**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 the Hispanic countries. * Virtual Map |
| **Evaluate/ Closing:** |  |  |  |  |  |
| **Materials/ Resources:** | BOY test  Dictionaries: Monolingual and bilingual  Graphic organizer  Power Point presentation | **First Point Assessment WEEK** |  |  |  |
| **R** | **Homework** | **Students will be learning the Hispanic countries. They have to practice at home** |  |  |  |  |

**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? | **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: Introducing the Hispanic countries and culture** |  |  |  |  |
| **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** |  | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** |  | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** |  | * Identify and locate the countries that speak Spanish around the world. | * North America * South America * Central America | History:  -American Indians  North, Central, South | Continue working with the maps. |
| **Evaluate/ Closing:** |  | **Textbook, notebook, maps, color pencil, computer** |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** |  | **Students will research about Indians from North America** |  |  |  |

**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? | **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: History of Hispanic countries: Colonization and Independence from Spain** |  |  |  |  |
| **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** | Oral instructions | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | History: Taking notes  -Cristobal Colon  Indians  -Colonization | * Independence of Latin America * Heritage Month * Read | Continue   * Post reading activates | Continue | Continue  How do they celebrate the Independence Day?  Videos: short clips from news |
| **Evaluate/ Closing:** | **Textbook, notebook, color pencils, pencil.** |  |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** | **Ask parents about legends from their countries.** |  |  |  |  |

**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: Family and Communities**  **Subtheme: Unit 1 – El sentido de nuestras vidas**  **Lesson 1: Los tres consejos**  **Connection: ELA**  **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) |  |  | Acumular, caballero, finca, pesadumbre, sagaz, simultáneamente, talegón. |  |  |
| **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** | Oral instructions | * 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 Unit 1 * Legends and Myths * Take notes | “Los tres consejos”  -Pre-reading activities  Think-write-share  -Vocabulary  -Read | Post reading:  -Complete the table  Pag. 4 | -Act. D, E pag. 9  Analysis:  Answer with complete sentences. |  |
| **Evaluate/ Closing:** | **Textbook, notebook, color pencil, pencil** |  |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** | **Ask parents about a legend from their native countries** |  |  |  |  |

**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: Family and Communities**  **Subtheme: Unit 1 – El sentido de nuestras vidas**  **Lesson 1: Los tres consejos / Los novios y Guanina**  **Connection: ELA**  **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) |  |  | Acumular, caballero, finca, pesadumbre, sagaz, simultáneamente, talegón. |  |  |
| **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** | Oral instructions | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |  |
| **Elaborate:**  **Independent Practice:** | Continue  -Act. D, E pag. 9  Analysis:  Answer with complete sentences. | “Los novios”  -Pre-reading activities  Think-write-share  -Vocabulary | Short Test | “Los novios”  -Read the Legend  -Post-reading activities  Continue   * Act. B pag. 22 * Act. C pag. 28 |  |
| **Evaluate/ Closing:** | **Textbook, notebook, color pencil, pencil** |  |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** | **Ask parents about a legend from their native contries** |  |  |  |  |