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| **Blair Moyes**  **Room 18**  **French/Spanish I**  **Week 12** | | | | North Bullitt High School | **Plan 7:20-8:30 a.m. Period 4 10:25-11:20 p.m.**  **Period 2 8:25-9:20 a.m. Period 5 11:25—1:00 p.m.**  **Period 3 9:25-10:20 a.m. Period 6 1:05—2:05** | | | |
|  | ***Bell/HW*** | ***Instructional***  ***Delivery*** | ***Ky Content*** | ***Activities/Assignments*** | ***Targets*** | ***Assessment***  ***Method*** | ***IEP Modifications***  ***(ALL listed below)*** |
| **MO**  **N**  **D**  **A**  **Y** |  | **Guided Practice**  **Oral Drill**  **class Work/activities**  **MiniLecture/ Discussion**  **Individual Activities** | **1.2 Stus will be able to understand and interpret written and spoken language on topics studied.**  **4.1 Stus demonstrate an understanding of nature of language through comparisons of language studied and one’s own** | **Song of the day**  **Go over the verb to wash (from expression to wash the car/dishes) Look at reflexive verbs. Discuss what reflexive verbs are and closest English equivalent. Talk about verb “to call oneself” which students have seen and worked with before. Explain how it is reflexive. Practice using reflexive verbs in 5 sentences (to clean, dress, undress, get up, bathe). Review, see how students are doing/check for understanding.**  **Practice with 10 more sentences, reviewing clothing and house vocabulary.** | **TARGET:**    **I can say and write reflexive verbs** | **Flashback**  **Participation**  **Assignment**  **Oral Drill**  **Questions** | **X – Prompting**  **X-Cuing**  **X-Modeling**  **X-paraphrasing**  **X-Individual Assistance**  **X-Extra Time**  **X-After-School help offered** |
| **T**  **U**  **E**  **S**  **D**  **A**  **Y** |  | **Guided Practice**  **Oral Drill**  **class Work/activities**  **MiniLecture/ Discussion**  **Individual Activities** | **1.2 Stus will be able to understand and interpret written and spoken language on topics studied.**  **4.1 Stus demonstrate an understanding of nature of language through comparisons of language studied and one’s own** | **Song of the day**  **Go over reflexive verbs and what they are, as well as their conjugation. Look at how to use reflexive verbs in a negative sentence.**  **What other verbs can you use as reflexive? (to comb hair, shower, brush teeth, shave, put on make-up).**  **1 verb in English we do not or would not consider as a reflexive verb is “to cut one’s hair”.**  **Practice telling my daily routine using reflexive verbs.** | **TARGET:**    **I can conjugate reflexive verbs** | **Flashback**  **Participation**  **Assignment**  **Oral Drill**  **Questions** | **X – Prompting**  **X-Cuing**  **X-Modeling**  **X-paraphrasing**  **X-Individual Assistance**  **X-Extra Time**  **X-After-School help offered** |
| **W**  **E**  **D**  **N**  **E**  **S**  **D**  **A**  **Y** |  | **Guided Practice**  **Oral Drill**  **Large Group Activities**  **Group/Partner Work**  **MiniLecture/ Discussion**  **Multimedia Lessons**  **Individual Activities**  **Project/Demonstration**  **Portfolio/ORQ** | **1.2 Stus will be able to understand and interpret written and spoken language on topics studied.** | **Go over reflexive verb vocabulary and conjugation.**  **Give students 2 jumbled up daily schedules for them to organize into the correct order.**  **Watch reflexives video**  **Fill out sheet and takes notes during video**  **Reflexive verb exercise** | **TARGET:**  **I can use reflexive verbs in sentences (affirmative and negative sentences)** | **Flashback**  **Participation**  **Assignment**  **Oral Drill**  **Questions** | **X – Prompting**  **X-Cuing**  **X-Modeling**  **X- paraphrasing**  **X-Individual Assistance**  **X-Extra Time**  **X-After-School help offered** |
| **T**  **H**  **U**  **R**  **S**  **D**  **A**  **Y** |  | **Guided Practice**  **Oral Drill**  **Large Group Activities**  **Group/Partner Work**  **MiniLecture/ Discussion**  **Multimedia Lessons**  **Individual Activities** | **1.2 Stus will be able to understand and interpret written and spoken language on topics studied.**  **1.1 Stus able to provide and obtain information** | **Song of the day**  **Review reflexive verbs**  **Use white boards to review**  **Then take quiz on reflexives**  **Go over regular present tense verbs. Then talk about another present tense called present progressive. Explain the difference between the two. Practice using it in 10 sentences** | **TARGET:**  **I can conjugate and use reflexive verbs to describe my daily routine.** | **Flashback**  **Participation**  **Assignment**  **Oral Drill**  **Questions** | **X – Prompting**  **X-Cuing**  **X-Modeling**  **X-paraphrasing**  **X-Individual Assistance**  **X-Extra Time**  **X-After-School help offered** |
| **F**  **R**  **I**  **D**  **A**  **Y** |  | **Guided Practice**  **Oral Drill**  **Large Group Activities**  **Group/Partner Work**  **MiniLecture/ Discussion**  **Multimedia Lessons**  **Individual Activities** | **1.2 Stus will be able to understand and interpret written and spoken language on topics studied.**  **1.1 Stus able to provide and obtain information** | **Go over regular present tense verbs. Then talk about another present tense called present progressive. Explain the difference between the two.**  **Teach present progressive conjugation.**  **Practice using it in 10 sentences.**  **Tell a story about Goldielocks or Red Riding Hood in the present progressive as things are happening right then.** | **TARGET:**  **I can conjugate verbs in present progressive.** | **Flashback**  **Participation**  **Assignment**  **Oral Drill**  **Questions** | **X – Prompting**  **X-Cuing**  **X-Modeling**  **X-paraphrasing**  **X-Individual Assistance**  **X-Extra Time**  **X-After-School help offered** |