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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard:** MLII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students: A. Relate main ideas and essential details from level-appropriate print or non- print material. B. Give brief, organized oral presentations, using visual and technological support as appropriate.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
| The rules and all papers given in class are on Canvas. | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** |  | VETERAN’S DAY | VETERAN’S DAY | VETERAN’S DAY | VETERAN’S DAY | VETERAN’S DAY | VETERAN’S DAY |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the reflexive verbs in Spanish  I can use the reflexive verbs in Spanish | CONVERSATION | Teacher will use a Flipchart to show how to make a dialogue | Teacher will use a Flipchart to show how to make a dialogue. She will have an example and will model how to do it | Students will work in pairs or by themselves to create a dialogue | Students will work in pairs or by themselves to create a dialogue | Teacher will listen to some students if they are ready |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the reflexive verbs in Spanish  I can use the reflexive verbs in Spanish | CONVERSATION | Teacher will use a Kahoot to practice the reflexive verbs in Spanish. Teacher will listen to the dialogues. | Teacher will ask students to get their notes for reflexive verbs and will do a quick review | Students will do Kahoot to practice reflexive verbs. Students will present their dialogue to the teacher. | Students will present their dialogue to the teacher. | Teacher will make sure students know they can retake the Kahoot if they need. |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  I am learning the reflexive verbs in Spanish    I can use the reflexive verbs in Spanish | CONVERSATION | Teacher will have some vocabulary related to reflexive. | Teacher will have the vocabulary for body parts for the students. | Students will copy and translate the vocabulary | Students will practice using the vocabulary. | Teacher will have students on the board to translate for extra points |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the reflexive verbs in Spanish  I can use the reflexive verbs in Spanish | CONVERSATION | Teacher will use the workbook to practice the reflexive verbs | Teacher will ask students to open the workbook and work on the exercises for reflexive | Students will complete the practice on the workbook | Students will complete the practice on the workbook | Teacher will collect the workbook pages. |

*\*key literacy strategies*