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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 ESTAR correctly in spoken and written language.**I will be able to use the house vocabulary correctly in spoken and written language.**I will be able to use the verbs Parecer and Tocar correctly in spoken and written language.* | Chapter 5 Presentation Workshop day with partners.CITW: checking for understandingTarea: Bring in props and have scripts ready for tomorrow to present | Chapter 5 presentationsIntroduction to la comida with food packetCITW: checking for understanding and note-takingTarea: No Tarea | Finish and check food vocabulary list packetIntroduction and pronunciation practice with plastic foodTable race games*CITW** *Checking for understanding*

Tarea: No Tarea | Libro page 138 Activdades 1 and 3 and check in class. Sentences must be written out completely in SpanishMe gusta/no me gusta with pages 196 and 208 vocabulary using sit and stand activity*CITW** *Checking for understanding*

Tarea: Comida quiz on martes (Tuesday) | Comida food treeA comer ws and check page 61Pictionary with vocabulary wordsTarea: Study for quiz on martes (Tuesday) |
| Español B | *I will be able to identify and use adjectives with the verb SER in spoken and written language.**I will be able to use the Family vocabulary correctly in spoken and written language.* | Review assessment scoresIntroduction to el cuerpo with see, say, and touchLibro page 138 with two column notesBody ws*CITW** *Note-taking*

Tarea: Finsh ws from class  | Sr. Cabeza de PapaWB page 61-65 A-J*CITW** *Checking for understanding*

Tarea: Finish any work from class  | Sr. Cabeza de papaSimon DiceSr. Cabeza de Papa relays*CITW** *Checking for understanding*

Tarea: No Tarea | Check Wb pages 61-65Simon diceSr. Cabeza de papas relays*CITW** *Checking for understanding*

Tarea: Study for quiz on Wednesday | Face relayTree map (sort)Libro pages 142-147 Activities D-H and K and L*CITW** *Checking for understanding*
* *Practice and homework*

Tarea: Study for quiz on Wednesday and finish work from class |
| 6 ELA | *I will be able to complete the M-Step.**I will be able to identify the features of the myth genre.**I will be able to compare and contrast reading passages* | M-Step Make up | Reading-Read AloudBenchmark Day 1- defining features of the myth genreIndependent readWriting-Paragraph EditingReview compare and contrast assessment gradesBegin literary unit on character- read anchor text *Scout’s Honor* | Reading-Read AloudBenchmark Day 2- defining features of the myth genre Practice comparing and contrasting with myth passagesIndependent readWriting-Paragraph EditingContinue to read Scout’s HonorIdentify the characters/create theory | Reading-Read AloudBenchmark Day 3- defining features of the myth genre Practice comparing and contrasting with myth passagesIndependent readWriting-Paragraph EditingIdentify the characters/create theoryShare theories from Wednesday and create a character theory for characters from Where the Red Fern Grows | Reading-Read AloudBenchmark Day 4- defining features of the myth genre Practice comparing and contrasting with myth passagesIndependent readWriting-Paragraph Editing/write paragraphReadworks article and questions due Monday  |