Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

**2024-2025 Weekly Lesson Planning Document**

Week 10 of Monday, October 14 through Friday, \_October 18\_2024\_\_\_

**EDUCATOR’S NAME:** \_\_\_**ITZEL ESPITIA**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_***SPANISH 2***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:** **Unit:****Chapter:****Page Number(s):** (It is suggested that you use your curriculum map.) | **Meals of the day****Level 2****Unit 2****Page 3** | **My favorite food and drinks****Level 2****Unit 2****Page 3** | **Food in Mexico City****Level2****Unit 2****Page 3** | **What does she/he like?****Level2****Unit 2****Pag 3****Culture** | **What does they like?****Level 2****Unit 2****Page 3** |
| **TN Standard(s):**Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | (C1.2) Student identify basic biographical information based on what they hear.(C1.3) Students identify people’s basic biographical information based on what they read.(C1.5) Students write basic biographical information. (C1.1) Students ask and answer questions about basic biographical information. |
| **Objective (s):**What specifically should students be able to do at the end of the lesson? The objective is standards-based.Write the objective in student friendly terms. For example, I can multiply binomials.This should also be on your Whiteboard Protocol. What do you want students to ;know, understand and be able to do from this lesson? The objective should be written using the stem…**I CAN….** | **I can identify the meals and the times of the day to eat**En la mañana, en la tarde en la noche.En el desayuno, en el almuerzo y en la cena | **I can describe my favorite foods and drinks**Yo prefieroMe gustaNo me gusta No debo comer/beber porqueNo es saludableMe hace daño | **I can talk about the food in Mexico and my preferences**Tu prefieresTe gustaNo te gusta No debes comer/beber | **I can talk about what another person like**El/ella prefiereLe gustaNo le gustaNo debe comer/beber | **I can talk about what other group of persons like.**Ellos/ellas prefierenLes gustaNo les gustaNo deben comer/beber |
| **Literacy-Based DO NOW:** This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | Students will read and write on their notes the vocabulary of the day | Students will read their instructions on the board with vocabulary | Students will read a paragraph about traveling to México City | Students will write the activity format from about others preferences in third person singular from the board  | Students will write the sentence starters of the objective from the board. |
| **Agenda for the Day**Simple outline of lesson segments or activities that is time stamped.Teacher/class should take 2 minutes or less to review.  | * Do Now Activity (10 minutes)
* Review Learning
* Objective (5 minutes)
* Item 3 I do (10 minutes)
* Item 4 We do (15 minutes)
* Item 4 You do (10 minutes)
 | * Do Now Activity (10 minutes)
* Review Learning
* Objective (5 minutes)
* Item 3 I do (10 minutes)
* Item 4 We do (15 minutes)
* Item 4 You do (10 minutes)
 | * Do Now Activity (10 minutes)
* Review Learning
* Objective (5 minutes)
* Item 3 I do (10 minutes)
* Item 4 We do (15 minutes)
* Item 4 You do (10 minutes)
 | * Do Now Activity (10 minutes)
* Review Learning
* Objective (5 minutes)
* Item 3 I do (10 minutes)
* Item 4 We do (15 minutes)
* Item 4 You do (10 minutes)
 | * Do Now Activity (10 minutes)
* Review Learning
* Objective (5 minutes)
* Item 3 I do (10 minutes)
* Item 4 We do (15 minutes)
* Item 4 You do (10 minutes)
 |
| **Beginning of Lesson****I Do** | The teacher will introduce the objective, vocabulary, grammar and activity | The teacher will introduce the objective, vocabulary, grammar and activity | The teacher will give an introduction of the day and give an introduction about the diverse food in Mexico City | The teacher will introduce the objectives, sentences starters and vocabulary The teacher will give examples with sentence starters with examples. | The teacher will introduce the objectives, sentences starters and vocabulary The teacher will give examples with sentence starters with examples. |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate | Students will practice with food and meals | Students will practice first person activity |  Students will watch a video about food in Mexico CityStudents will collect information about what food partner’s preferences. | Students will practice with each other the questions and answers learned.  | Students will practice with each other the questions and answers learned.  |
| **End of the lesson**You Do  **Science:** EvaluateWorld Languages: Exit Ticket | Students will write what they eat at different times of the day. | Students will complete a first-person preference. | Students will answer a questionnaire about the food they see in second- and first-person using yesterday’s model | They will write a script of a dialogue describing their food preferences. | The students will write 5 sentences in plural of what their friends and family like to eat |
| **(05 MINUTES MAX)****Literacy Based closing activity:**Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | Students will read a menu in Spanish | Students will read about food and traditional food | Students will write about traditional foods. | Students will write their own sentences of the lesson. | Students will write their own sentences of the lesson. |
| **SPED Modification (s):**What modifications are being made to accommodate the students receiving special services? | Students will have print out the menu. | Students will have print out the activities. | Students will have print out the activities. | Students will have print out the activities. | Students will have print out the activities. |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? | Students will do the activity in English | Students will do the activity in English | Students will do the activity in English | Students will do the activity in English | Students will do the activity in English |
| **Assessment (s):**How will you know that students have reached the objective? Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.  | Exit TicketSee End of the Lesson | Exit Ticket See End of the Lesson | Exit TicketSee End of the Lesson | Exit TicketSee End of the Lesson | Exit Ticket.See End of the Lesson |
| **Corrective Activity (s):** What will I do if the student doesn’t understand the lesson? | Students will refer to the e-book for practice and suggest tutoring. | Students will refer to the e-book for practice and suggest tutoring. | Students will refer to the e-book for practice and suggest tutoring. | Students will refer to the e-book for practice and suggest tutoring. Offer more examples.  | Students will refer to the e-book for practice and suggest tutoring. |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  | **Comprehension Activity** | **Comprehension Activity** | **Comprehension Activity** | **Comprehension Activity** | **Comprehension Activity** |
| **Technology Integration:**How will the students use technology to help them master the objective. | e-book activities | e-book activities | e-book activities | e-book activities | e-book activities |

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| **IN THE FOLLOWING PAGES:** **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** |
| **ALL SCIENCE (S):** What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate
 | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** |
| **ALL SCIENCE (S):** ***(Multiple opportunities to engage in science, Makes since of science content)*** What is yourplan to incorporate technology while incorporating the 5E instructional model?**SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.* Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075)
* Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or

YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba SistersNearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:** What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?**TEACHER PLANS:** Components of thetextbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:** What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:** What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):** What text(s) will be used for each phase of gradual release of responsibility? **TEACHER PLANS:** Phases of gradual release.Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):** High-Quality Texts: **Core Action 1**Focus each lesson on a high-quality text (or multiple texts).Text-Specific Questions:**Core Action 2**Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |