

La semana del 20 de mayo

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	Reading Day	Study speaking	Writing/ Speaking Final	Reading/Speaking Final	Final wrap ups
Warmup		Read 10min.			
Quick Description		Read letters from Nicaragua			
Group Activity	Put students in groups of 3-6 and give decks of cards. Students begin laying down cards in the center, in a circle. They recite numbers 1-14, one-by-one.	Read your book to another group. Look at speaking prompts. Running dictation. Student 1 runs to read sentence, commit to memory, tell group. Group writes sentences. Group puts in order. Translate Word chunk game			

	If the number said matches the number laid, the first person to slap the cards in the center gets them all.				
Individual Activity					
Close					

La semana del 13 de mayo

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	Book	Book	Book	Questions 1 and 2	Review
Warmup				Pick a topic and write for 10 min. about it	
Quick Description				Model answering a question.	
Group Activity				Look over prompts	

				with group. Make mini study poster. How will I start this? What topics do I need to include? What details can I add? What cultural information do I need to include? How will I conclude this? Gallery Walk- Go around the room and make a list of words/structures that would help you answer the prompt w/ APPLES.	
Individual Activity				Make an outline for one prompt.	
Close				Share out ideas.	

La semana del 6 de mayo

	Lunes	Martes	Miércoles	Jueves	Viernes
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Target/ Essential Question		Film Festival	Film Festival	Books	Back to the books. Art/ covers
Warmup	Reading day/ Finish work day				Read and discuss the rubrics with your partner. Where do you think you fit?
Quick Description		Give instructions.			Gallery Walk: Use the rubric to critique projects. Leave feedback with initials.
Group Activity		Go to “Dreaming in Spanish”. Pick a video in the super beginner to beginner section. Choose a graphic organizer that you can use to collect as much information as possible from the video of your choice. Check with me to see if you’ve picked			Do art.

		a good one. Create an answer key.			
Individual Activity		Write one thing you got out of your chosen video.			
Close					

La semana del 29 de abril

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	Project work time, draft	Edit and Type Library Books	Edit and Type Library Books	Edit and Type Library Books	Final draft of projects
Warmup		Write letters to kids in Nicaragua.	Beautiful Work Article	Quick critique.	
Quick Description					
Group Activity			Get editing and typing.		
Individual Activity					

Close					
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La semana del 22 de abril

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question		Sweet 16 verbs I can use the 16 most commonly used verbs in Spanish.	Book Project	Book Project	Book Project
Warmup	10 min. Write Read	Review how to conjugate gustar, tener, querer, etc.			
Quick Description			Introduce project		
Group Activity		TPRS sweet 16.	Find a script for inspiration Start writing		
Individual Activity		Kahoot.			
Close					

La semana del 15 de abril

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential			I can present about	I can present about	I can present about

Question			my family	my family	my family
Warmup					
Quick Description	Project time	Project time	Small groups with rotation. 3 per group--1 with speaking rubric checking on components. 1 with project rubric looking for components of project. 1 speaking at a time and then rotate. Rotation 1--Partner has rubric, evaluates and initials the speaking. Rotation 2--Partner has the project outline and checks off each part included in the presentation Rotation 3--Partner speaks their	Presentations	Presentations

			presentation with intentionality towards components Follow up with discussion about the score. 8-10 minutes per student in group.		
Group Activity			In groups of 2, students present their speaking a second time with some revisions made after feedback while their partner videos. They have a video of their work to help guide their independent practice at home.		
Individual Activity			Write a goal for practicing at home.		
Close				End of presentation quiz	End of presentation quiz

La semana del 8 de abril

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	10 min. Write Reading	Testing	I can use context to figure out how to talk about my family.	I can read about a famous family.	I can write about my family.
Warmup			Board Bar Graph: Who are your closest family members?		
Quick Description			Visual dictionary page	Spanish Royal Family story P. 230	Family constellation project
Group Activity			Make sentences to start describing your family/ Draw pictures	Write and share QAR	
Individual Activity					
Close					Presentation on Monday.

La semana del 1 de abril

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	No School, PD day	Sientate	Sientate	Sientate	Sientate

Warmup					
Quick Description					
Group Activity					
Individual Activity					
Close					

Semana del 18 de marzo

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	Project	Project	I can understand vocabulary in context. Copy dictionary page Copy lyrics sheet	I can use vocabulary in context.	I can use vocabulary in context.
Warmup			Correct errors on slideshow.	Answer questions in slideshow.	Answer questions on slideshow
Quick Description			Introduce vocabulary.	Review questions doing a collective interview.	Salsa info

			Add vocab to dictionary page.	Math- Graph results	
Group Activity			Translate practice sentences with group. Respond to individual questions. Discuss PQA. Oye como va. Santana version	Storyask “Una aventura de camping” PQA Up-Down listening assessment	Salsa dance Little kids Rhythm Rhythm Basic step Trick Actual Salsa Music Reggaeton
Individual Activity			Exit ticket		
Close					

Semana de 11 de marzo

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	10 min. Write Reading	I can make plans.	I can talk about winter activities. Copy visual dictionary.	I can compare camps in different cultures.	I can design my own camp.

			Virtual field trip.		
			Student survey day.		
Warmup		Board bar graph: ¿A qué hora es tu clase favorita?		Board bar graph: ¿Te gustaría ir a un campamento?	¿Qué te gustaría hacer en un campamento?
Quick Description		Show pictures of Carlos y Carmenita. Review what they are going to do the 1st, 2nd, 3rd... Review telling time.	Solidify gustaría.	T-Chart: Make a list of the activities that kids do at camp in the US on the left.	Camp assessment
Group Activity		Introduce la familia Rios. They are super cool. Listen to the message, see what's going on, do you want to go?	Take kids on virtual field trip/ Brett's story.	Watch video of Camp Montecelo. List all of the activities that kids do at camp on the right.	
Individual Activity				Start camp assessment.	
Close					

Semana del 4 de marzo

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	Reading assessments	Vocab cards with summer activities. I can name things that people like to do in the summer.	Get Carlos Story I can use vocab in context to understand a story.	Letter I can explain what someone is going to do.	I can use vocab in context to understand a story.
Warmup		List as many summertime activities as you can.	Predict what Carlos and Carmelita will do at camp.	¿Qué van a hacer 3 de tus amigos en la vacación de primavera?	Review what Carlos is going to do. See pictures.
Quick Description		I model by saying, "Me llamo Sra. Pennington y me gusta bailar." Dance at same time.	Review va+a, make sure all students have that structure. Review decir.	Practice giving the ir with examples of groups of people. Sra. P y su perro La clase Joan Etc.	Toss ball. Review TPRS vocab.
Group Activity		Kids have cards, not showing to other students. State name and act out card. Group guesses English, write word down on web.	Tell the TPRS story Break up days. Day 1: Pencil grab. Day 2: Retell to partner Day 3: Draw 1-2-3 Day 4: Draw 1/2/3	Fill in letter with ir forms.	Retell story. Boys repeat what Carlos says. Girls repeat what girls say. Do a comic w/ comprehension rubric.

		Large group: State name, do action, next person repeats last person's name and activity, introduces own.	One drawing, two speech bubbles, three sentences. Day 5: Lo escuché Day 6: Day 7: 5 W's Who, what, when, where how why		
Individual Activity		Write down vocab on graphic.	Reading activity.	Comprehension questions	Write two more things C and C will do.
Close					

Semana del 25 de septiembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	10 min. Write Routines and procedures	I can talk about where people go in my community.	I can talk about what people do in their favorite places.	I can draw a map of a Spanish-speaking city from what I hear. Get Brett's story	I can create and describe a map of a Spanish-speaking city.
Warmup		Board bar graph: What is your favorite place to go?	¿Qué te gusta hacer en tu lugar favorito?		
Quick Description		Circle back to ir	Use color	Focus: Estar	

