|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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 understanding  Tarea: Bring in props and have scripts ready for tomorrow to present | Chapter 5 presentations  Introduction to la comida with food packet  CITW: checking  for understanding and note-taking  Tarea: No Tarea | Finish and check food vocabulary list packet  Introduction and pronunciation practice with plastic food  Table 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 Spanish  Me 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 tree  A comer ws and check page 61  Pictionary with vocabulary words  Tarea: 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 scores  Introduction to el cuerpo with see, say, and touch  Libro page 138 with two column notes  Body ws  *CITW*   * *Note-taking*   Tarea: Finsh ws from class | Sr. Cabeza de Papa  WB page 61-65 A-J  *CITW*   * *Checking for understanding*   Tarea: Finish any work from class | Sr. Cabeza de papa  Simon Dice  Sr. Cabeza de Papa relays  *CITW*   * *Checking for understanding*   Tarea: No Tarea | Check Wb pages 61-65  Simon dice  Sr. Cabeza de papas relays  *CITW*   * *Checking for understanding*   Tarea: Study for quiz on Wednesday | Face relay  Tree 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 Aloud  Benchmark Day 1- defining features of the myth genre  Independent read  Writing-  Paragraph Editing  Review compare and contrast assessment grades  Begin literary unit on character- read anchor text *Scout’s Honor* | Reading-  Read Aloud  Benchmark Day 2- defining features of the myth genre  Practice comparing and contrasting with myth passages  Independent read  Writing-  Paragraph Editing  Continue to read Scout’s Honor  Identify the characters/create theory | Reading-  Read Aloud  Benchmark Day 3- defining features of the myth genre  Practice comparing and contrasting with myth passages  Independent read  Writing-  Paragraph Editing  Identify the characters/create theory  Share theories from Wednesday and create a character theory for characters from Where the Red Fern Grows | Reading-  Read Aloud  Benchmark Day 4- defining features of the myth genre  Practice comparing and contrasting with myth passages  Independent read  Writing-  Paragraph Editing/write paragraph  Readworks article and questions due Monday |