**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
 |

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| * CHAMPS
 | * Syllabus
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| * 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 testDictionaries: Monolingual and bilingualGraphic 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 – IntroductionElementos Literarios-Take notes:Metafora, simil, personification, verso, rima, tono… | Voy soñando caminos…-Pre-reading activities -VocabularyPoem Analysis as a group-Read | Elementos literarios del poemaStudents 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 partnerMetaphor-simile- rim- tone- images-personification | “Cuatro Poemas” (2)Poem analysis with a partnerMetaphor-simile- rim- tone- images-personification | “Cuatro Poemas” (3,4)Poem analysis with a partnerMetaphor-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** |  |  |  |  |  |