

Template for the
following:
Science, Social Studies, CTE,
World Languages,
HPELW, Fine Arts, JROTC



2024-2025 Weekly Lesson Planning Document

Week 4 of Monday, Sept 2 through Friday, Sept 6, 2024

EDUCATOR'S NAME: ITZEL ESPITIA SUBJECT: SPANISH 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Unit 1 Page 2	Interrogative Words Unit 1 Page 2	Introduction to verb to SER AND Quiz from last week material Unit 1 Page 2	I can talk about my friends Unit 1 Page 2	Introduction to verb TENER to describe physical characteristics. 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 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 talk about myself I can tell you my age and birthday. I can use say where I am from I can give you my phone and email address.	I can conjugate verb SER	I can introduce my friends I can use the Verb to Be for describing a 3er Person.	I can talk about my friends I can use the Verb to Be for describing a 3er Person.

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?		They might confuse with using the correct interrogative word and trying to translate word by word	For English speakers is difficult to understand that in Spanish there is more than two conjugations	Students might be confused with the change of te vs se.	
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 communicate in writing and in a conversation with all these questions.	Students will review a Paragraph from the book	Read Dialogue from the book.	Students will read a Paragraph from their book.
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.	<ul style="list-style-type: none"> ▪ Do Now Activity (8 minutes) ▪ Review Learning Objective (3 minutes) ▪ Item 3 I do (5 minutes) ▪ Item 4 We do (15 minutes) ▪ Item 4 You do (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now <i>List of motives (8 min)</i> ▪ Review Learning Objective (3 minutes) ▪ Item 3 <i>Share (10 min)</i> ▪ Item 4 <i>Discuss (10 min)</i> ▪ Item 5 <i>Evaluate (5 min)</i> Item 6 <i>Close (5 min)</i> 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) <i>Quizz</i> ▪ Review Learning Objective (3 minutes) ▪ Item 3 (8 minutes) ▪ Item 4 (10 minutes) ▪ Item 5 (10 minutes) Item 6 (10 minutes) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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		The teacher will introduce Interrogative Words	The teacher will explain the verb to be!	The teacher will present how to introduce a 3er person	The students will recall some of the vocabulary from last class.

Middle of the lesson We Do Science: Explain and Elaborate		Students will practice in groups asking and responding questions about themselves	Students will practice the verb to be and make notes.	Teacher will ask the students about verb to SER Students will respond in Spanish with teachers help.	Teacher will do a check for understanding with vocabulary
End of the lesson You Do Science: Evaluate		Students will write a paragraph about themselves.	The students Will complete and exercise with the verb SER.	The students Will complete and exercise with the verb SER and ADJECTIVES	The students will complete a similar exercise describing a third person "Lizzo"
(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 about personal information.	Students will read a few sentences with examples of SER	Students will read examples of verb SER and Adjectives	Students will read examples about a personality.
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?		Special Worksheet	Students will have a printout with the verb to be in pictures.	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?		Instructions will be given 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	Exit Ticket	Quiz -Game to test how much the students remember about the verb to be.	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. 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
Technology Integration: How will the students use technology to help them master the objective.		Multimedia	Multimedia	Multimedia	Multimedia

IN THE FOLLOWING PAGES:

ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED

<p><u>ALL SCIENCE (S):</u> What is your resource plan for each of the 5 Es of inquiry-based science instruction?</p> <ol style="list-style-type: none"> Engage Explore Explain Elaborate Evaluate 	<p><u>Engage</u></p> <p><u>Explore</u></p> <p><u>Explain</u></p> <p><u>Elaborate</u></p> <p><u>Evaluate</u></p>	<p><u>Engage</u></p> <p><u>Explore</u></p> <p><u>Explain</u></p> <p><u>Elaborate</u></p> <p><u>Evaluate</u></p>	<p><u>Engage</u></p> <p><u>Explore</u></p> <p><u>Explain</u></p> <p><u>Elaborate</u></p> <p><u>Evaluate</u></p>	<p><u>Engage</u></p> <p><u>Explore</u></p> <p><u>Explain</u></p> <p><u>Elaborate</u></p> <p><u>Evaluate</u></p>	<p><u>Engage</u></p> <p><u>Explore</u></p> <p><u>Explain</u></p> <p><u>Elaborate</u></p> <p><u>Evaluate</u></p>
<p><u>ALL SCIENCE (S):</u> <i>(Multiple opportunities to engage in science, Makes sense of science content)</i> What is your plan to incorporate technology while incorporating the 5E instructional model?</p> <p>SUGGESTED OPPORTUNITIES FOR TECHNOLOGY</p> <p>Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.</p> <ul style="list-style-type: none"> Interactivity: Studying Life (Savvas) Interactivity: Prokaryotes and Eukaryotes (Savvas) Interactivity: Multicellular Life (Savvas) Interactive Video: Characteristics of Life (Savvas) Nearpod Video: Viruses Flocabulary Nearpod Video: Characteristics of Life with the Amoeba Sisters or <p>YouTube Video: Characteristics of Life with the Amoeba Sisters</p> <p>Nearpod Video: Viruses with the Amoeba Sisters or YouTube Video: Viruses with the Amoeba Sisters</p>					

<u>ALL MATH (S):</u> 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?					
<u>ALGEBRA I:</u> 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					
<u>GEOMETRY:</u> 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					
<u>ALGEBRA II:</u> 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					

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.