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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 and identify letters in the Spanish alphabet.**I will be able to identify and use Spanish pronouns in written and spoken language.**I will be able to tell time in Spanish in written and spoken form.* | Have back and review quizzesPretest of district midtermStandards 1.1, 1.2, 1.3, 4.1, 5.1Tarea (HW)- NO  | Notes- telling time in Spanish* Practice in class with individual clocks
* Whiteboard practice

Complete pages 20-21 Actividades 25 and 26 Standards 1.1, 1.2, 4.1, 5.1*CITW:* * *Identifying similarities and differences*
* *Practice and homework*
* *Checking for understanding*

Tarea (HW)- Finish book work from class | Check homework from TuesdayFinish telling time notes* Practice with clocks and whiteboards

Complete telling time worksheet*Standards 1.1, 1.2, 4.1**CITW:* * *Cooperative learning*
* *Practice and checking for understanding*

Tarea (HW)- bring coloring supplies to class for tomorrow | Students will create individual student schedules* Review requirement s and student examples

 *Standards 1.1, 1.2, and 4.1**CITW:* * *Checking for understanding*

Tarea (HW)- NO | *Finish working on students**Complete gallery walk Standards 1.1, 1.2, and 4.1**CITW:* * *Practice*
* *Checking for understanding*

Tarea (HW)- NO |
| Español A | *I will be able to use greeting vocabulary in both spoken and written language.**I will be able to use and correctly identify Spanish pronouns.* | Practice vocabulary words with flashcards and partnersComplete book pages 6-9 Actividades e,f,i and crossword and check in class if timeCreate 10 line conversation with partner and be ready to share with class *Standards 1.1,1.2,1.3**CITW** *Cooperative group work*
* *Checking for understanding*

*No tarea* | Review vocabulary from chapter 110 minutes to finish conversation from yesterday and practice with partner* Present conversations to class in Spanish

Complete Study Guide for Common Assessment 1 *Standards 1.1,1.2,1.3*CITW:* Cooperative learning
* Checking for understanding

*Tarea (HW): Study for common assessment #1 on Thursday* | Check study guide for Common Assessment #1Grammar review practice worksheetReview games for Common Assessment # 1 tomorrow*Standards 1.1,1.2,1.3**CITW:** *Checking for understanding*
* *Practice and cooperative learning*

Tarea (HW): Study for Unit 1 Common Assessment tomorrow | Unit 1 Common Assessment*Standards 1.1,1.2,1.3**CITW:** *Checking for understanding*

Tarea: No | Review Common Assessment #1Introduction to Spanish alphabet* Sing, dance, laugh alfabeto song
* Pronunciation ws and practice
* Practice spoken language with partners and whiteboards

*Standards 1.1,1.2,1.3**CITW:** *Cooperative learning*
* *Checking for understanding*
* *Summarizing*

Tarea (HW): Study for common assessment #2 on Tuesday |
| 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 explain when and how to use pauses during reading.**I will be able to describe figurative language.* | Reading-Read AloudWeek 3 Benchmark- determining text importance* Introduce fluency skills- Read Lake to Forest
* Create anchor chart as class discussing how good readers use pauses

Writing-* Discuss hw from Friday on figurative language (metaphors/similies/ and personification)
* Watch Powerpoint on figurative language
* Practice writing own

*CITW: Checking for understanding** *practice*

Study for figurative language quiz tomorrow | *Reading-**Read Aloud**Week 3 Benchmark-**Re-read BLM 1 and review BLM 2 and criteria for pausing**Discuss finding the author’s purpose in writing and what is the purpose of lake to Forest (BLM1)**Writing-** Common Core Warm Up
* Simile, metaphor personification practice and video
* Independent reading when done

*CITW:** *Checking for understanding*
* *practice*

NO HW | Reading-Read AloudWeek 3 Benchmark- Model and practice using punctuation cues to pause using BLM 3* model
* work with partners
* Determine text importance of BLM 3 as class

Writing-* Common Core Warm Up
* Simile, personification and metaphor assessment

*CITW:** *Practice and note-taking*

*CITW:** *Practice and checking for understanding*

NO HW | Reading-Read AloudWeek 3 Benchmark- BLM 4 complete as class* Building vocabulary with emotion words

Writing-* Common Core Warm up
* Figurative language notes continues- idiom, paradox, hyperbole
* Practice

*CITW:** *Practice and note-taking*

NO HW | Reading-Read AloudWeek 3 Benchmark-Writing-Review figurative language * Write original examples and practice
* Review for assessment on Monday

*CITW:** *Practice and note-taking*
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