**Lesson Plan Week: August 22th**

Lesson plans are subject to change due schedule changes, test…

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|  |  | **Monday- 22** | **Tuesday- 23** | **Wednesday-24** | **Thursday- 25** | **Friday- 26** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? | **Theme: Welcome and introducing the course**   * Registration cards * Syllabus, Class rules and expectations, course introduction and LOTE TEKS. |  |  |  |  |
| **Vocabulary**  (Academic and Content) |  |  |  |  |  |
| **Lesson Topic** (Content Objective) | * Registration Cards | * Syllabus | |  |  | | --- | --- | | * CHAMPS | * Syllabus | | |  |  | | --- | --- | | * Student Goal | * Syllabus | | * Reflection |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | * Introduce | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | Welcome the students:   * Fill the register cards. * Welcome back the students. | * Read and discuss the syllabus. * Classroom rules. | * Essential questions: * CHAMPS * Power point presentation. | * Continuing on setting goals project. * Post them in the classroom. | * Analyze the Spanish class cycle goals/ Expectation of College level. * Write about your expectation of this year! |
| **Evaluate/ Closing:** | Check cards |  |  |  |  |
| **Materials/ Resources:** | Pen and Pencil | Printed material, color pencils, markers, paper | Printed material, color pencils, markers, paper | Printed material, color pencils, markers, paper | Notebook, writing paper, pencil, pen |
| **R** | **Homework** | **Students will take Syllabus and material’s list home to be sign by parents.** |  |  |  |  |

**Lesson Plan Week: August 29th**

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|  |  | **Monday- 29** | **Tuesday- 30** | **Wednesday-31** | **Thursday- 01** | **Friday- 02** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? | **Theme: Setting goals, objectives of the course, BOY** |  |  |  |  |
| **Vocabulary**  (Academic and Content) |  |  |  |  |  |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | * Introduce | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | * Going through students goals and the objectives and guidelines from College board | * Introduce the expectations of the courses and using tech. | * First Point Assessment * Part A | * First Point Assessment * Part B | * Introducing Unit 1.   “Recuerdos..”   * Un oso y un amor * El primer amor * Start reading… |
| **Evaluate/ Closing:** |  |  |  |  |  |
| **Materials/ Resources:** | BOY test  Dictionaries: Monolingual and bilingual  Graphic organizer  Power Point presentation | **First Point Assessment WEEK** |  |  |  |
| **R** | **Homework** | **Students will take Syllabus and material’s list home to be sign by parents.** |  |  |  |  |

**Lesson Plan Week: September 06th**

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|  |  | **Monday- 05** | **Tuesday- 06** | **Wednesday-07** | **Thursday- 08** | **Friday- 09** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: La familia y las comunidades**  **Introducing Unit 1: Por los caminos del recuerdo**   * **Un oso y un amor**   **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Alarido, apogee, bifurcarse, carpa, lozano, soez, fugaz |  |  |  |  |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** |  | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** |  | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** |  | * Read the story (teacher will read aloud) * Reading comprehension activities | * Continuing reading the story * Compare and contrast Table | Setting of a story:  -Write phrases that describe the setting  -Write your favorite scene | * Create; Retablo   -Setting of the story  -Favorite Scene  -Drawing |
| **Evaluate/ Closing:** |  | **Question, complete a sentence, your opinion…** |  |  |  |
| **Materials/ Resources:** |  | **Notebook, textbook, power point, graphs, color pencils** |  |  |  |
| **R** | **Homework** |  | **Students will finish the table at home.** |  |  |  |

**Lesson Plan Week: September 12th**

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|  |  | **Monday- 12** | **Tuesday- 13** | **Wednesday-14** | **Thursday-15** | **Friday-16** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: La familia y las comunidades**  **Introducing Unit 1: Por los caminos del recuerdo**   * **Un oso y un amor/ Poetry: Voy sonando caminos…**   **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Alarido, apogee, bifurcarse, carpa, lozano, soez, fugaz |  |  |  |  |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | Essential questions | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | Continue working on:  Retablo | Poetry – Introduction  Elementos Literarios  -Take notes:  Metafora, simil, personification, verso, rima, tono… | Voy soñando caminos…  -Pre-reading activities  -Vocabulary  Poem Analysis as a group  -Read | Elementos literarios del poema  Students as a group will participate to identify each element. |  |
| **Evaluate/ Closing:** |  |  |  |  |  |
| **Materials/ Resources:** | **Notebook, textbook, power point, graphs, color pencils** |  |  |  |  |
| **R** | **Homework** | **Students will take the poems to finish at home.** |  |  |  |  |

**Lesson Plan Week: September 19th**

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|  |  | **Monday- 19** | **Tuesday- 20** | **Wednesday-21** | **Thursday-22** | **Friday-23** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: La familia y las comunidades**  **Unit 1: Por los caminos del recuerdo**  **Lección 3: Cuatro poemas**  **Connection: ELA, ESL**  **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Candido, pretil, halido, prodigioso, tiritar, lánguido, lerdo, turbión |  |  |  |  |
| **LOTE**  (Language Objective) |  | **LOTEL2.1.06** Express emotions, preferences, and opinions about people, events, and everyday activities. | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | Essential questions | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | Introduction of the Lesson  -Think, write and share  -Vocabulary | “Cuatro Poemas” (1)  Poem analysis with a partner  Metaphor-simile- rim- tone- images-personification | “Cuatro Poemas” (2)  Poem analysis with a partner  Metaphor-simile- rim- tone- images-personification | “Cuatro Poemas” (3,4)  Poem analysis with a partner  Metaphor-simile- rim- tone- images-personification | “Cuatro Poemas”  Writing the outline of the story behind one of the 4 poem. |
| **Evaluate/ Closing:** | **Notebook, textbook, power point, graphs, color pencils** |  |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** | **Students will finish their story behind the poem. (they will choose)** |  |  |  |  |

**Lesson Plan Week: September 26th**

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|  |  | **Monday- 26** | **Tuesday- 27** | **Wednesday-28** | **Thursday-29** | **Friday-30** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: La familia y las comunidades**  **Unit 1: Por los caminos del recuerdo**  **Lección 3: Cuatro poemas**  **Connection: ELA, ESL**  **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Candido, pretil, halido, prodigioso, tiritar, lánguido, lerdo, turbión |  |  |  |  |
| **LOTE**  (Language Objective) |  | **LOTEL2.1.06** Express emotions, preferences, and opinions about people, events, and everyday activities. | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | Essential questions | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | Continue:   * Edit your narration * Act. D pag. 38 ( in group) | Afiche colaborativo:  Continue with Act. D   * Imagenes, metaforas… |  | **Testing Day** | Introduction of the Lesson  -Think, write and share  -Vocabulary |
| **Evaluate/ Closing:** | **Notebook, textbook, power point, graphs, color pencils** |  |  |  |  |
| **Materials/ Resources:** | **Students will take the poems to finish at home.** |  |  |  |  |
| **R** | **Homework** |  |  |  |  |  |