

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 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	<b>I like food</b> <b>Level 2</b> <b>Unit 2</b> <b>Page 3</b>	<b>I like food</b> <b>Level 2</b> <b>Unit 2</b> <b>Page 3</b>	<b>I like food</b> <b>Level2</b> <b>Unit 2</b> <b>Page 3</b>	<b>I like food</b> <b>Level 2</b> <b>Unit 2</b> <b>Page 3</b>	<b>I like food</b> <b>Level 2</b> <b>Unit 2</b> <b>Page 3</b>
<b>TN Standard(s):</b> 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.				
<b>Objective (s):</b> 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... <b>I CAN....</b>	<b>Vocabulary Presentation 'En el restaurante</b> <b>Page 141Textbook</b>  I CAN talk about food and meals	<b>¿Dónde está el restaurante?</b> <i>Where is the restaurant?</i> <b>¿Qué van a comer?</b> <i>What are you going to eat?</i>  <b>Page: 143 Textbook Exercise 19</b>  I can talk about restaurant locations. I can talk about what they want to order in a restaurant	Students Will be able to express what and where they like to eat. <b>Me/Le gusta comer...</b> <b>Me gustaría comer.</b> <b>Me gusta comer en...</b> <b>Page 144</b>  I can express my food preferences.	Students Will be able to express what or where their friends like to eat <b>Nos gusta/les gusta comer...</b> <b>Me/les gustaría comer.</b> <b>Me/les gusta comer en...</b>  I can express my friends and my food preferences.	Students will be able to express location and emotions with this verb. <b>Review verb ESTAR</b>  I can describe emotions in persons and locations of persons and objects.

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<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?		Students might have trouble recognizing some vocabulary	Students might be confused with the use of Me for reflexive verbs	Students will be confused with some conjugations	Students might be confused with some conjugations.
<b>Literacy-Based DO NOW:</b> 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 English and Spanish and communicate in writing and in a conversation with all these questions in Spanish	Students will read from the board Spanish and communicate in writing and in a conversation with all these questions in Spanish	Students will write the sentences starters of the objectives and, A mi... A mi familia A mi amigo... A Maria...	Students will write the sentence starters. A mis amigos...	Students will read and write from the board the differences between both verbs.
<b>Agenda for the Day</b> 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"> <li>Do Now Activity (8 minutes)</li> <li>Review Learning Objective (3 minutes)</li> <li>Item 3 I do (10 minutes)</li> <li>Item 4 We do (8 minutes)</li> <li>Item 4 You do (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Do Now <i>List of motives (8 min)</i></li> <li>Review Learning Objective (3 minutes)</li> <li>Item 3 <i>Share (10 min)</i></li> <li>Item 4 <i>Discuss (10 min)</i></li> <li>Item 5 <i>Evaluate (5 min)</i></li> <li>Item 6 <i>Close (5 min)</i></li> </ul>	<ul style="list-style-type: none"> <li>Do Now (8 minutes)</li> <li>Review Learning Objective (3 minutes)</li> <li>Item 3 (8 minutes)</li> <li>Item 4 (10 minutes)</li> <li>Item 5 (10 minutes)</li> <li>Item 6 (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Do Now (8 minutes)</li> <li>Review Learning Objective (3 minutes)</li> <li>Item 3 (10 minutes)</li> <li>Item 4 (10 minutes)</li> <li>Item 5 (10 minutes)</li> <li>Item 6 (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Do Now (8 minutes)</li> <li>Review Learning Objective (3 minutes)</li> <li>Item 3 (10 minutes)</li> <li>Item 4 (10 minutes)</li> <li>Item 5 (10 minutes)</li> <li>Item 6 (5 minutes)</li> </ul>
<b>Beginning of Lesson I Do</b>  <b>Science:</b> Engage & Explore	The teacher will introduce the vocabulary on the e'board	The teacher will read along with the students and check for understanding the Dialogue	The teacher will introduce sentence starters with examples.	The teacher will introduce the exercises.	The teacher will review the differences between <i>SER</i> and <i>ESTAR</i> but will focus on the practice of <i>ESTAR</i>

