**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of October 14\_\_\_\_\_\_through October 18\_\_\_\_\_\_\_\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_\_\_Belkis Elliott\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_Spanish\_\_\_1-3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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.) | **Unit one: Who you are. Pag.4 Spanish 1.****Unit One: We are Who we are, pag, 3** **Spanish 2.****Unit One: Now and Then, pag, 6 Spanish 3** | **Unit one: Who you are. Pag.4 Spanish 1.****Unit One: We are Who we are, pag, 3** **Spanish 2.****Unit One: Now and Then, pag, 6 Spanish 3** | **Unit one: Who you are. Pag.4 Spanish 1.****Unit One: We are Who we are, pag, 3** **Spanish 2.****Unit One: Now and Then, pag, 6 Spanish 3** | **Unit one: Who you are. Pag.4 Spanish 1.****Unit One: We are Who we are, pag, 3** **Spanish 2.****Unit One: Now and Then, pag, 4 Spanish 3** | **Unit one: Who you are.** **Pag.4 Spanish 1.****Unit One: We are Who we are, pag, 3** **Spanish 2.****Unit One: Now and Then, pag, 6 Spanish 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. | Students identify basic biographical information based on what they hear. (1.2)Students identify people’s basic biographical information based on what they read. (C1.3)Students write basic biographical information. (C1.5)Students ask and answer questions about biographical information. ((1.1)Students identify a description of someone in the written passage (C1.3)Students write a short description of themselves (C1.5)Students will answer question regarding personal descriptions (C1.1)Students can identify other people personality.Students can describe the personality and physical appearance of myself and others. |
| **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 is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem…**I CAN….** |  |  |  |  |  |

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| **Possible Misconception (s):**What misconception(s) are you anticipating during this lesson? |  |  |  |  |  |
| **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. |  |  |  |  |  |
| **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 *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*
* Item 6 *( minutes)*
 | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* |
| **Beginning of Lesson****I Do****Science:** Engage & Explore |  |  |  |  |  |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate |  |  |  |  |  |
| **End of the lesson**You Do  **Science:** Evaluate | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. |
| **(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 write read and answer questions** | **Students write read and answer questions** | **Students write read and answer questions** | **Students write read and answer questions** | **Students write read and answer questions** |
| **SPED Modification (s):**What modifications are being made to accommodate the students receiving special services? | Check for understanding Use simplified wording Repeat as necessary | Check for understanding Use simplified wording Repeat as necessary | Check for understanding Use simplified wording Repeat as necessary | Check for understanding Use simplified wording Repeat as necessary | Check for understanding Use simplified wording Repeat as necessary |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? | Explain in Spanish for non-English speakers | Explain in Spanish for non-English speakers | Explain in Spanish for non-English speakers | Explain in Spanish for non-English speakers | Explain in Spanish for non-English speakers |
| **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.  | Individually students will also have to show their answers and reasoning | Individually students will also have to show their answers and reasoning | Individually students will also have to show their answers and reasoning | Individually students will also have to show their answers and reasoning | Individually students will also have to show their answers and reasoning |
| **Corrective Activity (s):** What will I do if the student doesn’t understand the lesson? | Give a demonstration of a possible scenario to show what is expected and possible outcomes | Give a demonstration of a possible scenario to show what is expected and possible outcomes | Give a demonstration of a possible scenario to show what is expected and possible outcomes | Give a demonstration of a possible scenario to show what is expected and possible outcomes | Give a demonstration of a possible scenario to show what is expected and possible outcomes |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  |   Students will work together to complete a series of questions for understanding from the lesson |   Students will work together to complete a series of questions for understanding from the lesson |   Students will work together to complete a series of questions for understanding from the lesson |   Students will work together to complete a series of questions for understanding from the lesson |   Students will work together to complete a series of questions for understanding from the lesson |
| **Technology Integration:**How will the students use technology to help them master the objective. | The Promethean Board will be used mostly for this week’s lesson | The Promethean Board will be used mostly for this week’s lesson. | The Promethean Board will be used mostly for this week’s lesson. | The Promethean Board will be used mostly for this week’s lesson. | The Promethean Board will be used mostly for this week’s lesson. |

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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. |  |  |  |  |  |