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| **Rogene Worley Middle School Weekly Lesson Plan School Year 2018-2019** | | | |
| **Department: Elective- AP/PAP Spanish Grade Level: 8 Six Weeks: 4th Week: 1 Dates: 01/08-11/2019**  **100% Every Student, Every Day**  **Resources:**  **Belleza y estética powerpoint** [**https://docs.google.com/presentation/d/1m-tAQhVKYyo5HEtz-nTfOgbr1ffx8wiBMN\_JNvrfBvo/edit#slide=id.p1**](https://docs.google.com/presentation/d/1m-tAQhVKYyo5HEtz-nTfOgbr1ffx8wiBMN_JNvrfBvo/edit#slide=id.p1) **- Items in blue are in this powerpoint. The power point has warm-ups(Diario) and instructions for each activity in case I don’t type any on the lesson plan.**  **Worksheets/Paper Copies- Items in yellow are located in the Google Drive Folder for each week and copies need to be made.**  **TEMAS Textbook- Items in red are in the TEMAS**  **Powerpoint adicional- Items in pink will be in a different power point (Not La belleza y la estética) .**  **Manipulatives** | | | |
|  | **Monday** | **Tuesday** | **Wednesday** |
| **TEKS**  **ßDual Coding** | **1A, 1B, 1C, 2A-B, 3A-B** | **1A, 1B, 1C, 2A-B, 3A-B** | **1A, 1B, 1C, 2A-B, 3A-B** |
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| **Lesson Objective**  **(WE will learn)**  **Anticipatory Set** | *Staff Development Day/Teacher Work Day* | “We will talk about the perception and meaning of beauty.” | “We will read about beauty and esthetics throughout history.” |
| **I will statement**  **Independent Practice** |  | “I will ask and answer questions related to beauty and will write about someone that is beautiful to me.” | “We will read “El concepto de lo estético a través de la historia and answer reading comprehension questions.” |
| **Instruction:**  **Modeling**  **Guided Practice**  **Independent Practice** |  | Belleza y est. powerpoint (Will use daily) [**https://docs.google.com/presentation/d/1m-tAQhVKYyo5HEtz-nTfOgbr1ffx8wiBMN\_JNvrfBvo/edit#slide=id.p1**](https://docs.google.com/presentation/d/1m-tAQhVKYyo5HEtz-nTfOgbr1ffx8wiBMN_JNvrfBvo/edit#slide=id.p1)  I. Diario (10)-¿Cuál es tu definición de la belleza?  II. Hablar- Citas rápidas (10)-   1. Anytime we do “Citas Rápidas”, the students start out the activity by discussing the activities on the board with a partner. One person is Partner A, the other is Partner B. 2. The students will ask each other and discuss the questions for about two minutes. When the time is up, either partner A or B (you choose) will stand up and go sit next to a different person. 3. Repeat this process about 3 times, or more if you would like.   IV. ¿Quién es bello? - The instructions are on the powerpoint slide, along with an example. The students will do this assignment on Google Docs and will turn in on Google Classroom. (I have created the assignment in advance). | I. Diario (10)  II. Antes de leer- P. 143, Actividad 1  Las instrucciones están en el libro. Los estudiantes van a escribir las palabras que les pide el libro en una hoja de papel. (10)  III. Lectura- P. 144: El concepto de lo estético a través de la historia (15)  IV. Después de leer, Actividad 2- P. 146 (10) |
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| **Seed Question**  **FSGPT** |  | **How are perceptions of beauty established?** | **How do ideals of beauty and aesthetics influence daily life?** |
| **AVID**  **strategy** |  | Writing | Reading |
| **Kagan / lead4ward Strategy** |  | Stand up, hand up, pair up | Rally Read |

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| **Rogene Worley Middle School Weekly Lesson Plan School Year**  **Department: Grade Level: Six Weeks: Week: Dates:**  **100% Every Student Every Day** | | | |
|  | **Thursday** | **Friday** | **Notes** | |
| **TEKS**  **Dual Coding** | **1A, 1B, 1C, 2A-B, 3A-B** | **1A, 1B, 1C, 2A-B, 3A-B** |  | |
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| **Lesson Objective**  **(WE will)**  **Anticipatory Set** | “We will talk about beauty and how it affects one’s self esteem.” | “We will talk about beauty and how it affects one’s self esteem.” |
| **I will statement**  **Independent Practice** | “I will do a listening activity and will complete the post- listening questions.” | “I will participate in Conversaciones Improvisadas and write about my experiences with beauty**.** “ |
| **Instruction:**  **Modeling**  **Guided Practice**  **Independent Practice** | I. Diario (10)  II. Audio- Belleza y Autoestima  III. Antes de leer y hablar- p. 152, actividad 1 y 2 (10)  IV. Mientras Escuchas- Copy questions- Cornell Note style on a sheet of paper (5)  V. Listen to audio twice and take notes using the questions. (5)  VI. P. 153, Actividad 1- Después de escuchar (10)- May use the same sheet of paper to answer these questions. (Answers are in the back of the book, p. 488) | 1. Diario (10) 2. Conversaciones Improvisadas (10) <https://docs.google.com/presentation/d/1HypV9hvYrtDD4agXRoQeHmnEZqCilcq2OYlT4SfFz4M/edit#slide=id.p1> Instructions are in the powerpoint. 3. P. 143, Actividad 3 Tus experiencias con lo bello- Las instrucciones están en el powerpoint de la belleza y la estética y los estudiantes van a necesitar un libro de TEMAS y una hoja de papel. |
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| **Seed Question**  **FSGPT** | **How does beauty affect one’s self esteem?** | **How does beauty affect one’s self esteem?** |  | |
| **AVID Strategy** | Cornell Notes |  |  | |
| **Kagan Strategy** |  | Stand up, hand up, pair up |  | |