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| **MS. ROBERT**  **APRIL** | **MONDAY**  **29** | **TUESDAY**  **30** | **WEDNESDAY**  **MAY 1** | **THURSDAY**  **2** | **FRIDAY**  **3** |
| ***Class:***  ***2nd hour***  ***9:23-10:13***  ***7th Grade***  ***Español***  ***3rd Hour Prep***  ***4th hour***  ***11:09-11:57***  ***Español*** | **Objectives**: **1 - Communication: Communicate in Languages Other than English**  1.1 Interpersonal Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day  **Class** **overview**: Finish and correct tener form cards  Tener video  Tener practice sheet  quizlet  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom  **No School** | **Objectives**: **1 - Communication: Communicate in Languages Other than English**  1.1 Interpersonal Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day  **Class** **overview**: quizlet review of tener  Test on Tener  .  **Assignment/homework**  **Assessment**: Speaking Grade  **Technology**: Google Classroom | **Objectives**: **1 - Communication: Communicate in Languages Other than English**  1.1 Interpersonal Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day  **Class** **overview**  : INTRODUCE FOOD  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom | **Objectives**: **1 - Communication: Communicate in Languages Other than English**  1.1 Interpersonal Communication  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  **Entry Activity**: Word of the day  **Class** **overview**: food activities verb comer  Cinco de mayo history  **Assignment/homework**:  **Assessment**:  **Technology**: Google Classroom | **CINCO DE MAYO**  **CELEBRACION**  **COMIDA**  **JUEGOS**  **CANTOS**  **Worry dolls** |
| **CCSS** | **1 - Communication: Communicate in Languages Other than English**   * 1. Interpersonal Communication   Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | | | | |

Michelle from FireHouse

DNR Escanaba

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| ***Class:***  ***6th hour***  ***1:30-2:23***  ***8th Grade***  ***Careers*** | **Objectives**: personal goal and assessment [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Students will define their passions***  **Entry Activity**: Warm up #41  **Class overview** Explain Zentangle  Due May  Finish job skills summaries presentations.  **Assignment/homework**:  **Assessment**:  **Technology**: | **Objectives**: personal goal and assessment [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Students will define their passions***  **Entry Activity**: Warm up #42  **Class overview:** Present Job Skills  Work on zentangle  **Assignment/homework**:  **Assessment**:  **Technology**: | **Objectives**: personal goal and assessment/ students will explore their own ideas of success  **Entry Activity**: Warm Up #43  **Class** **overview**:  Work on Zentangle  Guest summary question for North Alert  **Assignment/homework:**  **Assessment**: none  **Technology**: /apple tv, iPad internet; | **Objectives**: personal goal and assessment [***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Students will define their passions***  **Entry Activity**: Warm up none  **Class overview:** visit from North Alert Ambulance to classroom  **Assignment/homework**:  **Assessment**:  **Technology**: | NO CLASS  TEACHER INSERVICE |
| **CCSS** | Conduct research, to analyze and describe how skills learned in school (including academic, technical, and “soft skills”) benefit an individual in postsecondary training, career, and society. Articulate importance of specific skills that will be focus of high school, including literacy, numeracy, critical thinking and problem solving.  [***CCSS.ELA-LITERACY.W.8.1.B***](http://www.corestandards.org/ELA-Literacy/W/8/1/b/) ***Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*** | | | | |

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| ***Class:***  ***7th hour***  ***2:26-3:15***  ***6th Grade***  ***Literature*** | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  **Entry Activity**: Silent Reading  Teacher Read Aloud  Warm up skills sheet  **Class** **overview** Review vocab.  Discuss pages 37-40, correct questions 2-4 and character descriptions  Read together 41-48  **Assignment/homework**:question # 5  read pages 49-64  **Assessment**:  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  **Entry Activity**: **Library**:  Silent Reading  Teacher Read Aloud  Warm up skills sheet  **Class** **overview** Discuss pages 49-64  Vocab race  **Assignment/homework**:  Questions up through #7  **Assessment**:  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  : Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. COURAGE  **Entry Activity**: Silent Reading  Teacher Read Aloud  Warm up skills sheet  **Class** **overview** correct question sheet 1-7  Discuss pgs 49-64  Read together65-68  **Assignment/homework**:  Read Pgs. 68-75 Question 8  **Assessment**:  **Technology**: | **Objectives**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and **technical** meanings.  **Entry Activity**: Silent Reading  Teacher Read Aloud  Warm up skills sheet  **Class** **overview** correct question 8 and discuss pages 68-75  Read together pgs 76-80  **Assignment/homework**:  Choose 5 vocab words and make a sentence of your own with them  **Assessment**:  **Technology**: | NO CLASS  TEACHER INSERVICE |
| **CCSS** | [CCSS.ELA-LITERACY.RI.6.4](http://www.corestandards.org/ELA-Literacy/RI/6/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | | | | |