

	8:00-9:15 a.m. 1st hour Classes Grades 10-12 (same time) SPANISH II	9:20-10:35 a.m. 1st hour Classes Grades 10-12 ADV. SPANISH	9:20-10:35 a.m. 2nd hour Classes Grades 11-12 ENGLISH 11	12:25-1:40 4th hour Grade 11 NO SCHOOL SAME AS 2ND HOUR	1:45-3:00 p.m. 5th hour Grade 12 ENGLISH AP ENGLISH & COMPOSITION LABOR DAY
MON	NO SCHOOL	LABOR DAY	NO SCHOOL	NO SCHOOL	LABOR DAY
TUES	<ul style="list-style-type: none"> <li>• Take attend. (ex. Credit for sig.)</li> <li>• Fill out student survey or 3X5 card</li> <li>• Discussion of syllabus, class rules, room organization, birthday calendar, detention, etc.</li> <li>• Time in the library to look at names and meanings 1/4 or 1/3 of</li> <li>• See class web site</li> <li>• Return to class</li> <li>• Choose Spanish names and work on pronunciation of them</li> </ul>	Syllabus for the first day, advanced students help Spn II students, choose who is doing what first activity Start CD Present progressive Individual work: learn new tense in 2-3 weeks and read first 1/4 or 1/3 of <u>Bless Me Ultima</u> by Anaya Individual work by is to learn new tense in 2-3 weeks and to work on	<ul style="list-style-type: none"> <li>• Take attend. (ex. Credit for sig.)</li> <li>• Fill out student survey or 3X5 card</li> <li>• Discussion of syllabus, class rules, room organization, birthday calendar, detention, etc.</li> <li>• KWL on America and its early settlement in small groups after teacher models example</li> <li>• Conclude brainstorming to set context and frame of</li> </ul> ACTIVITY	SAME AS 2ND HOUR	<ul style="list-style-type: none"> <li>• Take attend. (ex. Credit for sig.)</li> <li>• Fill out student survey or 3X5 card</li> <li>• Discussion of syllabus, class rules, room organization, birthday calendar, detention, etc.</li> <li>• Rough writing &amp; reading requirements</li> <li>• AP vs. CLEP test</li> <li>• Importance of journals in life</li> <li>• Journal requirements in notebooks or on google docs</li> <li>• Wishes on tickets to be fulfilled</li> <li>• Samples from last year</li> <li>• Distribute <u>The British Tradition</u> and <u>Write for College</u> books and write out 3X5 cards for records</li> </ul>

- Work on 10 reading Don sentences to Quijote describe self (comic) and name without using Focus for more than those on one “me gusta” literature will be heroic elements, meeting the characters, conflict, and understanding the main character
  - this literary unit
  - Gem story and importance of taking the knowledge that you need in the way students need.
  - Read Bradford and Smith by Friday and one reading silently (pgs 66-70 and 71-75) for tomorrow’s class
  - Preview some of Beowulf using video
  - Numbered grouping
- Focus for CD will be review, new vocabulary and its usage
- Students will also take turns teaching class with instructor

WED

- Set up home groups today
- Student “show off” their name tags
- Using the question spinner, name tag, or teacher name tag students and teacher ask about the sentences that describe
- Set up home groups today and review number groups from yesterday, review need for various groupings and types
- Work on timeline graphic organizer for reading
- Set up seating charts and secretaries (2-3 each week) and next week's word wall person
- Mention Write for College books and their usage
- Notes on Beowulf and pre medieval times
- Reading time for magazine about the overview of the tale

each individual

- Each student must either give info or request info from others or both
- Students may also question instructor
- Review all Spanish names
- Review with me gusta and how to address instructor
- Review commands necessary to leave the room:

\*Puedo ir al baño?

\*Puedo ir al oficina?

\*Puedo ir al armario?

\*No estoy bien o estoy enfermo/a.

\*Necesito un pañuelo.

- Collect all name tags for those completed students

- Add any new words to the word wall
- Seating charts and dismissal procedures
- Answer any outstanding questions on syllabus
- Collect extra credit
- May do gem story today if necessary or if not covered yesterday
- Assign textbooks and sign and record numbers
- Introduce students to textbooks
- Listen to National Geographic information about conquering of the Native Americans and whether or not this may have been a “good” thing to be influenced by the Europeans
- Time in groups to review

- Discussion of what is a hero, how this applies to Beowulf and to students themselves
- Preview of college entrance essay assignment and how students will play up themselves
- If time, begin reading from Beowulf in the literature book (selections from)

homework  
that was read  
to prepare for  
puppet shows

THURS

- Continue with any remaining students from yesterday
  - Review of TPR (Total Physical Response) learning
  - Ask what students remember about commands and command formation
  - Review plural (Uds.) commands:
    - \*Levántense-stand up
    - \*Siéntense-sit down
    - \*Den vueltas-turn around
    - \*Caminen-walk
    - \*Canten-sing
    - \*Escuchen-listen
    - \*Repitan-repeat
    - \*Párense-stop
    - \*Señalen-point (abajo/arriba-up/down)
    - \*Sonríanse-smile
    - \*Toquen(se)-touch
    - \*Pongan mala cara-make bad face
- Frame journals upcoming and
  - Assign journal #1=Did the Europeans influence the Native Americans in your story in a positive or negative fashion? Explain using specific detail from your story
  - If behind, magazine article may be today
  - Review timeline prior to group time
  - Students develop puppet shows to review 7-10 important actions, people, and places from readings
  - All materials must be ready to submit end of the hour
- Handouts on heroic qualities and leadership qualities (group time and brainstorming)
  - Continue reading aloud from Beowulf in the literature book
  - Create list of qualities of leadership/heroic qualities for both Beowulf and self, may use another character
  - Hand out Grendel by a more modern author with a different point of view (from that of the monster)
  - Discussion of how people/things can be misconstrued and how it is vital to see things from both sides (or can it be misused?)

Also begin body parts if everyone remembers most

FRI

- Review all commands using TPR
- Have some students give the class commands (or in pairs)
- Review command formation and/or spelling using board or computer overhead

#### ACTIVITY

- Introduction/ Review of singular informal commands and difference from Ud.

\*\*Levántate-stand up  
\*Siéntate-sit down  
\*Da vueltas-turn around  
\*Camina-walk  
\*Canta-sing  
\*Escucha-listen  
\*Repíte-repeat  
\*Párate-stop  
\*Señala-point (abajo/arriba-up/down)  
\*Sonreíete-smile  
\*Toca(te)-touch  
\*Pon mala cara-make bad face

for performance tomorrow

- Collect journals
- Puppet show performances today
- Review plot details, etc. using Venn diagrams
- Grammar or vocab review using textbook pgs. 86, 64-65 and 76-77
- Class notes on Puritans and Pilgrim settlement from instructor
- How and whys of notetaking

- Discussion of Beowulf from the poem
- Set deadline for completion of novel
- Hand outs of vocabulary materials and rhetorical devices to be used next week (or may save for next week)
- Teach students the picture way of learning vocabulary
- Assignment of teaching the class a vocab word and review word wall
- If not done earlier, set up vocab/ learning log for new words and AP words found of about 10 new words per week to begin next week
- If time, select Canterbury character
- Reading time

- Students practice informal form with each other and then “test with teacher”
- Also may begin body part review and new parts using Janet Jackson poster (if ahead)