

Oxford Jr/Sr High School 2020 Lessons-Week 4, Semester 2

This is a general outline of this week's activities. Please go to Google Classroom DAILY for specifics
 For Daily Learning Goals, please use the KSDE Navigating Change document, and on page 37 you'll find all of the World Language Learning Goals.

<https://www.ksde.org/Portals/0/Communications/Navigating%20Change/9-12.pdf>

Subject: HS Spanish

Teacher: Miss Patton

Email: colbypatton@usd358.com

| Date | Learning Goal/ Competencies | Lesson | Resources | Activity Due |
|--------------------|---|--|---------------------------------------|------------------------------|
| Monday the 25th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | Leer Lunes: Spanish 2 reads El Viaje Perdido and Spanish 1 completes two Garbanzo activities | | |
| Tuesday the 26th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Review the key vocab structures with the class -Show slide 21 and review the story structure with vocab; then show slide 20 with the limited vocab structuring and have them write out the story with as many details as possible -Read through Miguel y su Bicicleta as a class -Watch Extr@ if time permits | -La Campanada PPT on Google Classroom | -Turn in written assignment |
| Wednesday the 27th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Read out loud Miguel y su Bicicleta again to the class and have them answer the comprehension questions (Slides 23-28) -Show the infographic of the different ways to say "bicicleta" in various countries; practice saying "Tienes" and "tengo", as well as "Eres de" and "Soy de" as we discuss the vocab terms -Begin to play Answer Bingo; have them make a bingo sheet with a 4x4 grid and to choose any of the answers on the grid. They'll play the game tomorrow | | |
| Thursday the 28th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Complete the listening assessment with the class (read the script 3 times at normal speed) -Play Answer Bingo: I'll read all possible questions and their answers-the students have to mark their answers when I call the question | | |
| Friday the 29th | WL.N.HS 1.1 WL.N.HS 1.2 | SUBSTITUTE: -Have them complete slide 29 on La | -La Campanada | -Comprehension questions for |

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| | WL.N.HS 4.2 WL.N.HS 2.3 | Campanada in their Google Doc; -After that, they are to answer on a blank piece of paper and turn in individually slides 30-42 of their Campanadas (we will discuss these next week!). They may work as a class as long as all are contributing to the class discussion | Slides show on Classroom | slides 30-42 and discuss on Monday |
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Oxford Jr/Sr High School 2020 Lessons-Week 3, Semester 2

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|--------------------|---|---|-------------------------------|--------------------------------------|
| Monday the 18th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | NO SCHOOL | | |
| Tuesday the 19th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Check and turn in tener flashcards -La Campanada: slide 16 -Storyask "Las Novias de Mi Hermano" -6th Hour: Create graphics for Wichita Family Crisis Center in Spanish | -La Campanada on Classroom | |
| Wednesday the 20th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -La Campanada: slide 22 -Finish the story -Pass out the graphic organizer and draw/fill in the spaces with names and key vocab terms after listening to the story again -Have them write 5 comprehension questions about the story on the back of the graphic organizers -6th Hour: Create graphics for Wichita Family Crisis Center in Spanish | -Story graphic organizer | |
| Thursday the 21st | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Review the main story; then retell the story with 3 other partners; each partner must ask one of their comprehension questions to the presenter in Spanish -Have the students rewrite a new story using the pictures and names on slide 19; turn in at the end of the day -6th Hour: Create graphics for Wichita Family Crisis Center in Spanish | -La Campanada, slide 19 | -Turn in both activities for grading |
| Friday the 22nd | WL.N.HS 1.1 WL.N.HS 1.2 | -DOTW -Baile Viernes | -Comprehension questions page | |

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| | WL.N.HS 4.2 WL.N.HS 2.3 | <p>-La Campanada: Slide 22</p> <p>-Listening assessment: read the story 2-3 times in Spanish as the students respond in English to the comprehension questions</p> <p>-6th Hour: Create graphics for Wichita Family Crisis Center in Spanish</p> | for listening assessment | |
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Oxford Jr/Sr High School 2020 Lessons-Week 2, Semester 2

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| Monday the 11th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Leer Lunes: student will either read El Viaje Perdido or a reading from Garbanzo as assigned | | |
| Tuesday the 12th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Finish the Reverse Jeopardy activity -Board races on using the word "de" correctly (chicas vs chicos) -Create a matching activity as their quiz to end the unit; they must match descriptions of family members with their vocab (la hija de mi hija es mi _nieta_) | | |
| Wednesday the 13th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -La Campanada (slide 2) & discuss -Add in to notes our new vocabulary words -View the examples and review them as a class -Practice using new vocab with discussion questions as a class in Spanish | -La Corrida de Toros PowerPoint on Google Classroom | |
| Thursday the 14th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -La Campanada (slide 15ish) on a Post It note; collect the notes and create a bar graph with the information, circling using "tener" often -2nd Hour-Pass out lyrics to Lo Que No Yo Tengo and complete as a class -5th Hour-Pass out Julieta Venegas lyrics and complete the comprehension questions -Play "Quién Tiene"-share pictures of common school materials and see who has what items in their bags for tener exposure | -La Corrida de Toros PPT | -Turn in lyrics page |

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| Friday the 15th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 WL.N.HS 2.3 | -DOTW -Baile Viernes -Pass out Tener flashcards; work with a partner to answer 15 of the flashcards on their answer sheet in complete sentences | -Tener task cards and answer sheet | -Turn in 15 completed flash cards on answer sheet |
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Oxford Jr/Sr High School 2020 Lessons-Week 1, Semester 2

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| Monday the 4th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Leer Lunes: Las Doce Uvas -Complete the comprehension activities along with them; have them create their uvas with their doce deseos on a piece of paper and cut circles | -Papers handed out in class | |
| Tuesday the 5th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Eat their doce uvas -Study the infographic and answer the set of questions with it -Finish creating their doce deseos projects & display them outside -Pass out paper bags and tell students to bring one item that is important to them in the bag to class tomorrow | -Projects completed in class | |
| Wednesday the 6th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Collect the bags and see if we can guess what is in each bag and who it belongs to -Describe the use of "de" and how it's used to show possession; pass out Como Expresar notes -Read La Bicicleta de Chuck Norris/then go back and translate it -Read the basic version of Felipe VI as a class | -Notes page passed out in class | |
| Thursday the 7th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Re-read Felipe VI with more circling and a more difficult leveled reading -Complete page 9 of their activities that reviews the use of de -Do the 5 Senses of a Coronation activity as a class | -Reading and activity pages passed out in class | |
| Friday the 8th | WL.N.HS 1.1 WL.N.HS 1.2 WL.N.HS 4.2 | -DOTW -Baile Viernes -Play Jeopardy Q & A in teams | | |

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| | WL.N.HS 2.3 | | | |
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