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| **Rogene Worley Middle School Weekly Lesson Plan School Year 2018-19** | | | |
| **Department: Elective- AP/PAP Spanish Grade Level: 8 Six Weeks: 4th Week: 5 Dates: 2/4-8**  **100% Every Student, Every Day**  **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** | “We will learn about art by Latin American Painters.” | “We will learn about art by Latin American Painters.” | Pre-AP: We will learn how to properly use “Por and Para”, as well as the verbs “Necesitar” and “Deber”.”  AP: “We will be able to write a persuasive essay.” |
| **I will statement**  **Independent Practice** | “I will finish my art project and will prepare for my presentation.” | “I will present my art project and will write down information about other paintings while others present.” | Pre-AP: “I will take notes and participate in Rally Coach.”  AP: “I will complete an outline for my persuasive essay.” |
| **Instruction:**  **Modeling**  **Guided Practice**  **Independent Practice** | Finish art project and prepare for presentations | 1. Diario (10) 2. Presentations- Students will listen and write two facts about each presentation in Spanish on the hand-out (<https://drive.google.com/file/d/1DbwH_s4_BKFK3EwFiCemqqjHwlSGlbFH/view?usp=sharing>) and it will be a listening grade. (30) | Feb 6  **Pre-AP: Por y Para/Necesitar y Deber**   1. Diario (10) 2. Video- Por y para <https://www.youtube.com/watch?v=RfMRC-y9LxQ> (5) 3. Apuntes- Por y Para/Necesitar y deber (15) <https://docs.google.com/presentation/d/1GoiZVH4rbuRwJH2C8uzgzRf3dfS39GAg63vM0J3hous/edit#slide=id.p3> 4. Rally Coach (15)- Use the same powerpoint   **AP: Ensayo Persuasivo**   1. Diario (10) 2. Introducir el tema del ensayo y completar el esquema/outline (30)- This essay is a **TEST GRADE**   Tema/Instrucciones/Fuentes 1 y 2  <https://docs.google.com/document/d/1pRFSNzO1BqpHVMc9qr6F9I0_Yq0aJoH0YXpIagf2VRs/edit> -   1. Go over topic of essay and instructions in packet. 2. Have students read “Fuente 1” y Fuente 2. The instructions say that they have 6 minutes, but give them 10 to read both sources. Ask them to highlight information that they can use in their essay to support their opinions. (10) 3. Tell them to go to “Fuente 3”- Follow the instructions in the packet. They will have 30 seconds to read the introduction. Advise them to write down any information they can use on their essay. It is mandatory to use all 3 sources in the essay in order to obtain a good score. They will listen to the audio twice. Audio: <https://drive.google.com/open?id=1OpaFAv7Joj4EMsQjr9mkANYKYYL1OOka> 4. After reading/listening (to) all 3 sources, the students will complete the outline/Esquema - (20 min) Give them about 20 more minutes the following period if they don’t finish) <https://docs.google.com/document/d/19odhF8xHwOqSOXTVfSpzwve53BKeQK6AT_tsSjN6RfU/edit?usp=sharing> |
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| **Seed Question**  **FSGPT** | **How do the arts both challenge and reflect cultural perspectives?** | **How do the arts both challenge and reflect cultural perspectives?** | **Pre-AP: “When do I use Por and Para?”**  **AP: “What are the steps in writing a persuasive essay?”** |
| **AVID**  **strategy** |  | Writing |  |
| **Kagan / lead4ward Strategy** |  |  |  |

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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** | Pre-AP: We will learn how to properly use “Por and Para”, as well as the verbs “Necesitar” and “Deber”.”  AP: “We will be able to write a persuasive essay.” | Pre-AP: We will learn how to properly use “Por and Para”, as well as the verbs “Necesitar” and “Deber”.”  AP: “We will be able to write a persuasive essay.” |
| **I will statement**  **Independent Practice** | Pre-AP: “I will complete the practice worksheets.”  AP: “I will write my rough draft and participate in peer editing.” | Pre-AP: “I will participate in Rally Coach and will take a quiz over Por/Para/Necesitar/Deber.”  AP: “I will write the final copy of my persuasive essay.” |
| **Instruction:**  **Modeling**  **Guided Practice**  **Independent Practice** | **Pre-AP: Por y Para/Necesitar y Deber**   1. Diario (10) 2. Por y Para/Necesitar y Deber Individual worksheets (25)<https://docs.google.com/document/d/1PoTDrG6oVPxL6fTpBt3eRnEYzGEXT7HZ2onujN0-eK4/edit> 3. Calificar (15)   **AP: Ensayo Persuasivo**   1. Terminar esquema (15) 2. Rough Draft/Borrador on a sheet of paper (30) 3. Corrección en pares/Peer editing(10)- students exchange papers with another student, and proofread their peer’s essay. Students make notes, ensure that their peers used all 3 sources, and give constructive criticism to their peers. | **Pre-AP: Por y Para/Necesitar y Deber**   1. Diario (10) 2. Rally Coach- Whiteboard Review (15)<https://docs.google.com/presentation/d/1GoiZVH4rbuRwJH2C8uzgzRf3dfS39GAg63vM0J3hous/edit#slide=id.p3> (End of ppt) 3. Quiz (15) - Students will take the quiz on socrative (Make about 10 paper copies of the quiz for students that do not have a device) <https://b.socrative.com/teacher/#import-quiz/37894302>   **AP: Ensayo Persuasivo**   1. Diario (10) 2. Copia final del ensayo (30)- Students will write their final copy. Once finished, they will turn in:    1. Graphic organizer    2. Rough Draft    3. Final Draft    4. Staple a rubric to the front of their papers. Use the rubric to grade their final essay. This will be a **Test Grade.** <https://drive.google.com/open?id=1jlrGuXWUPiM-2CZ168obZUoZ5fYYe9cR> |
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| **Seed Question**  **FSGPT** | **Pre-AP: “When do I use Por and Para?”**  **AP: “What are the steps in writing a persuasive essay?”** | **Pre-AP: “When do I use Por and Para?”**  **AP: “What are the steps in writing a persuasive essay?”** |  | |
| **AVID Strategy** | Writing | Writing |  | |
| **Kagan Strategy** |  |  |  | |