		Review question words.	flashcards. Voy al mercado para comprar comida. 1. leer 2. tomar/beber café 3. trabajar 4. me quedo en casa 5. ir de compras 6. ver una película 7. levantar pesas 8. rezar/orar 9. pasear 10. jugar 11. nadar 12. pescar, nadar, surfar 13. comer 14. vivir 15. estudiar 16. pescar, nadar 17. pescar, nadar	En el centro • En la esquina • Al norte, este • Cerca de • Lejos de Draw a map together.	
Group Activity		PQA using guide sheet.	Interview a partner to find out where they go, what they do.		
Individual Activity		Sheet P. 259			
Close					

Semana del 19 de febrero

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	No School, enjoy the snow!	Snow day	I can name places I go in my community.	Snow day	Snow day
Warmup			Write your favorite place to go in English.		
Quick Description			ASL 1. la biblioteca 2. el café 3. el campo 4. la casa 5. el centro comercial 6. el cine 7. el gimnasio 8. la iglesia 9. las montañas 10. el parque 11. la piscina (swim) 12. la playa 13. el restaurante 14. el apartamento 15. la universidad 16. el río 17. el lago		

Group Activity			Four-corners Matamoscas w/map		
Individual Activity			Label map with places		
Close			Write your favorite place to go in Spanish		

Semana del 11 de febrero

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question					No School
Warmup					
Quick Description			Review how to conjugate verbs.		
Group Activity	10 Min. Write Free Read	Type and print stories in library. 12pt. Font	Edit day	Finalize stories in library	

		Double Space			
Individual Activity					
Close					

Semana del 4 de febrero

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	I can describe superheroes.	I can tell how frequently a hero does something.			
Warmup					
Quick Description	Superhero ASL Haber Ser Estar Tiene Le gusta Ir Querer Ponerse Salir Hacer	Review frequency phrases. PQR	Latino Hero Research project	Comic	Comic

	Poder Dar Decir Venir Saber Ver				
Group Activity	TPRS PQR How to stretch sentences.	.			
Individual Activity					
Close					

Semana del 28 de enero

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question		What makes a hero?	Super reading strategies Anchor charts: Nonfiction elements Context clues		
Warmup	Timed write	Board bar graph: ¿Quién es tu héroe favorito? Batman			

		Deadpool Hulk Spiderman Superman Ms. Marvel Wonderwoman Iron Man Fantastic Four			
Quick Description		Preread lyrics to “quisiera ser superheroe”. Annotate.	Model each step of reading strategies. Look for tools: Text Features Text structure Key words Annotating Questioning	Presentations	
Group Activity		Ways to use context to figure out the meaning of a song.			Supermujeroes.
Individual Activity		Find 5 words in choice reading that they don't know. Show use of context to figure them out.			
Close		I feel good about...			

Semana del 21 de enero

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question			I can exchange information of types of health.	I can write about how I stay healthy.	
Warmup			Board bar graph: ¿En qué piensas cuando oyes “salud”?		
Quick Description			Para mantener buena salud...	Model how to write a paragraph. Anchor chart!	Write another paragraph.
Group Activity	No school	Finals	PQA about: Physical health Social health Mental health Emotional health	Write a body paragraph together.	Write concluding paragraph.
Individual Activity				Write own paragraph.	
Close					

Semana del 7 de enero

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question					
Warmup		10 min. write	10 min. write	10 min. study	10 min. study
Quick Description	Explain study day steps.	Explain additional study day steps.	Explain additional study day steps.		
Group Activity	10 min write Self grade rubric Three stars and a wish.	Self grade with rubric Three stars and a wish Read aloud Peer grade Conference	Self grade with rubric Three stars and a wish Read aloud Peer grade Conference	Final Speaking	Final Speaking
Individual Activity		Study skill time	Study skill time		
Close					

