



Monday 04/29/2019	Tuesday 04/30/2019	Wednesday 05/01/2019	Thursday 05/02/2019	Friday 05/03/2019
Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8	Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8	Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8	Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8	Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8
<b>Storytelling "Las Aventuras de Isabela" Chapter 9</b>	<b>Storytelling "Las Aventuras de Isabela" Chapter 9</b>	<b>Storytelling "Las Aventuras de Isabela" Chapter 9</b>	<b>Storytelling "Las aventuras de Isabela" Capter 9</b>	<b>"Las Aventuras de Isabela" Chapter 9</b>
<b>Bellwork</b> Cultura Diaria - Hispanic Artists Video and Discussion BBC 'Mi vida Loca'	<b>Bellwork</b> Cultura Diaria - Hispanic Artists Video and Discussion BBC 'Mi vida Loca'	<b>Bellwork</b> Cultura Diaria - Hispanic Artists Video and Discussion BBC "Mi vida Loca"	<b>Bellwork</b> Cultura Diaria - <b>Hispanic Artists</b> Video Discussion	<b>Bellwork</b> Cultura Diaria - Hispanic Artists  BBC "Mi Vida Loca"
<b>UEQ/LEQ</b>  I CAN STATEMENTS: <ul style="list-style-type: none"> <li>I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are.</li> <li>I can re-tell a story in Spanish.</li> <li>I can apply how to use tengo, estoy and soy and how to determine which to use.</li> <li>I can apply how to use tiene, esta and es and determine which to use.</li> <li>I can understand how a masculine and a feminine adjective work.</li> <li>I can introduce someone in Spanish.</li> <li>I can describe myself and others in Spanish.</li> <li>I can understand and apply</li> </ul>	<b>UEQ/LEQ</b>  I CAN STATEMENTS: <ul style="list-style-type: none"> <li>I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are.</li> <li>I can re-tell a story in Spanish.</li> <li>I can apply how to use tengo, estoy and soy and how to determine which to use.</li> <li>I can apply how to use tiene, esta and es and determine which to use.</li> <li>I can understand how a masculine and a feminine adjective work.</li> <li>I can introduce someone in Spanish.</li> <li>I can describe myself and others in Spanish.</li> <li>I can understand and apply</li> </ul>	<b>UEQ/LEQ</b>  I CAN STATEMENTS: <ul style="list-style-type: none"> <li>I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are.</li> <li>I can re-tell a story in Spanish.</li> <li>I can apply how to use tengo, estoy and soy and how to determine which to use.</li> <li>I can apply how to use tiene, esta and es and determine which to use.</li> <li>I can understand how a masculine and a feminine adjective work.</li> <li>I can introduce someone in Spanish.</li> <li>I can describe myself and others in Spanish.</li> <li>I can understand and apply</li> </ul>	<b>UEQ/LEQ</b> Novice Low Interpretive Listening;  <ul style="list-style-type: none"> <li>I can recognize vocabulary related to body parts and personal hygiene.</li> <li>I can identify parts of the body and hygiene habits using audio.</li> <li>I can engage a simple conversation about body parts.</li> </ul> <b>Lesson Activity/Assignment</b> Introduce Chapter 9 Vocabulary PPT presentation on commonly use of Spanish verbs Game- Charades on Spanish Verbs.  <b>Written Activity:</b> Student will play and guess verbs and new vocabulary in Spanish and fill out hand out. <b>Listening/Drawing Activity:</b> The teacher will verbally describe verbs and new vocabulary and students will try to guess and draw their	<b>UEQ/LEQ</b>  I CAN STATEMENTS: <ul style="list-style-type: none"> <li>I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are.</li> <li>I can re-tell a story in Spanish.</li> <li>I can apply how to use tengo, estoy and soy and how to determine which to use.</li> <li>I can apply how to use tiene, esta and es and determine which to use.</li> <li>I can understand how a masculine and a feminine adjective work.</li> <li>I can introduce someone in Spanish.</li> <li>I can describe myself and others in Spanish.</li> </ul>



<p>subject pronouns in Spanish.</p> <ul style="list-style-type: none"> <li>I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing).</li> </ul>	<p>subject pronouns in Spanish.</p> <ul style="list-style-type: none"> <li>I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing).</li> </ul>	<p>subject pronouns in Spanish.</p> <ul style="list-style-type: none"> <li>I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing).</li> </ul>	<p>answers in their individual white boards.</p> <p>Mi vida Loca Video</p>	<ul style="list-style-type: none"> <li>I can understand and apply subject pronouns in Spanish.</li> <li>I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing).</li> </ul>
<p><b>Lesson Activity/Assignment</b></p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> <li>Introduction to Vocabulary to use in Chapter 9</li> <li>Students continue reading Las Aventuras de Isabela Ch 9</li> <li>Review and Practice on family, colors and body parts.</li> <li>Review and practice on new vocabulary from chapter 9</li> <li>Virtual tour to the markets in Mexico</li> <li>Video Las neverias Mexicanas</li> </ul>	<p><b>Lesson Activity/Assignment</b></p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> <li>Introduction to Vocabulary to use in Chapter 9</li> <li>Students continue reading Las Aventuras de Isabela Ch 9</li> <li>Review and Practice on family, colors and body parts.</li> <li>Review and practice on new vocabulary from chapter 9</li> <li>Virtual tour to mexican markets</li> <li>Video Las neverias/ panaderias Mexicanas</li> </ul>	<p><b>Lesson Activity/Assignment</b></p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> <li>Students continue reading Las Aventuras de Isabela Ch 9</li> <li>Volleyball reading, and discussion on the chapter.</li> <li>Hand out completion on comprehension and vocabulary knowledge</li> <li>Video Las neverias Mexicanas</li> </ul>	<p><b>HOT Question</b></p> <p>What story can I tell or write with the target chapter vocabulary?</p> <p>How do I write and speak the language?</p> <p>Can I describe people and things to utilize adjectives?</p> <p>Can I describe places?</p> <p>Can I name body parts?</p> <p><b>MYP Objectives</b></p> <p>Objective A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> <li>listen for specific purposes and respond to show understanding</li> <li>interpret visual text that is presented with spoken text</li> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> <li>read for specific purposes and respond to show understanding</li> <li>interpret visual text that is</li> </ul>	<p><b>Lesson Activity/Assignment</b></p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> <li>Peer reading on chapter 9.</li> <li>Circling on Chapter 9 comprehension</li> <li>Students will be tested on Las Aventuras de Isabela Chapter 9.</li> </ul> <p><b>HOT Question</b></p> <ol style="list-style-type: none"> <li>How can you communicate without using words? Using non-verbal gestures.</li> <li>How do I use polite terms and basic questions to communicate in class in Spanish?</li> <li>How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</li> <li>What strategies do I use while watching a film or someone in person to understand what they are saying in a language other than my own?</li> <li>How do I understand commands my teacher</li> </ol>
<p><b>HOT Question</b></p> <ol style="list-style-type: none"> <li>How can you communicate without using words? Using non-verbal gestures.</li> <li>How do I use polite terms and basic questions to communicate in class in Spanish?</li> <li>How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</li> <li>What strategies do I use</li> </ol>	<p><b>HOT Question</b></p> <ol style="list-style-type: none"> <li>How can you communicate without using words? Using non-verbal gestures.</li> <li>How do I use polite terms and basic questions to communicate in class in Spanish?</li> <li>How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</li> <li>What strategies do I use</li> </ol>	<p><b>HOT Question</b></p> <ol style="list-style-type: none"> <li>How can you communicate without using words? Using non-verbal gestures.</li> <li>How do I use polite terms and basic questions to communicate in class in Spanish?</li> <li>How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</li> <li>What strategies do I use while watching a film or someone in person to understand what they are saying in a language other</li> </ol>	<p><b>HOT Question</b></p> <p>What story can I tell or write with the target chapter vocabulary?</p> <p>How do I write and speak the language?</p> <p>Can I describe people and things to utilize adjectives?</p> <p>Can I describe places?</p> <p>Can I name body parts?</p> <p><b>MYP Objectives</b></p> <p>Objective A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> <li>listen for specific purposes and respond to show understanding</li> <li>interpret visual text that is presented with spoken text</li> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> <li>read for specific purposes and respond to show understanding</li> <li>interpret visual text that is</li> </ul>	<p><b>HOT Question</b></p> <ol style="list-style-type: none"> <li>How can you communicate without using words? Using non-verbal gestures.</li> <li>How do I use polite terms and basic questions to communicate in class in Spanish?</li> <li>How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</li> <li>What strategies do I use while watching a film or someone in person to understand what they are saying in a language other than my own?</li> <li>How do I understand commands my teacher</li> </ol>



<p>while watching a film or someone in person to understand what they are saying in a language other than my own?</p> <p>5. How do I understand commands my teacher gives me?</p> <p>6. How do I understand the complexity of time in Spanish and how is it different than English?</p> <p>7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</p> <p>8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</p> <p>9. How do I re-tell a story?</p> <p>10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p>	<p>while watching a film or someone in person to understand what they are saying in a language other than my own?</p> <p>5. How do I understand commands my teacher gives me?</p> <p>6. How do I understand the complexity of time in Spanish and how is it different than English?</p> <p>7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</p> <p>8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</p> <p>9. How do I re-tell a story?</p> <p>10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p>	<p>than my own?</p> <p>5. How do I understand commands my teacher gives me?</p> <p>6. How do I understand the complexity of time in Spanish and how is it different than English?</p> <p>7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</p> <p>8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</p> <p>9. How do I re-tell a story?</p> <p>10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p>	<p>presented with written text</p> <ul style="list-style-type: none"> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p><b>Standards</b></p> <p><b>WL.K12.IL.5.4</b> Compare and contrast information, concepts, and ideas.</p> <p><b>WL.K12.IL.1.5</b> Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p> <p><b>WL.K12.IL.2.1</b> Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p><b>WL.K12.IL.2.4</b> Demonstrate understanding of vocabulary used in context when following written directions.</p> <p><b>WL.K12.IL.4.2</b> Describe people, objects, and situations using a series of sequenced sentences.</p> <p><b>WL.K12.IL.5.1</b> Write on familiar topics and experiences using main ideas and supporting details.</p>	<p>gives me?</p> <p>6. How do I understand the complexity of time in Spanish and how is it different than English?</p> <p>7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</p> <p>8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</p> <p>9. How do I re-tell a story?</p> <p>10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p>
<p><b>MYP Objectives</b></p> <p><b>Objective D: Using language in spoken and written form</b></p> <ul style="list-style-type: none"> <li>organize thoughts, feelings, ideas, opinions and information in spoken and written form</li> </ul>	<p><b>MYP Objectives</b></p> <p><b>Objective D: Using language in spoken and written form</b></p> <ul style="list-style-type: none"> <li>organize thoughts, feelings, ideas, opinions and information in spoken and written form</li> </ul>	<p><b>MYP Objectives</b></p> <p><b>Objective D: Using language in spoken and written form</b></p> <ul style="list-style-type: none"> <li>organize thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>develop accuracy when speaking and writing in the target language.</li> </ul>		<p><b>MYP Objectives</b></p> <p><b>Objective D: Using language in spoken and written form</b></p> <ul style="list-style-type: none"> <li>organize thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>develop accuracy when speaking and writing in the target language.</li> </ul> <p><b>Objective B: Comprehending written and visual text</b></p>



