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| **MS. ROBERT****JANUARY** | **MONDAY****28** | **TUESDAY****29** | **WEDNESDAY****30** | **THURSDAY****31** | **FRIDAY** **FEB. 1** |
| ***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**: Practice ABC game/review activity**Class** **overview**: Quiz on ABC and grammar phrasesWord of the day Spelling Test**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**: Google Classroom color video **Class** **overview**: SING THE COLOR SONGwatch?v=zpLQSdu4V94hand out color packet fromun poco de todo book**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**: : Google Classroom practice music<https://www.youtube.com/>watch?v=9gyGENGd9pY**Class** **overview**: practice colors with Elementary Spanish book pages 10-13, make a color wheel and label, .**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**: : Google Classroom practice ABC’s**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; Skill Spanish book pages 41-57**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**: Practice color game/review activity**Class** **overview**: Quiz on colors and grammar sentences And word of the day**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**: Students will take a self assessment interest survey that will show them possible areas of interests that they have.Minn. Survey part 2**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**: Define passions page 26 use posters and story on page 28 Passions worksheet page 29passions circle visual, create a poster to describe self **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**: 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**: **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**: Why people work Lesson pages 15-17. Do think/pair/share pg 17 Hand out Defining Success chartto be completed for tomorrow**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: [One-step-at-a-time - goal achieving cartoon doodle video](https://www.youtube.com/watch?v=8cCiqbSJ9fg&t=59s)**Assignment/homework**: Guest Speaker Summary**Assessment**: none1. **Technology**: /apple tv, iPad internet;
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| **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 ReadingTeacher Read Aloud**Class** **overview**: Finish reading Hatchet aloud as a classPrediction activities page 29.**Assignment/homework**: COVER BOOK | **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. |