Semana del 17 de diciembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question					
Warmup	Timed write		Write three questions you would ask someone if you were selling them food. Write 3 questions you might ask someone about food you wanted to buy.		
Quick Description	Food truck description- not allowed to join a group until your menu is in.	PQA about what kids are serving in their food trucks.	Breakdown of types of questions you might ask as a vendor/customer One of each of the seven levels of questioning.		
Group Activity	Food truck design, menu prep	Partner up, make menu for food truck. Food name, ingredients, prices	Create 7 questions and ways to answer. Practice asking for food with/without certain elements	Food trucks	Food trucks

Individual Activity			Prepare!		
Close					

Semana del 10 de diciembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question		I can evaluate the effectiveness of a menu	I can talk about what I do to stay healthy		I can talk about a healthy diet.
Warmup		Swedish chef	Swedish chef again		Activity 11: Answer survey, tally partner's yes and no answers. Give three pieces of advice to be healthier.
Quick Description		Introduce menu Menu work		Deber Tener sed Tener hambre Para mantener la salud Estar de acuerdo Caminar Hacer ejercicio Levantar pesas	Reading strategies. P. 162 Reading about athlete's habits

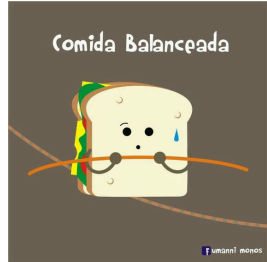
Group Activity	Menu work		Peer review	P. 154 Act. 9: Give advice for the following situations. Activity 10. Read answers from previous activity. (Stand under which you believe.)	Book
Individual Activity		3 Steps to improve			
Close					

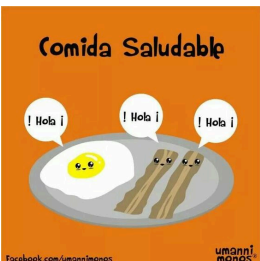
Semana del 3 de diciembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	I can use vocabulary in context.	I can explain how often I eat certain foods.	I can interpret a story about food.	I can create a menu.	
Warmup	¿Qué te gusta comer?	¿Qué te gusta beber?			Convert the money you see on the board.
Quick Description		Describing foods vocab.	Tell the story about lighting a microwave on fire or the time your		

			friends drank rotten juice.		
Group Activity	Timed write	PQA Frequency phrases	Tell Brett's cow story. Kids draw or take notes about what they are hearing.	Create a menu for aunt's new restaurant project.	Menu work
Individual Activity	Qué beben y comen	Drinks sentences worksheet	Pyramid worksheet.		
Close	Exit ticket	Ticket	Ticket	Ticket	Ticket

Semana del 26 de noviembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	I can use food vocabulary in context.	I can use food vocabulary in context.	I can explain the effect that 1492 had on our food system.	I can read a recipe and make a shopping list.	I can convert foreign currency into United States Dollars.
Warmup	Board Bar Graph: favorite thing to eat for Thanksgiving.	Prepare notes: List your favorite foods.	List ways you can think of that the year 1492 affected the way we live. Give candy ticket to kid who has most answers.	Figure out the idiom: Me importa ni un pimiento.	

					
Quick Description	Get notes.	La oruga muy hambrienta- students write as many foods as they can figure out using context. Learn food groups and vocabulary.	Research and fill out graphic organizer about where foods are from. Due at end of class.	Your roommate on exchange is going shopping so you can stay home and study. You have to meal plan and make a list.	 

Group Activity	PQA Thanksgiving food Comer, beber Cena, desayuno, almuerzo	Me gusta four corners about foods.		Meal plan for 5 days. Using authentic recipes. Use My Plate to make healthy choices. Make a shopping list.	Continue yesterday's work. Exchange rates math. Menus on p. 173, 174, 175, 178, 182, 185 Select a menu, find an item of interest. Name the item, list the ingredients, list the cost, show the exchange rate, do the math to find how much it costs in American dollars.
Individual Activity	List the things you ate on Thanksgiving.	Divide foods into food groups. Draw and label on My Plate template.			Students find the cost of 5 days' worth of food in another currency.
Close					One thing you took from today.

