Benchmark Day 1 and 2- review genres and what Realistic fiction is. Discuss the word Theme and create class concept map* * *Complete BLM 2- Record important events in sequence on graphic organizer* * *Identify features of realistic fiction in BLM 2 as class* * *Independent Reading*   *Writing-*   * Common Core Warm Up * District Writing Assessment   *CITW:*   * *Note-taking and practice* * *Checking for understanding*   NO HW | Reading-   * Read Aloud * Benchmark Day 3- Read and review BLM 3. Practice finding sequence of events and identify important events looking for signal words * Independent Reading   Writing-   * Common Core Warm Up * District Writing Assessment   *CITW:*   * *Practice and checking for understanding*   NO HW | Reading-   * Read Aloud * Benchmark Day 4- analyzing characters. Create character chart.   Writing-   * Common Core Warm up * Introduce figurative language with notes in writing notebook   *CITW:*   * *Practice and note-taking*   NO HW | Reading-  No class ½ day hours 4, 5,6  Writing- |
|  |  |  |  |  |  |  |