<p><b>Middle of the lesson</b> We Do</p> <p><b>Science:</b> Explain and Elaborate</p>	Para Conversar Pag 142	<p>Exercise 19 Page 143</p> <p>Comprehension from Dialogue.</p>	<p>Students will make their own sentences bases on a sentence starter and different options of food and meal</p> <p>Exercise 20 Page 143</p>	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 together
<p><b>End of the lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p> <p>World Languages: Exit Ticket</p>	Exercise 18 Pag 142	Students will write their own answers based on the new vocabulary, about where certain restaurant is 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 5 sentences in plural of what their friends and family like to eat.	Students will complete Exercise 37 Pag 95 <b>Busca las cosas en la clase.</b>
<p><b>(05 MINUTES MAX)</b> <b>Literacy Based closing activity:</b> 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>	Exercise 17 Pag 142	Students will read about personal information.	Students will read how to ask a server	Students will write their own sentences	Students will complete Exercise 35 Page 94 <b>¿Cómo estas?</b>
<p><b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?</p>	SPED students will only list two of the foods and two of thee drinks as well as the verbs.	SPED students will complete exercise 32- page 38	Students will have a printout with the verbs to be in pictures.	Es	SPED students will continue with the body parts package.

<b>ESL Modification (s):</b> 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.
<b>Assessment (s):</b> 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.
<b>Corrective Activity (s):</b> 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.
<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?	<b>Comprehension Activity</b>	<b>Comprehension Activity</b>	<b>Page 140 La comida de las tres culturas</b>		<b>Page 98 Exercise 43 Lectura Puentes y Fronteras/Bridges and Borders de Gina Valdez</b>
<b>Technology Integration:</b> 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**

<b><u>ALL SCIENCE (S):</u></b> 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>
<b><u>ALL SCIENCE (S):</u></b> <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? <b>SUGGESTED OPPORTUNITIES FOR TECHNOLOGY</b> Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials. <ul style="list-style-type: none"> <li>• Interactivity: <a href="#">Studying Life</a> (Savvas)</li> <li>• Interactivity: <a href="#">Prokaryotes and Eukaryotes</a> (Savvas)</li> <li>• Interactivity: <a href="#">Multicellular Life</a> (Savvas)</li> <li>• Interactive Video: <a href="#">Characteristics of Life</a> (Savvas)</li> <li>• Nearpod Video: <a href="#">Viruses</a> <a href="#">Flocabulary</a></li> <li>• Nearpod Video: <a href="#">Characteristics of Life</a> with the Amoeba Sisters or            YouTube Video: <a href="#">Characteristics of Life</a> with the Amoeba Sisters</li> <li>• Nearpod Video: <a href="#">Viruses</a> with the Amoeba Sisters or YouTube Video: <a href="#">Viruses</a> with the Amoeba Sisters</li> </ul>					

<b><u>ALL MATH (S):</u></b> What <b>manipulatives</b> might be integrated into the lesson? What did you learn from using the manipulatives <b>in advance</b> of using them in class with students?					
<b><u>ALGEBRA I:</u></b> What <b>practice problems</b> are you planning to use for the <b>Explore, Understand &amp; Apply, Practice &amp; Problem Solving, and Assess &amp; Differentiate</b> portions of the lesson? What did you learn from working the problems <b>in advance</b> of using them in class with students? <b>TEACHER PLANS:</b> Components of the textbook's Instructional Design					
<b><u>GEOMETRY:</u></b> What <b>activities/practice</b> problems are you planning to use for <b>Launch the Lesson, Explore It, Examples &amp; Self-Assessment, and Practice</b> portions of the lesson? What did you learn from working the problems <b>in advance</b> of using them in class with students? <b>TEACHER PLANS:</b> Components of the textbook's Instructional Design					
<b><u>ALGEBRA II:</u></b> What <b>practice problems</b> are you planning to use for the <b>Launch, Explore &amp; Develop, and Reflect &amp; Practice</b> portions of the lesson? What did you learn from working the problems <b>in advance</b> of using them in class with students? <b>TEACHER PLANS:</b> 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.