Semana del 12 de noviembre

	Lunes	Martes	Miércoles	Jueves	Viernes
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Target/ Essential Question	I can use vocabulary in context	I can ask questions about another person's schedule.	I can ask and answer questions about my ideal schedule.		
Warmup	10 min. Write, graph	Quizmaker Split a ½ piece of paper and put your name on it.	Split a piece of paper with a partner and put your name on it. Share your schedule with your shoulder partner.	Bulletin Board Bar Graph	Placemats ¿Qué vas a hacer durante la vacación?
Quick Description	Explain Vida Loca Activity	Introduce Speaking Rubric Have kids discuss how each level of answer would be graded.	Interrogation	PQA graph	Review study strategies
Group Activity	Mi Vida Loca	Teach question words. Write warm up in Spanish. Quiz, quiz trade with my questions mixed with theirs.	Explain collective interview. Collective Interview with hole punch police .	Video Turkey project!	Musical Flashcards, study strategies

Individual Activity		Interrogation (need to make dice). Students write the question they would ask about a class schedule using the interrogative word.	Self-assess collective interview.	Assessments, project	Study/reading
Close		Last 5 min. Students rotate in class to talk to peers with questions from warmup or interrogation activity.	Above	Share out what thankful for.	

Semana del 5 de noviembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question					I can talk about my ideal class schedule.
Warmup		Project: Read rubric. Come up with 5 questions you have. Write them down.		Look at the list of questions on the board. Write down the ones you DON'T understand.	riddle
Quick Description				Circumlocution	Finish paragraph

				activity.	
Group Activity	Lit Assessment	Project	Project	Project paragraph	Speed dating questions with schedules. Student gives feedback based on tiered responses on back.
Individual Activity					Edits for paragraphs.
Close				Plan for next steps.	

Semana del 29 de octubre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question			Puedo hablar usando vocabulario en contexto.		
Warmup			Review classes: look at pictures, identify. P.85 Act. 14	Look at a picture of a class in Cuba. List all of the things you can see. P.112 Activity 19.	

				Describe where things are.	
Quick Description			Videohistoria P.102. Read independently. Comprehension question pencil grab.	Review question words. Write two questions about the photograph. Model: ¿Cuántos estudiantes hay en la clase? Students rotate and ask/answer each other's questions.	Explain accountability
Group Activity	No school	10 min. Write Plan fiesta	Reread videohistoria. 10 min. To act. Must see emotion and understanding. Add some lines. More time. Act.	Grab a picture of a classroom. Write 5 sentences about it.	Día de los muertos Alfeñiques Poesía Arte de Posada Museo Papel Picado Coco y comida La Llorona Papel picado
Individual Activity			Reflect on process. What would make it easier/harder.		

Close					
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Semana del 22 de octubre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question			I can discuss Mayan belief systems.		
Warmup		Look at the pictures on p. 76. Predict what this video will be about	How do we tell time in the west? What do we use? How do other cultures do it?	La araña Make it true	
Quick Description	Subject pronouns Point to people in the classroom that each pronoun represents.	El primer día de clases Review classes and cardinal numbers	Introduce basics about Mayan calendar. Videos about Mayan time. Convert days	Avalancha Grudgeball Quiz questions for this	No school
Group Activity	Tener and Ser review	PQA: Prefieres classes on p. 79 number 7 Add on why 2nd round	Mayan lotería		

		Watch video.			
Individual Activity	Minuto Loco	Comprehension P.77 3	Venn diagram of calendars		
Close			Share out		

Semana del 15 de octubre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	I can use vocabulary in context while I write.	I can interpret a story.	I can indicate the location of an object.	I can describe where school supplies are.	I can indicate the location of objects
Warmup		Write a short story using the words in the word cloud and something you are afraid of.	Se busca la araña.	Se busca una araña.	Se busca una araña.
Quick Description		Introduce Quiroga.	Prepositions songs	TPRS supplies.	Song review Put the spider _____ the cup.
Group Activity	10 min. write.	“El almohadón de plumas”	Prepositions- “Haunted house”	School supplies Mirror partner game.	Here is another engaging team game to bring a