<ul style="list-style-type: none"> <li>• develop accuracy when speaking and writing in the target language.</li> </ul> <p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> <li>• read for specific purposes and respond to show understanding</li> <li>• interpret visual text that is presented with written text</li> <li>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <ul style="list-style-type: none"> <li>• interact and communicate in various situations</li> <li>• express thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>• speak and write for specific purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• develop accuracy when speaking and writing in the target language.</li> </ul> <p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> <li>• read for specific purposes and respond to show understanding</li> <li>• interpret visual text that is presented with written text</li> <li>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <ul style="list-style-type: none"> <li>• interact and communicate in various situations</li> <li>• express thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>• speak and write for specific purposes.</li> </ul>	<p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> <li>• read for specific purposes and respond to show understanding</li> <li>• interpret visual text that is presented with written text</li> <li>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <ul style="list-style-type: none"> <li>• interact and communicate in various situations</li> <li>• express thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>• speak and write for specific purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• read for specific purposes and respond to show understanding</li> <li>• interpret visual text that is presented with written text</li> <li>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <ul style="list-style-type: none"> <li>• interact and communicate in various situations</li> <li>• express thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>• speak and write for specific purposes.</li> </ul>	<p>Standards</p> <p>WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p>WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by</p>
<p><b>Standards</b></p> <p>WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p>	<p><b>Standards</b></p> <p>WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p>	<p><b>Standards</b></p> <p>WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p>WL.K12.NM.2.1 Demonstrate understanding of written</p>		



**WL.K12.IL.6.4** Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

**WL.K12.IL.8.2** Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

**WL.K12.IL.2.1** Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

**WL.K12.IL.2.4** Demonstrate understanding of vocabulary used in context when following written directions.

**WL.K12.IL.5.1** Write on familiar topics and experiences using main ideas and supporting details.

**WL.K12.IL.6.1** Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

**WL.K12.IL.1.1** Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

**WL.K12.IL.6.4** Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

**WL.K12.IL.8.2** Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

**WL.K12.IL.2.1** Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

**WL.K12.IL.2.4** Demonstrate understanding of vocabulary used in context when following written directions.

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**WL.K12.IL.1.1** Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

familiar words, phrases, and simple sentences supported by visuals.

**WL.K12.NM.6.1** Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

**WL.K12.NM.8.3** Identify celebrations typical of the target culture and one's own.

**WL.K12.IL.1.1** Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

**WL.K12.IL.2.1** Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

**WL.K12.IL.2.4** Demonstrate understanding of vocabulary used in context when following written directions.

**WL.K12.IL.5.1** Write on familiar topics and experiences using main ideas and supporting details.

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**WL.K12.IL.2.4** Demonstrate understanding of vocabulary used in context when following written directions.

**WL.K12.IL.5.1** Write on familiar topics and experiences using main ideas and supporting details.

**WL.K12.IL.6.1** Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

**WL.K12.IL.6.2** Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

**WL.K12.IL.6.4** Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

**WL.K12.IL.8.2** Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.



		<p><b>WL.K12.IL.6.2</b> Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p> <p><b>WL.K12.IL.6.4</b> Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).</p> <p><b>WL.K12.IL.8.2</b> Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.</p>		
Guzman- 7th (07098150) - Pd. 4,6	Guzman- 7th (07098150) - Pd. 4,6	Guzman- 7th (07098150) - Pd. 4,6	Guzman- 7th (07098150) - Pd. 4,6	Guzman- 7th (07098150) - Pd. 4,6
<b>Storytelling "Las aventuras de Isabela" Capter 9</b>	<b>Storytelling "Las Aventuras de Isabela" Chapter 9</b>	<b>Chapter 1, 2, 3 &amp; 4. Vocabulary review</b>	<b>Storytelling "Las aventuras de Isabela" Capter 9</b>	<b>"Las Aventuras de Isabela" Chapter 9</b>
<b>Bellwork</b> Cultura Diaria - <b>Hispanic Artists</b> Video Discussion	<b>Bellwork</b> Cultura Diaria - Hispanic Artists Video Discussion BBC 'Mi vida Loca'	<b>Bellwork</b> Cultura Diaria + Video.	<b>Bellwork</b> Cultura Diaria - <b>Hispanic Artists</b> Video and Discussion Video mi vida loca BBC	<b>Bellwork</b> Cultura Diaria - Hispanic Artists  BBC "Mi Vida Loca"
<b>UEQ/LEQ</b> Novice Low Interpretive Listening;	<b>UEQ/LEQ</b>	<b>UEQ/LEQ</b> How do I learn a new language? Why is it important to study Spanish? How can Spanish help me? How does being bilingual benefit me? How can recognizing cognates help me to understand Spanish, read Spanish, recognize words? How does the study of other cultures, languages enhance me as an individual? How do I greet others in	<b>UEQ/LEQ</b> Novice Low Interpretive Listening;	<b>UEQ/LEQ</b>
<ul style="list-style-type: none"> <li>• I can recognize vocabulary related to body parts and personal hygiene.</li> <li>• I can identify parts of the body and hygiene habits using audio.</li> <li>• I can engage a simple conversation about body parts.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are.</li> <li>• I can re-tell a story in</li> </ul>		<ul style="list-style-type: none"> <li>• I can recognize vocabulary related to body parts and personal hygiene.</li> <li>• I can identify parts of the body and hygiene habits using audio.</li> <li>• I can engage a simple conversation about body parts.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are.</li> <li>• I can re-tell a story in</li> </ul>
<b>Lesson Activity/Assignment</b> Introduce Chapter 9			<b>Lesson Activity/Assignment</b> Introduce Chapter 9	





