

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



2024-2025 Weekly Lesson Planning Document

Week 6 of Monday, Sept 9 through Friday, Sept 13, 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.)	Reviewing Verb to Be for all pronouns. Unit 1 Page 3	Reviewing Verb SER for describing he, she or myself Unit 1 Page 3	Reviewing verb SER n Spanish to describe a person or an object Unit 1 Page 3	Reviewing verb TENER to describe physical characteristics. Unit 1 Page 3	Body Health Unit 1 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 conjugate verb SER I can tell her she, he and them are from, I can tell who other people are. Definitive and Indefinite articles. Page 72 and 73 of Textbook Vocabulary page 61 Textbook	I can describe people Vocabulary: Adjetivos 'Adjectives' Conjunction: pero 'but' Page: 198-200 Textbook Vocabulary Page 197 Textbook	I can conjugate verb ESTAR I can tell her she, he and them are from, I can describe people and objects Vocabulary: Objects and Adjectives such as small, big, cold, hot, etc.	I can use the Verb TENER to describe parts of the body. Vocabulary: Body parts From the screen	I can tell how I feel (health).

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>They need to have more than 3 conjugations for the verb. In addition, some students don't use correctly the verb to be in English.</p>	<p>In Spanish some adjectives use the verb ES, some others verb ESTAR and the rest TENER. This is only learned by practice.</p>	<p>In Spanish some adjectives use the verb ES, some others verb ESTAR and the rest TENER. This is only learned by practice.</p>	<p>In Spanish some adjectives use the verb ES, some others verb ESTAR and the rest TENER. This is only learned by practice.</p>	<p>Syntax here star giving a little of trouble but with the previous learning of the adjectives will be easy to address.</p>
<p>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.</p>	<p>Students will read from the board in English and Spanish and communicate in writing and in a conversation with all these questions in Spanish</p>	<p>Students will read from the board in English and Spanish and communicate in writing and in a conversation with all these questions in Spanish</p>	<p>Students will review Adjectives in Spanish and English</p>	<p>Read Dialogue from the book.</p>	<p>Students will read a Paragraph from their book that will help their literacy in Spanish, very important especially for Hispanic born in the USA. Page 85 "Para Conversar" Textbook Que Chévere Level 2</p>
<p>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.</p>	<ul style="list-style-type: none"> ▪ Do Now Activity (8 minutes) Write Ser in Spanish ▪ Review Learning Objective (3 minutes) ▪ Item 3 I do (10 minutes) ▪ Item 4 We do (8 minutes) ▪ Item 4 You do (10 minutes) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<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)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	<p>The teacher will introduce the Verb SER with all pronouns and examples of them</p> <p>The teacher will introduce definitive and indefinite articles Page 73. Using vocabulary on page 61</p>	<p>Review pictures Page 197 of the Textbook and the use of Verb to be to connect.</p>	<p>The teacher will introduce the verb ESTAR with all pronouns and examples o them.</p>	<p>The teacher will introduce the use of verb TENER and examples with a list of adjectives</p>	<p>The teacher will check review vocabulary and expressions of page 85 Textbook Que Chevere Level 2.</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Practice es, and son with Exercise B 72</p>	<p>Students will practice in groups asking and responding questions about themselves</p> <p>Exercise 24</p> <p>Comprehension from Dialogue.</p> <p>Page 199</p>	<p>Students will practice ADJECTIVES that use verb ESTAR</p>	<p>Teacher will model examples with TENER, and students will make their own.</p>	<p>Teacher will check for understanding the vocabulary and exercise 2 with students</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate World Languages: Exit Ticket</p>	<p>Practice definitive and indefinite articles. Exercise C & D Page 72</p>	<p>Students will write a paragraph about themselves and a friend.</p> <p>Exercise 25 Page 199</p>	<p>The students Will complete and exercise with the verb ESTAR.</p>	<p>The students will complete and exercise with TENER and parts of the body based on a picture that they would need to describe.</p>	<p>Students will complete Exercise 6 Page 87 of Textbook Que Chevere Level 2.</p>
<p>(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.</p>	<p>Read adjectives in English and Spanish Page 61</p>	<p>Students will read about personal information.</p>	<p>Students will read a few sentences with examples of ESTAR</p>	<p>Students will read examples of verb TENER and Adjectives</p>	<p>Students will read vocabulary page 84 and 85 Que Chevere Level 2</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>SPED students will write some of the vocabulary and change from definitive to indefinite article.</p>	<p>SPED students will complete exercise 32- page 38</p>	<p>Students will have a printout with the verb to be in pictures.</p>	<p>Especial printed activity with body parts in Spanish to tag.</p>	<p>SPED students will continue with the body parts package.</p>

<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>This is a great opportunity for me to explain ESL students to understand language differences.</p>	<p>This is a great opportunity for me to explain ESL students to understand language differences.</p>	<p>Teacher will explain directions in Spanish and students will do the opposite. They will practice their English.</p>	<p>Teacher will explain directions in Spanish and ESL Students will have do the opposite. They will respond in English.</p>	<p>This activity is very useful to show them the differences in USA and they could assimilate the cultural change.</p>
<p>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.</p>	<p>Exit Ticket</p>	<p>Exit Ticket</p>	<p>Exit Ticket</p>	<p>Exit Ticket</p>	<p>Exit Ticket.</p>
<p>Corrective Activity (s): What will I do if the student doesn't understand the lesson?</p>	<p>Students will refer to the e-book for practice and suggest tutoring.</p>	<p>Students will refer to the e-book for practice and suggest tutoring.</p>	<p>Students will refer to the e-book for practice and suggest tutoring.</p>	<p>Students will refer to the e-book for practice and suggest tutoring. Offer more examples.</p>	<p>Students will refer to the e-book for practice and suggest tutoring.</p>
<p>Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?</p>	<p>Comprehension Activity</p>	<p>Comprehension Activity</p>	<p>Comprehension Activity</p>	<p>Comprehension Activity</p>	<p>Comprehension Activity</p>
<p>Technology Integration: How will the students use technology to help them master the objective.</p>	<p>e-book activities</p>	<p>e-book activities</p>	<p>e-book activities</p>	<p>e-book activities</p>	<p>e-book activities</p>