Template for the following:

Science, Social Studies, CTE,

World Languages,

HPELW, Fine Arts, JROTC



**2024-2025 Weekly Lesson Planning Document**

# Week 10 from Monday, Oct 14 through Friday, \_October 18\_2024\_

**EDUCATOR’S NAME:** \_\_\_**ITZEL ESPITIA**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_***SPANISH 1***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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.)  | My classes**Level 1** **Unit 2****Page 2** | **What color is it****Level 1** **Unit 2****Page 2** | Where is it?**Level1** **Unit 2** **Page 2** | How are they? Estar**Level 1** **Unit 2****Page 2** | Pronouns Activities**Level** **Unit 2****Page 2**  |
| **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 describe my school scheduleKey Verbs: LLevar, Tener | I can describe what clothes someone is wearing and what day is tomorrowKey verb: llevar-To wear | I can describe where people, things and places are located.Key verb: ESTAR | I can describe what a person is feeling or the temporary state of things.Key Verb: ESTAR | I can use the right pronouns.Key Verb: Hablar, cantar |
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| **I CAN….**  |

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| **Possible Misconception (s):** What misconception(s) are you anticipating during this lesson?  | n/a | Students might be confused with the position of the adjective in Spanish. | Students might be confused with the use of the two main Spanish copular verbs | Students might be confused with the use of the two main Spanish copular verbs SER Y ESTAR. | Students might be confused with some pronouns that do not have any correspondence in English |
| **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 from the board in Spanish and take notes.  | Students will complete exercise 2 Pag 76. | Students will read from the board Spanish and take notes |  Students will read from the board Spanish and take notes | . Students will read from the board Spanish and take notes |
| **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** **Science:** Engage & Explore    | The teacher will introduce vocabulary and structure of activity. Modeling with some examples.Pag 74 from TextbookModel Exercise4 Pag. 76Grammar: HayVocabulary: Mañana | The teacher review clothing vocabulary and the verb LLEVAR (to wear)Pag 75 from TextbookReview vocabulary: Nuevo, Hay | The teacher will introduce the verb ESTAR with some examples for location.Exercise 33 Pag 23 | . The teacher will introduce the verb ESTAR with some examples for temporary states.Pag 174 & 175 | The teacher will introduce the new verbs  |

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| **Middle of the lesson** We Do  **Science:** Explain and Elaborate   |  Students will complete the exercise on Pag. 76 | Students will identify what people is wearing on flashcards or pictures on the electronic board. |  Students will complete exercise 37-page 95. | Students will complete exercise on page 175 & 176 | Techer will check for understanding the concept and will provide exercises to practice in pairs the new verbs. |
| **End of the lesson** You Do    **Science:** Evaluate World Languages: Exit Ticket  | Students will work with Listening, Interpretative Viewing and Writing SkillsExercise 3 Pag. 76.  | Students will work with Listening, Interpretative Viewing and Writing SkillsBy identifying on the board what people is wearing.  | The students will write 5 sentences with the vocabulary. | The students will complete exercise 27 on Page 176.   | Teacher will read at loud sentences with the verbs and some nouns.Students will write down the sentences but changing the noun for a pronoun. |
| **(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 during the whole class in English and Spanish  | Students will read about Clothing.  | Students will read about places and cities in the United States  | Students will write their own sentences  | Students will listen and write the answer they hear. |
| **SPED Modification (s):** What modifications are being made to accommodate the students receiving special services? | SPED students will work with teacher. | SPED students will write about what people is wearing on 3 flashcards. | Students will have a printout with the verbs to be in pictures.  | Students will write sentences with the vocabulary in page 174 | SPED students will use a simplify version of the exercise printed. |
| **ESL Modification (s):** What modifications are being made to accommodate the students receiving special services? | During Exit Ticket will write in English what the hear in Spanish  | Pag 86 | Pag 87 | Pag 83 Exercise 16  | Students will complete a comprehension reading 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 Ticket  | Exit Ticket  | Exit Ticket  | Exit Ticket  | Exit Ticket.  |
| **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 ebook for practice and suggest tutoring. Offer more examples.  | Students will refer to the ebook for practice and suggest tutoring.  |
| **Extension/Enrichment Activity** **(s):** What will I do with students who understand quicker than others?   | Exercise 11 Pag 80 | **Exercise 12 Pag 80** | **Comprehension Activity Activity Pag 77** |  Exercose 19 Pag 84 |  Exercise 20 Pag 85 |
| **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 w](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919)ith the Amoeba Sisters or

YouTube Video[: Characteristics of](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) [Life w](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s)ith the Amoeba Sisters Nearpod Video[: Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses w](https://www.youtube.com/watch?v=8FqlTslU22s)ith 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 the textbook’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 highquality text (or multiple texts).Text-Specific Questions: **Core Action 2** Employ questions and tasks, both oral and written, that are textspecific and accurately address the analytical thinking required by the grade-level standards.  |   |   |   |   |   |