<p>Vocabulary PPT presentation on commonly use of Spanish verbs Game- Charades on Spanish Verbs/Jepardy</p> <p><b>Written Activity:</b> Student will play and guess verbs and new vocabulary in Spanish and fill out hand out.</p> <p><b>Listening/Drawing Activity:</b> The teacher will verbally describe verbs and new vocabulary and students will try to guess and draw their answers in their individual white boards.</p> <p>Mi vida Loca Video</p>	<p>Spanish.</p> <ul style="list-style-type: none"> <li>I can apply how to use tengo, estoy and soy and how to determine which to use.</li> <li>I can apply how to use tiene, esta and es and determine which to use.</li> <li>I can understand how a masculine and a feminine adjective work.</li> <li>I can introduce someone in Spanish.</li> <li>I can describe myself and others in Spanish.</li> <li>I can understand and apply subject pronouns in Spanish.</li> <li>I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing).</li> </ul>	<p>Spanish? How do I ask basic questions in Spanish? How do I say goodbye in Spanish?</p> <p><b>Lesson Activity/Assignment</b></p> <p><b>Knowledge and skill acquisition:</b></p> <p><b>Tablets use:</b></p> <ul style="list-style-type: none"> <li>Nearpad presentation on "Las aventuras de Isabela" Chapter-9</li> <li>Senor Wolly stories.</li> <li>Quizlet practice.</li> <li>Quizlet live group activities and games.</li> <li>Kahoot individual/groups activities and games.</li> </ul> <p>Practice on: Verbs, adjectives, classroom commands and objects, alphabet, pronouns, colors, numbers, la familia, and vocabulary from TPRS readings.</p>	<p>Vocabulary PPT presentation on commonly use of Spanish verbs Game- Charades on Spanish Verbs.</p> <p><b>Written Activity:</b> Student will play and guess verbs and new vocabulary in Spanish and fill out hand out.</p> <p><b>Listening/Drawing Activity:</b> The teacher will verbally describe verbs and new vocabulary and students will try to guess and draw their answers in their individual white boards.</p> <p>Mi vida Loca Video</p>	<p>Spanish.</p> <ul style="list-style-type: none"> <li>I can apply how to use tengo, estoy and soy and how to determine which to use.</li> <li>I can apply how to use tiene, esta and es and determine which to use.</li> <li>I can understand how a masculine and a feminine adjective work.</li> <li>I can introduce someone in Spanish.</li> <li>I can describe myself and others in Spanish.</li> <li>I can understand and apply subject pronouns in Spanish.</li> <li>I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing).</li> </ul>
<p><b>HOT Question</b> What story can I tell or write with the target chapter vocabulary? How do I write and speak the language? Can I describe people and things to utilize adjectives? Can I describe places? Can I name body parts?</p>	<p><b>Lesson Activity/Assignment</b> Knowledge and acquisition:</p> <ul style="list-style-type: none"> <li>Introduction to Vocabulary to use in Chapter 9</li> <li>Students continue reading Las Aventuras de Isabela Ch 9</li> <li>Review and Practice on family, colors and body parts.</li> <li>Review and practice on new vocabulary from chapter 9</li> <li>Virtual tour to the streets of Guanajuato</li> </ul>	<p><b>HOT Question</b></p> <ol style="list-style-type: none"> <li>What story can I tell or write with the target chapter vocabulary?</li> <li>How do I write and speak the language?</li> <li>Can I describe people and things</li> </ol>	<p><b>HOT Question</b> What story can I tell or write with the target chapter vocabulary? How do I write and speak the language? Can I describe people and things to utilize adjectives? Can I describe places? Can I name body parts?</p>	<p><b>Lesson Activity/Assignment</b> Knowledge and acquisition:</p> <ul style="list-style-type: none"> <li>Peer reading on chapter 9.</li> <li>Circling on Chapter 9 comprehension</li> <li>Students will be tested on Las Aventuras de Isabela Chapter 9.</li> </ul>
<p><b>MYP Objectives</b> Objective A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> <li>listen for specific purposes and respond to show understanding</li> <li>interpret visual text that is</li> </ul>			<p><b>MYP Objectives</b> Objective A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> <li>listen for specific purposes and respond to show understanding</li> <li>interpret visual text that is</li> </ul>	<p><b>HOT Question</b></p> <ol style="list-style-type: none"> <li>How can you communicate without using words? Using non-verbal gestures.</li> </ol>



