A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week 3 of Monday, August 19 through Friday, \_August 23\_\_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.) | **This is what you came for….**  **Unit 1**  **Page 2** | **This is what you came for….**  **Unit 1**  **Page 2** | **You came to learn….**  **Unit 1**  **Page 2** | **You came to learn….**  **Unit 1**  **Page 2** | **You came to learn….**  **Unit 1**  **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 the 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 say my name and spell some other names. | I can greet in Spanish | . I can use punctuation in Spanish. | I can say the numbers until 20. | I can memorize some commands for the class. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | How to sound out the alphabet. | They might confuse with using the correct greeting | For English speakers is difficult to remember the sound of I in Spanish | They might have difficulty pronouncing some numbers |  |
| **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. | Read a mini dialogue | Students will practice how to respond to a greeting.  Pag 4 Activity 6 | ¿Qué recuerdas? What do you remember exercise Pag 5 Textbook | Read a paragraph Page 11 Textbook “Para Conversar” | Students will read a cultural passage in English |
| **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 Ice Breaker Activity (5 *minutes)* * Review Learning Objective *(3 minutes)* * Item 3 I do *(5 minutes)* * Item 4 Rul *(5 minutes)* | * Do Now *List of motives (****8 min)*** * Review Learning Objective (***3 minutes)*** * Item 3 *Share* ***(10 min)*** * Item 4 *Discuss* ***(10 min)*** * Item 5 *Evaluate* ***(5 min)***   Item 6 *Close (****5 min)*** | * Do Now *(8 minutes)* * Review Learning Objective *(3 minutes)* * Item 3 *(8 minutes)* * Item 4 *(10 minutes)* * Item 5 *(10 minutes)*   Item 6 *(10 minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *(3 minutes)* * Item 3 *(10 minutes)* * Item 4 *(10 minutes)* * Item 5 *(10 minutes)*   Item 6 *(5 minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *(3 minutes)* * Item 3 *(10 minutes)* * Item 4 *(10 minutes)* * Item 5 *(10 minutes)*   Item 6 *(5 minutes)* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | Teacher will check for understanding the DO NOW  Teacher will model the alphabet | Teacher will check for understanding the DO NOW | The teacher will explain the rules of punctuation! | The teacher will sound out the numbers and new vocabulary. | Getting Ready for Quiz |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Students will spell in Spanish 3 names. | Students and teacher will have a role play with greetings | Students will practice punctuation Page 6 Exercise 11. | Teacher will ask the students their age in Spanish Students will respond in Spanish with teachers help. | Quiz about Class Vocabulary |
| **End of the lesson**  You Do  **Science:** Evaluate | Students will do exercise No3 Page 3 of Textbook | Students will respond to different scenarios to greet Ex.6 Pag 4 | Students will put together puzzles of greetings.  Ex. 12 Pag 6 | Quiz about the numbers. | Students Notebook Check |
| **(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 read “Para Conversar” Pag 3. |  | Assign material to memorize for quiz | Students will read names of Spanish Speaking Countries |  |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Students will spell only 3 names. |  | Students will have a printout of a role using greetings. | Students will get a print of the numbers while we get computers in for further support. | SPED students will have one on one directions if necessary |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Teacher will explain directions in Spanish. |  | Teacher will explain directions in Spanish and students will do the opposite. They will practice their English. | Teacher will explain directions in Spanish and ESL Students will have do the opposite. They will respond in English | Not necessary for this activity. |
| **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** | **Interpersonal Pre-Assessment.** One on one with the teacher for a short conversation. | Quiz -Game to test how much the students remember the capitals of the countries studied. | Exit-Ticket Quiz. | . N/A |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | Students will be refer to the e-book for practice and suggest tutoring. |  |  | They will be explained again. |  |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **Reading of Page 8 of Textbook with Comprehension Activity** |  |  | Students would watch a video about distribution of Hispanic in the United States. |  |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Electronic Book** |  | Multimedia | Multimedia | Multimedia |

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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 Sisters  Nearpod 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 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 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. |  |  |  |  |  |