		Pt. 1: Volleyball translation. Pt. 2: Pencil grab. Pt. 3: Comic strip			bit of competition to the classroom. Assign students into small teams, at a maximum of four per team. Tell students you will give them a list of ten prepositions. Each team must discuss how many accurate sentences they can create using the ten prepositions. Write the prepositions to be practised on the board, such as: in, under, on, into, above, below, behind, at, in front of, between. Then, ask the teams how many sentences they think they can
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					produce. For example: Team A: <i>We think we can write eight.</i> Team B: <i>We can do ten.</i> Both teams now work closely together to write eight and ten accurate sentences. If both teams accurately produce the number of sentences they said they could, they are awarded that number of points: Team A gets eight points and Team B gets ten points. If a team gets even one sentence
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					wrong, and does not get the number they said they would, they get zero points. If Team A is confident that Team B will not be able to write ten accurate sentences, they can challenge them to list them. If Team B then gets even one sentence wrong, Team A steals their points.
Individual Activity		Comic, compare/contrast	Worksheet	Worksheet 2	Worksheet 3
Close		Compare/contrast video to story.			

La semana del 8 de octubre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	I can talk about myself and my friends.	I can interpret written language.	I can interpret spoken language.	I can talk about simple subjects in a simple format.	I can name the classes I am taking and tell when I have them.
Warmup	Highlight the required items on your project.				Time review. ¿A qué hora es la primera hora?
Quick Description		Gnus movietalk Video	La llorona/ PSAT	Speaking Brew	Building vocab: Classes Hours
Group Activity	Presentations of Amigos Project	4 levels of embedded readings, activities	4 Windows activity		
Individual Activity				Study strategies	Write out classes on chart.
Close	Write one thing you learned about someone else.		Share out most important event		

El 1 de octubre

	Lunes	Martes	Miércoles	Jueves	Viernes
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Target/ Essential Question	I can use vocabulary in context.	I can use vocabulary in context.			
Warmup	Brainstorm vocabulary topics we have covered in the last few weeks. What can you do with Spanish now?	P. 50. ¿Cómo es Marcos? ¿Qué le gusta hacer? ¿Cómo es Sarita? ¿Qué le gusta hacer? ¿Cómo es Luz? ¿Qué le gusta hacer?			¿Cómo eres?
Quick Description					
Group Activity	After 10 min. write, graph number and proficiency level .	P.50 Marcos y Sarita ·1 and 2. Guess Who? Or ¡Ladrón!	Amigos project Writing	Amigos project Writing and editing	Amigos project DUE MONDAY
Individual Activity	10 min. Write. Graph results.	P. 56 soy, no soy chart			
Close	Partner share growth.				

Semana del 24 de septiembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	I can retell a story in Spanish.	I can retell a story in Spanish.		¿Cómo eres? ¿Cómo es?	¿Cómo eres? ¿Cómo es?
Warmup	En español, escribe lo que recuerdas de “El día horrible de Juan Pablo”.	“Historia de Juan”	¿Qué te gusta hacer? ¿Qué le gusta hacer tu amigo?	Describe your best friend’s personality in three words.	¿Cómo es tu mejor amigo? Prepare notes.
Quick Description		Review gustar		¿Cómo eres? rap	
Group Activity	Highlight struggle points. Discuss struggle points. Ask the story.	Switch pictures, teacher retell, give feedback about details. Divide text into 6 sections. Outline important points. 30sec. circle retell Person A talks, Person B gives feedback. 60sec. Retell Repeat	Retell the story of Juan Pablo to groups. TPRS Mini situation D. Compare and contrast story with el Día Horrible de Juan Pablo.	Personal characteristic vocabulary. PQA	Physical characteristic notes 20 questions game

Individual Activity			Tell the story of Juan Pablo to Sra. Pennington	Write one sentence for one person in each category around the room on a sticky note.	Describe the picture of one person from each center.
Close					

Semana del 17 de septiembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	How do I write in Spanish?	Literacy assessment, Continue writing work	What do you like to do?	Gustar and verbs continued	
Warmup	List strategies that you could use to write when you don't know how to write.	Draw a picture of something you like to do.	Draw visual dictionary for verbs from yesterday.	Start with title and pictures. Predict what the reading is about. Look for cognates, interact with text.	Look at the text. What clues can you use to figure out what the text is about?