<p>presented with spoken text</p> <ul style="list-style-type: none"> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> <li>read for specific purposes and respond to show understanding</li> <li>interpret visual text that is presented with written text</li> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Video Las panaderias Mexicanas</li> </ul> <p><b>HOT Question</b></p> <ol style="list-style-type: none"> <li>How can you communicate without using words? Using non-verbal gestures.</li> <li>How do I use polite terms and basic questions to communicate in class in Spanish?</li> <li>How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</li> <li>What strategies do I use while watching a film or someone in person to understand what they are saying in a language other than my own?</li> <li>How do I understand commands my teacher gives me?</li> <li>How do I understand the complexity of time in Spanish and how is it different than English?</li> <li>What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</li> <li>What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</li> <li>How do I re-tell a story?</li> <li>How do I use cognates and context clues to understand and interpret a reading</li> </ol>	<p>to utilize adjectives?</p> <ol style="list-style-type: none"> <li>How do I use polite terms and basic questions to communicate in class in Spanish?</li> <li>How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</li> </ol> <p><b>MYP Objectives</b></p> <p>Objective A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> <li>listen for specific purposes and respond to show understanding</li> <li>interpret visual text that is presented with spoken text</li> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p><b>Standards</b></p> <p>WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p>WL.K12.NM.1.2 Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.</p> <p>WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and</p>	<p>presented with spoken text</p> <ul style="list-style-type: none"> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> <li>read for specific purposes and respond to show understanding</li> <li>interpret visual text that is presented with written text</li> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p><b>Standards</b></p> <p>WL.K12.IL.5.4 Compare and contrast information, concepts, and ideas.</p> <p>WL.K12.IL.1.5 Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p> <p>WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.</p>	<ol style="list-style-type: none"> <li>How do I use polite terms and basic questions to communicate in class in Spanish?</li> <li>How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</li> <li>What strategies do I use while watching a film or someone in person to understand what they are saying in a language other than my own?</li> <li>How do I understand commands my teacher gives me?</li> <li>How do I understand the complexity of time in Spanish and how is it different than English?</li> <li>What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</li> <li>What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</li> <li>How do I re-tell a story?</li> <li>How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</li> <li>What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</li> <li>How do I talk about my family and ask questions about other people's families?</li> </ol>
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<p><b>WL.K12.IL.4.2</b> Describe people, objects, and situations using a series of sequenced sentences.</p> <p><b>WL.K12.IL.5.1</b> Write on familiar topics and experiences using main ideas and supporting details.</p>	<p>11. <b>passage in Spanish? What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</b></p> <p>12. <b>How do I talk about my family and ask questions about other people's families?</b></p> <p><b>MYP Objectives</b></p> <p><b>Objective D: Using language in spoken and written form</b></p> <ul style="list-style-type: none"> <li>organize thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>develop accuracy when speaking and writing in the target language.