

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

2024-2025 Weekly Lesson Planning Document

Week 4 of Monday, August 26 through Friday, August 30 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.)	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 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 the months of the year.	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.	Assessment

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>Sounds of some letters of the alphabet.</p>	<p>They might confuse with using the correct greeting</p>	<p>For English speakers is difficult to remember the sound of I in Spanish</p>	<p>They might have difficulty pronouncing some numbers</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 and write the month of the year on their notes.</p>	<p>Students will have an activity to read write numbers and phrases in Spanish English.</p>	<p>Students will review Para Conversar Pag. 11</p>	<p>Read Dialogo Pag 13.”</p>	<p>Students will read about organizing thoughts about writing. in English</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) ▪ 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) ▪ 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 sound out the numbers and months.</p>	<p>The teacher will show a video of birthdays and demonstrate how to ask and respond to BD's.</p>	<p>The teacher will explain verb to be!</p>	<p>Teacher will present. Mi teléfono es Mi correo electrónico... Mi facebook es.....</p>	<p>Getting Ready for Quiz</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Teacher will ask students about months referencing events and Holidays. Students will respond in Spanish with the months of the year.</p>	<p>Students will practice in groups asking and responding BD's</p>	<p>Students will practice the verb to be and make notes. Students will answer where certain people and themselves are from.</p>	<p>Teacher will ask the students their age in Spanish Students will respond in Spanish with teachers help.</p>	<p>Quiz about Class Vocabulary</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Exit Ticket with verbal questions about Holidays in different months.</p>	<p>Students will list of birthdays of five celebrities in Spanish.</p>	<p>Students will do exercise no 23 Una conversación.</p>		<p>Students Notebook Check</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>Students will read about America as a continent.</p>	<p>Students will read about BD's.</p>	<p>Visualize Map of Latin America</p>	<p>Students will read names of Spanish Speaking Countries</p>	
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>Students will trace the months of the year.</p>		<p>Students will have a printout with the verb to be in pictures.</p>	<p>Students will get a print of the numbers while we get computers in for further support.</p>	<p>SPED students will have one on one directions if necessary</p>

<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>Instructions will be given in Spanish</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>Not necessary for this activity.</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>Interpersonal Pre-Assessment. One on one with the teacher for a short conversation.</p>	<p>Quiz -Game to test how much the students remember about the verb to be.</p>	<p>Exit-Ticket Quiz.</p>	<p>. N/A</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>Reading of Page 8 of Textbook with Comprehension Activity</p>	<p>Reading of Page 13 of Textbook with Comprehension Activity</p>	<p>Exercise with verb to be.</p>		
<p>Technology Integration: How will the students use technology to help them master the objective.</p>	<p>Electronic Book</p>		<p>Multimedia</p>	<p>Multimedia</p>	<p>Multimedia</p>

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"> 1. Engage 2. Explore 3. Explain 4. Elaborate 5. 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 since 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.</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 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>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?</p>					
<p>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</p>					
<p>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</p>					
<p>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</p>					

<p><u>ALL ELA (S):</u> What text(s) will be used for each phase of gradual release of responsibility? TEACHER PLANS: Phases of gradual release.</p> <p>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?</p>					
<p><u>ALL ELA (S):</u> 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.</p>					