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| **Blair Moyes****Room 18****French/Spanish I****Week 14** | 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- el pepino (cucumber, vocab word)****Write down and learn Fruits and vegetables vocabulary. Point out which of these are quiz words.****The teacher will show students a video of a couple walking around a food market in Spain. Words for fruits and vegetables they are looking to buy will appear at the bottom of the screen. Students will write these down and later use them to say what they do and do not like.** **After this we will make study cards of the vocabulary to use later for studying and in class game.**  | **TARGET:****I can write fruits and vegetable vocabulary** | **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 (la fruta, vocab words in song)** **Go over fruits and vegetables from yesterday. Practice saying and repeating them.** **Teacher gives students 12-15 “what am I” puzzles where foods (fruits and vegetables) are the answers. This is good review of colors and other previous vocabulary.****After this the teacher will have students begin creating a menu. New vocabulary will be given to help students organize their menu (drinks, main course, meats, desserts, etc). Today students must come up with a restaurant name, think about how they want to organize it and begin thinking about 4 salads they want to have on their menu.** | **TARGET:****I can say fruits and vegetable vocabulary.** | **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.****1.1 Stus able to provide and obtain information** | **Go over food vocabulary.** **Students will be asked to add to their menu.** **Students must have 4 salads. One salad must be a fruit salad and another salad must be a green (vegetable) salad.** **Students will also add 2 soups (1 with at least 3 ingredients, and the other of their choice)****2 appetizers will also be added to the menu.** **Students must draw out one appetizer to make it as much like a real menu as possible. Prices will be added. Later students will add drinks, desserts, main course meals, and sandwiches.**  | **TARGET:****I can create salads using my fruits and vegetables.** | **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** | **Review food vocabulary.** **Students review their quiz words and then write down words needed to complete a worksheet and activity packet that uses 15 food words repetitively to help students remember their vocabulary.** **After this the class will go over how to express whether they do or do not like something. Then they will be given pictures of different food items and write whether they like these foods or not. This will be turned in at the end of the period.** **If time use white boards to review fruit and vegetables for tomorrow’s quiz.**  | **TARGET:****I can talk about what I do like and do not like where fruits and vegetables are concerned.** | **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** |  |  | **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 quiz words (fruits and vegetables) and then take quiz.** **After the quiz we will read the “Hungry Caterpillar” in Spanish/French and look at some food words we know and others we do not know.** **After this we will begin looking at drinks, meats, and desserts as those are the words on the quiz next week.**  | **TARGET:****I know and can use fruit and vegetables words in sentences** |  |  |