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| **MS. ROBERT****FEBRUARY** | **MONDAY****4** | **TUESDAY****5** | **WEDNESDAY****6** | **THURSDAY****7** | **FRIDAY** **8** |
| ***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 CommunicationStudents engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**Entry Activity**: Word of the day Review ABC sounds/ check missing flashcards remind of test retake**Class** **overview** SING THE COLOR SONGwatch?v=zpLQSdu4V94hand out color packet fromun poco de todo book**Assignment/homework**: color video assignment on google classroom**Assessment**:Quiz on the 1st week’s learning**Technology**: Google Classroom, YouTube | **Objectives**: **1 - Communication: Communicate in Languages Other than English**1.1 Interpersonal CommunicationStudents engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**Entry Activity**: Word of the dayGoogle Classroom color video **Class** **overview**: Sing colors song, play the color challenge game, groups race to bring something to their table of the color that is called out; **Assignment/homework**: Practice ABC’s and colors**Assessment**:**Technology**: Google Classroom | **Objectives**: **1 - Communication: Communicate in Languages Other than English**1.1 Interpersonal CommunicationStudents engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**Entry Activity**: Word of the day review flashcards with a friend/quick kahoot**Class** **overview**: share self portrait with the naming of colors este color es…Quiz on colors .**Assignment/homework**: Practice ABC’s**Assessment**:**Technology**: Google Classroom | **Objectives**: **1 - Communication: Communicate in Languages Other than English**1.1 Interpersonal CommunicationStudents engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**Entry Activity**: Word of the day review ABC and Color words**Class** **overview**: phrases sheet my nameMy favorite color I spell my name asíConversations around the room**Assignment/homework**: **Assessment**:**Technology**: Google Classroom | **Objectives**: **1 - Communication: Communicate in Languages Other than English**1.1 Interpersonal CommunicationStudents engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**Entry Activity**: Word of the day Practice color game/review activity**Class** **overview**: Intro topic 3Classroom objects, what is this? May I go to the bathroom?Vocab cards**Assignment/homework**: **Assessment**:Quiz on This week’s learning**Technology**: Google Classroom |
| **CCSS** | **1 - Communication: Communicate in Languages Other than English**1.1 Interpersonal CommunicationStudents engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |

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| ***Class:******6th hour******1:30-2:23******8th Grade******Careers*** | **Objectives**: personal goal and assessment**Entry Activity**: Warm up #6 **Class** **overview**: check to see that all work has been turned in so farDefine passions page 26 use posters and story on page 28 Passions worksheet page 29passions circle visual, create a poster to describe self **Assignment/homework**: turn in guest summary from FridayComplete today’s worksheet**Assessment**:**Technology**: pwr. Point/apple tv | **Objectives**: personal goal and assessment/ students will explore their own ideas of success**Entry Activity**: Warm up #7**Class** **overview**: Read the directions sheet aloudTake the passion survey assessment Use rubric to score selfUse definitions page to read about top scoring passions and worksheet to analyze results**Assignment/homework**: Passion Wheel**Assessment**:**Technology**: <https://www.facebook.com/dailygoalcast/>videos/1393601020784938/UzpfSTE0ODEwNDcwOTU6MTAyMTcwNzgxMTUxNzMzMDA/ | **Objectives**: personal goal and assessment/ students will explore their own ideas of success **Entry Activity**: Warm Up #8**Class** **overview**: Why people work Lesson pages 15-17. Do think/pair/share pg 17 Hand out Defining Success chartto be completed for tomorrow view video on success[One-step-at-a-time - goal achieving cartoon doodle video](https://www.youtube.com/watch?v=8cCiqbSJ9fg&t=59s)**Assignment/homework**: **Assessment**: none**Technology**: /apple tv, iPad internet; | **Objectives**: [*CCSS.ELA-LITERACY.RI.8.3*](http://www.corestandards.org/ELA-Literacy/RI/8/3/)*Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).*[***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*****Entry Activity**: Warm Up #9**Class** **overview**: Begin 1st slide project on a chosen career**Assignment/homework**: **Assessment**: none**Technology**: /apple tv, iPad internet; | **Objectives**:[*CCSS.ELA-LITERACY.RI.8.3*](http://www.corestandards.org/ELA-Literacy/RI/8/3/)*Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).*[***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*****Entry Activity**: Warm Up #10Class overview: work on careers slide project**Assignment/homework**: **Assessment**: none1. **Technology**: /apple tv, iPad internet;
 |
| **CCSS** | *[CCSS.ELA-LITERACY.RI.8.3](http://www.corestandards.org/ELA-Literacy/RI/8/3/)Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).****[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.*** |

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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.: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. COURAGE**Entry Activity**: Silent Reading**Class** **overview**: NWEA.**Assignment/homework**:  | **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**: LibraryTeacher Read Aloud**Class** **overview**: Determine meaning in a paragraph. **Use the paragraph on the apple TV** to determine the meaning of key words in the text. Assign the worksheet pg 20 for alone work. Assign pairs to compare work and edit, correct and discuss together.**Assignment/homework**: none**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 ReadingTeacher Read Aloud**Class** **overview**: TEACH sentence types, Use the handout packet on my desk. SHOW students how to make the foldable and have them make it with you. If you still have time left Assign the worksheet pg 21 for alone work. Assign pairs to compare work and edit, correct and discuss together. Talk about proofreading give directions wksheet 30.**Assignment/homework**: **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 readingTeacher Read Aloud**Class** **overview**: Correct and review sentence types from yesterday Find definitions of vocabulary words in pairs. Teacher read aloud pages 49S-T**Assignment/homework**: pre read hatchet**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 ReadingTeacher Read Aloud**Class** **overview**: Read passage to Freedom aloud in class/together **Assignment/homework**: finish vocab definitions**Assessment**:**Technology**:  |
| **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. |