

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



2024-2025 Weekly Lesson Planning Document

Week 8 of Monday, Sept 20 through Friday, _Sept 27_2024__

EDUCATOR'S NAME: ITZEL ESPITIA SUBJECT: SPANISH 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	I am Level 1 Unit 1 Page 3	I am Level 1 Unit 1 Page 3	I like food Level1 Unit 21 Page 3	I like food Level 1 Unit 1 Page 3	I like food Level 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 describe myself and others.	I can describe myself and others	I can express my food preferences.	Students Will be able to express what or where their friends like to eat	I can go to the restaurant and ask for food

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Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	Students might have trouble aligning adjectives in Spanish to the gender or the subject or object qualify.	Students might have trouble recognizing some vocabulary	Students might be confused with the use of Me for reflexive verbs	Students will be confused with the indirect object pronouns use with the verb gustar.	Students might be confused with some conjugations.
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 read from the board Spanish and take notes	Students will complete and exercise to practice verb SER	Students will write the sentence starters on the e-board.	Students will read a text about food.
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 (10 minutes) Item 4 We do (8 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) 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 the verb SER With some examples	The teacher will introduce the verb TENER with some examples.	The teacher will introduce sentence starters wit examples.	The teacher will introduce how to express preferences focusing on food and meals.	The teacher will introduce the role play to students.

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	Teacher will introduce some adjectives in Spanish to be use with the verb SER and some examples, allowing students to collaborate	Teacher will introduce some adjectives in Spanish that are use with verb Tener, allowing students to participate.	Students will make their own sentences bases on a sentence starter and different options of food and meal	Teacher will model examples, and student will do their own sentences in plural form.	Techer will check for understanding the vocabulary and will provide exercises to practice in pairs.
<p>End of the lesson You Do</p> <p>Science: Evaluate World Languages: Exit Ticket</p>	Students will work on teams to produce their own sentences.	Students will write their own answers based on the new vocabulary, about where certain restaurants are and what they would like to eat.	The students will write 5 sentences with the sentence starters and the food vocabulary.	The students will write 6 sentences of what their friends and family like to eat.	Students will complete the role play.
<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>	Students will read during the whole class in English and Spanish	Students will read about	Students will read about food in Mexico.	Students will write their own sentences	Students will complete the comprehension questions about the restaurant dialogue.
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	SPED students will work with teacher.	SPED students will complete exercise with mor time.	Students will have a printout with the verbs to be in pictures.	Students will complete sentences in first person.	SPED students will use flash cards with foods.

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	This is a great opportunity for me to explain ESL students to understand language differences.	This is a great opportunity for me to explain ESL students to understand language differences.	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.	This activity is very useful to show them the differences in USA and they could assimilate the cultural change.
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 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	Page 140 La comida de las tres culturas		Page 98 Exercise 43 Lectura Puentes y Fronteras/Bridges and Borders de Gina Valdez
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

IN THE FOLLOWING PAGES:**ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED**

<u>ALL SCIENCE (S):</u> 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	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>
<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? SUGGESTED OPPORTUNITIES FOR TECHNOLOGY Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials. <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 YouTube Video: Characteristics of Life with the Amoeba Sisters • 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?</p>					
<p><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</p>					
<p><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</p>					
<p><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</p>					

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.