**Monday, November 5, 2018 – Day 6 – 8 White Field Trip Periods 3 - 8**

**Grade 7**

**ISLS**: 28.D.1b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF3.d

**OBJECTIVE:** Students will describe people, using physical and personality traits.

**METHODOLOGY:** Echo read all vocabulary from pages 44-43 in *Expresate!* Discuss meanings with whole group. Assign Capitulo 2, Vocabulario 1 puzzle.

**DIFFERENTIATION:** Echo reading; choral reading;color-coding; mnemonic devices for memory strategy; explicit connections to cognates; use of notes/visual aides; use of reference pages; task completion with partners; extended time to complete outside of class.

**ASSESSMENT:** Observe students’ participation.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 2: <https://go.hrw.com>

**Grade 8**

**ISLS**: 28.C.2b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF3.d

**OBJECTIVE:**  Students will continue to practice identifying and ordering café foods and beverages.

**METHODOLOGY:** Check homework. For oral review, assign *¡Expresate!* p. 199, Act. 6 to be written in script form and performed with a partner. Assign Cuaderno de vocabulario y gramatica pages 61-63 to review vocabulary.

**DIFFERENTIATION:** Echo reading; choral reading;color-coding; mnemonic devices for memory strategy; explicit connections to cognates; use of notes/visual aides; use of reference pages; task completion with partners; use of food/furniture props to enhance presentation.

**ASSESSMENT:** Check homework and observe students’ participation.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 6: <https://go.hrw.com>

**Tuesday, November 6, 2018 – Day 7 – 8th Grade PSAT Testing - Modified Schedule**

**Grade 7**

**ISLS**: 28.D.1b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF3.d

**OBJECTIVE:** Students will describe people, using physical and personality traits.

**METHODOLOGY:** Review adjectives aloud from pages 44-45. Assign Capitulo 2, Vocabulario 1 sentences.

**DIFFERENTIATION:** Echo reading; choral reading;color-coding; mnemonic devices for memory strategy; explicit connections to cognates; use of notes/visual aides; use of reference pages; task completion with partners; extended time to complete outside of class.

**ASSESSMENT:** Check homework.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 2: <https://go.hrw.com>

**Grade 8 – Not all 8th Graders will have Spanish today**

**ISLS**: 28.C.2b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF3.d

**OBJECTIVE:**  Students will review café foods and beverages.

**METHODOLOGY:** Students will take notes on polite expressions for ordering food. In *¡Expresate!* echo read pages 196-198. Discuss with a partner. Assign Capitulo 6, Vocabulario 1 sentences.

**DIFFERENTIATION:** Echo reading; choral reading;color-coding; mnemonic devices for memory strategy; explicit connections to cognates; use of notes/visual aides; use of reference pages; task completion with partners; extended time to complete outside of class.

**ASSESSMENT:** Observe students’ participation.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 6: <https://go.hrw.com>

**Wednesday, November 7, 2018 – Day 8**

**Grade 7**

**ISLS**: 28.D.1b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF3.d

**OBJECTIVE:** Students will continue to identify appropriate adjectives to describe people.

**METHODOLOGY:** Collect vocabulary sentences. Assign Expresate! ages 46-47, activities 1-4. Assign a colored illustration of a person.

**DIFFERENTIATION:** Echo reading; choral reading;color-coding; mnemonic devices for memory strategy; explicit connections to cognates; use of notes/visual aides; use of reference pages; task completion with partners; extended time to complete outside of class.

**ASSESSMENT:** Collect and observe homework performance.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 2: <https://go.hrw.com>

**Grade 8**

**ISLS**: 28.C.2b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF3.d

**OBJECTIVE:**  Students will be assessed on identifying and ordering café foods and beverages.

**METHODOLOGY:** Check homework. Administer Quiz: Capitulo 6, Vocabulario 1. Review quizzes with whole class.

**DIFFERENTIATION:** N/A. Quiz is a mandated assessment for the High School Spanish I program.

**ASSESSMENT:** Score and record quiz grades.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 6: <https://go.hrw.com>

**Thursday, November 8, 2018 – Day 9**

**Grade 7**

**ISLS:** 28.A.1a, 28.D.1b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF3.d

**OBJECTIVE:** Students will use adjectives to construct sentences for describing people.

**METHODOLOGY:** Students’ will participate in picture-passing activity, using student created pictures.

**DIFFERENTIATION:** Echo reading; choral reading;color-coding; mnemonic devices for memory strategy; explicit connections to cognates; use of notes/visual aides; use of reference pages; task completion with partners; multiple responses modeled and encouraged in response to each picture.

**ASSESSMENT:** Observe students’ participation.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 2: <https://go.hrw.com>

**Grade 8**

**ISLS**: 28.A.1a and 28.B.1b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF3.d

**OBJECTIVE:** Students will differentiate between the forms of the verbs “to be:” ser and estar.

**METHODOLOGY:** Students will take notes on the conjugation of the verbs ser and estar. Discuss irregular forms. Assign ser and estar practice sheet.

**DIFFERENTIATION:** Echo reading; choral reading;color-coding; mnemonic devices for memory strategy; explicit connections to cognates; use of notes/visual aides; use of graphic organizers; task completion with partners; extended time to complete outside of class.

**ASSESSMENT:** Observe oral participation.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 6: <https://go.hrw.com>

**Friday, November 9, 2018 – Day 10**

**Grade 7**

**ISLS:** 28.A.1a, 28.D.1b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF.3.d

**OBJECTIVE:** Using sentence starters,students will use with adjectives to describe family members/friends on a storyboard.

**METHODOLOGY:** Students will create an illustrated graphic organizer to tell what various people in their lives are like and not like. Students will accompany their sentences in caption boxes with illustrations.

**DIFFERENTIATION:** Echo reading; choral reading;color-coding; mnemonic devices for memory strategy; explicit connections to cognates; use of notes/visual aides; use of graphic organizers; providing exemplars of student work; extended time to complete outside of class.

**ASSESSMENT:** Observe students’ participation.

**Grade 8**

**ISLS**: 28.A.1a and 28.B.1b

**CCSS:** K.RI.7, K.RF.3.a, K.RF.3.c, K.RF.3.d

**OBJECTIVE:** Students will differentiate between the uses of the verbs “to be:” ser and estar.

**METHODOLOGY:** Review homework. Students continue with differences between uses of ser and estar. Assign grammar tutor pages 33-34.

**DIFFERENTIATION:** Use of notes/visual aides; use of graphic organizers; task completion with partners; extended time to complete outside of class.

**ASSESSMENT:** Observe oral participation.