				Highlight words/phrases you already know. Search for keywords you don't understand.	
Quick Description	Discuss objectives, process. Show grading examples. Remind students this will be hideous for the first few.	7 box drawing based on text. What does the person like to do? Draw the picture (project on board, students work in notebooks). P.28	TPRS meaning of vocab.	El Mundo de Lucas -Read through out loud.	Día Horrible de Juan Pablo P.22 in packet. -Read through out loud.
Group Activity	(Individual activity first) Look at partner's writing. Match it to an ACTFL writing level. Give suggestions of what they could do to improve their writing.	TPR actions for target vocabulary and pictures drawn by students (students direct their own learning by choosing activities they enjoy).	Students stand in circle, one in middle. Middle says, "Me gusta..." People who have that in common have to switch places. Person left over is new middle.	El Mundo de Lucas -Highlight cognates. -Highlight details of what you might draw.	-Highlight cognates. -Look up unknown words. -Highlight details of what you might draw.
Individual Activity	Write for 10 min. Straight. Count and graph	Make 30 second video of what you like/don't like.	Sentence tags: Me gusta Le gusta Le gusta	Students mimic the written work of El mundo de Lucas	Draw it!

	words in cuaderno.			relevant to their own life.	
Close	Write a goal that you will implement for the next week that will help you improve your writing.	Share	Above		Show your work to a peer at another table. Introduce yourself, show.

Week of el 9 de septiembre

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question		I can use vocabulary in context.	Test	Test	
Warmup		List the topics you will have to study for the test.	Test	Test	Write a reflection of how your actions resulted in how you did on the test. Make a goal for the future.
Quick Description		Describe stations.	Test	Test	
Group Activity		Pesca Weather run around	Test	Test	Stamp sheet blitz/ Spanish Games

		Tengo, quién tiene Blofear/grudgeball Independent study strategies			
Individual Activity		Write one test question. Quiz a friend.	Test	Test	
Close		See above.	Test	Test	

Plan for the week of el 10 de septiembre

	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	How do we express like/dislike in Spanish?	Colors and classroom objects	Body	Feelings
Warmup	Write what you remember about expressing what you like/dislike in Spanish.	Prepare visual dictionary page.	Notes: Make stick figure, labelling the body parts you know.	Set up notes.
Quick Description	Vocabulario en contexto: 26-29 Videohistoria	Slow TPRS with flashcards.	TPR vocab with song . Or this one .	Feelings book. Note page.

	Establish Meaning:TPRS review gustar PQA			
Group Activity	Ask a story (mini situation A) Read through with actions. Story: At each table: 2 kids writing out story, 2 drawing story, 2 kids making quiz questions. 2 structure counters. Time keeper	Kids hold up materials as called. ¿Quién tiene....? Add in colors. Work in prepositions	Simón dice Label new body parts in notebooks	Emotions game: Students draw an emotion from the bag. In that emotion they say a common Spanish phrase like “Me llamo....” The other group members try to guess the emotion.
Individual Activity	5min write (who, where, what happens, what is the problem)	Add other classroom words to visual dictionary.	Little sentence stems in notebook.	Halloween emotions
Close	Think pair share out one sentence of 5min.	Think, pair, share 3 objects that you learned	Skeleton exit ticket.	

	write.	the names of today.		
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Week of Aug. 27

