|  |  |  |
| --- | --- | --- |
| **Blair Moyes****Room 18****French/Spanish I****Week 15** | 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 (cultural video)****Write down and learn meats, drinks, and dessert 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 meats and other foods 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 meats, drinks, and desserts 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**  **Go over meats, drinks, and desserts from yesterday. Practice saying and repeating them.** **Teacher gives students 15 “what am I” puzzles where foods (meats, drinks, and desserts) are the answers. This is good review of colors and other previous vocabulary.****After this the teacher will have students work on the menu they began last week. Today students will add a minimum of 5 drinks to their menu. They must be good, fun, drinks including at least one smoothie.****Students will then work on an activity sheet where they are drawing out and designing their fruit smoothie for their menu. They will see other fruit smoothie recipes in French/Spanish.**  | **TARGET:****I can say meats, drinks, and desserts 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.** | **Go over food vocabulary.** **Students will be asked to add to their menu.** **Today they will be adding at least 3 desserts. They must be creative and not just say waffle or chocolate. They must give each dish names and describe what is in it.** **After this students will have an activity sheet that goes over lunch and supper foods (meats, drinks, and sides) for students to practice for their quiz on Friday.** **After this students will get out their study cards and go through them by themselves before quizzing a partner back and forth.** **Students will have a fill in the blank exercise where they are given the English or a picture of foods and must put its translation in the boxes/lines provided**  | **TARGET:****I can create salads using my meats, drinks, and desserts.** | **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.****Once this is done students will write about which of these foods they do and do not like. The unit test at the end of the month will have sentences like this for students to write.** **After this students will add 3 sandwiches to their menu. Sandwiches must come with at least one side (fries, soup, chips, etc). Sandwiches must have 4,4, and 5 things on them.** **After this we will review quiz words with white boards in preparation for the quiz tomorrow.**  | **TARGET:****I can talk about what I do like and do not like where meats, drinks, and desserts 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 (meats, drinks, and desserts) and then take quiz.** **After the quiz we will read from our class reader. We will translate and talk about what happens in the story. Then we will answer questions about what we have read.**  | **TARGET:****I know and can use meats, drinks, and desserts words in sentences** |  |  |