</li> </ul> <p><b>Objective B: Comprehending written and visual text</b></p> <ul style="list-style-type: none"> <li>read for specific purposes and respond to show understanding</li> <li>interpret visual text that is presented with written text</li> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p><b>Objective C: Communicating in response to spoken, written and visual text</b></p> <p>As appropriate to the phase, the student is expected to be</p>	<p>simple sentences supported by visuals.</p> <p><b>WL.K12.NM.3.1</b> Introduce self and others using basic, culturally-appropriate greetings.</p> <p><b>WL.K12.NM.3.2</b> Participate in basic conversations using words, phrases, and memorized expressions.</p> <p><b>WL.K12.NM.3.3</b> Ask simple questions and provide simple responses related to personal preferences.</p> <p><b>WL.K12.NM.1.4</b> Demonstrate understanding of simple information supported by visuals through a variety of media.</p> <p><b>WL.K12.NM.6.1</b> Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)</p> <p><b>WL.K12.NM.8.2</b> Recognize true and false cognates in the target language and compare them to own language.</p>	<p><b>WL.K12.IL.4.2</b> Describe people, objects, and situations using a series of sequenced sentences.</p> <p><b>WL.K12.IL.5.1</b> Write on familiar topics and experiences using main ideas and supporting details.</p>	<p><b>MYP Objectives</b></p> <p><b>Objective D: Using language in spoken and written form</b></p> <ul style="list-style-type: none"> <li>organize thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>develop accuracy when speaking and writing in the target language.</li> </ul> <p><b>Objective B: Comprehending written and visual text</b></p> <ul style="list-style-type: none"> <li>read for specific purposes and respond to show understanding</li> <li>interpret visual text that is presented with written text</li> <li>engage with the text by supporting opinion and personal response with evidence and examples from the text.</li> </ul> <p><b>Objective C: Communicating in response to spoken, written and visual text</b></p> <p>As appropriate to the phase, the student is expected to be able to:</p> <ul style="list-style-type: none"> <li>interact and communicate in various situations</li> <li>express thoughts, feelings, ideas, opinions and information in spoken and written form</li> </ul>
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	<p>able to:</p> <ul style="list-style-type: none"> <li>• interact and communicate in various situations</li> <li>• express thoughts, feelings, ideas, opinions and information in spoken and written form</li> <li>• speak and write for specific purposes.</li> </ul> <hr/> <p><b>Standards</b></p> <p><b>WL.K12.IL.6.2</b> Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p> <p><b>WL.K12.IL.6.4</b> Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).</p> <p><b>WL.K12.IL.8.2</b> Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.</p> <p><b>WL.K12.IL.2.1</b> Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p><b>WL.K12.IL.2.4</b> Demonstrate understanding of vocabulary used in context when following written directions.</p>			<ul style="list-style-type: none"> <li>• speak and write for specific purposes.</li> </ul> <hr/> <p><b>Standards</b></p> <p><b>WL.K12.NM.1.1</b> Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p><b>WL.K12.NM.2.1</b> Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.</p> <p><b>WL.K12.IL.2.4</b> Demonstrate understanding of vocabulary used in context when following written directions.</p> <p><b>WL.K12.IL.5.1</b> Write on familiar topics and experiences using main ideas and supporting details.</p> <p><b>WL.K12.IL.6.1</b> Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p> <p><b>WL.K12.IL.6.2</b> Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p> <p><b>WL.K12.IL.6.4</b> Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs,</p>
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	<p><b>WL.K12.IL.5.1</b> Write on familiar topics and experiences using main ideas and supporting details.</p> <p><b>WL.K12.IL.6.1</b> Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p> <p><b>WL.K12.IL.1.1</b> Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p>			<p>traditions).</p> <p><b>WL.K12.IL.8.2</b> Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.</p>
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