	Lunes PQA structures	Martes Story	Miércoles	Jueves Reading	Viernes Reading
Target/ Essential Question	Haber Numbers	Telling time	Number practice	Temperature	Gustar
Warmup	Review questions	Set up page for interactive notebook.	¿Cuándo es tu cumpleaños? ¿Cuál es la fecha hoy? ¿A qué hora tienes la clase de español?	¿Cuántos años tienes? ¿Cuál es tu número de teléfono?	“El mariachi”
Quick Description	Notes: 1-10 11-19 20-29 30-100 1000 1000000	Quick explanation of how to tell time on an analog clock.	Explain centers.	Show students who to do math to convert Celcius to Farenheit. Celcius to farenheit: $T_{(^{\circ}\text{F})} = T_{(^{\circ}\text{C})} \times 1.8 + 32$ $T_{(^{\circ}\text{C})} = (T_{(^{\circ}\text{F})} - 32) / 1.8$	Model “my” interests using visuals for “El mariachi.”

Group Activity	Living numbers game Divide class into teams. Each student has a number. Teacher calls out a number, students with the digits race to make that number at the front. First team to make the number correctly gets a point.	Read pollo's book. Move clock for class at each time. Stop and make rules for telling time as we go. Create note page with students. Students work together to answer questions about realia.	1) Finish realia work. 2) Dates/age work. 3) Counting game.	Practice conversions.	4 corners and PQA with verbs.
Individual Activity	Answer questions on Google Classroom about this menu.	Realia	Quizlet	Research chosen country, report on weather.	Write a letter to a potential penpal. • Greet • Introduce self • Tell how old you are. • Tell where you are from. • Tell the weather. • Tell what you like. • Tell what you don't like. • Tell what your friends like/don't like.

					Say goodbye.
Close	Students draw a task card and have to write out the number in order to leave.	Exit ticket. Fill in the sentence frame: ¿A qué hora tienes la clase de español? Yo tengo la clase de español _____	Quick check.	Exit ticket: En tú país, ¿cuál es la temperatura en el verano/ invierno/ otoño/ la primavera?	Share a sentence.

Week of Aug. 20

	Lunes	Martes	Miércoles	Jueves	Viernes
Target/ Essential Question	What do I need to know in order to be successful in this class?	How does contact with other languages affect our learning a new language?	How do we greet other people?	How do we talk about the weather?	How do we talk about the calendar?
Warmup	Create a personal notecard .	Copy this web into your notebooks.	List as many ways as you can to greet people in any language.	Fill in the class web with pictures of good and bad weather .	Fill in the sentence frame to describe the weather: Hoy_____. En mi opinión es buen/mal tiempo.
Quick Description	Learn the steps for group work.	Remember: Latin/Romans are Italian. Iberians are from Spain/Portugal. Visigoths are	I introduce myself .	Learn weather vocabulary. Visual supports .	Learn calendar vocabulary .

		Germans. Amerindians are the indigenous people of the Americas.			
Group Activity	Orientation Stations	As a group, choose a group that influenced the current Spanish language. Find as many ways as you can that your group changed Spanish. Add those contributions to your web. Use my website as a starting place. Come together to share those contributions. (15min.)	Learn each other's names using circling. Round one: Introduce self when get ball. Ask another person's name and pass the ball to them. Round 2: Introduce self, introduce the next person when you pass them the ball. Round 3: Speedball!	Work together to label the weather terms into "buen tiempo" and "mal tiempo." Complete the task cards about the weather orally in concentric circles.	Pesca game Or Calendar activity
Individual Activity	Student Survey on Google Classroom Access codes: 2nd:f2d1i5r 3rd:8b79ziz 4th:c42bvk 5th:8qr213	Write an answer to this question: What does language change mean for us when we want to learn Spanish?	Activity on P. 2	Fill in the sentence frames: Me gusta cuando..... No me gusta cuando.....	Calendar worksheet

	7th:zeug2ft				
Close	Whip around: What is one thing that you are taking away today?	Whip around: Verbally answer this question.	Exit ticket: Introduce the person leaving ahead of you.	Exit ticket: Tell your teacher what kind of weather you do and do not like as you leave.	Exit ticket: Answer the question: ¿Cuál es tu día favorita de la semana? Me gusta.....