

Sub Plans

Monday, May 21, 2018

5th Period Heritage Spanish 2

1. Take roll
2. Enforce seating chart (Sergio, Julio, etc.). Assign students with absent partners to pair with other absent partners, but I don't want a grand class shuffling.
3. Pull out blue paper from last class. More copies in brown crate.
4. Have students read in partners pg. 3 questions #1-7
5. Have students reread "Cuando era puertorriqueña" in partners, switching every other paragraph. Each sentence, students need to remember to pause and leave out a word that their partner has to say to make sure they're following along.
6. When they're done, they can work together (with their assigned partner) to complete questions #1-7.
7. Tell them it's due at 8:45 a.m.
8. Turn blue papers into the 5 – In basket at 8:45 a.m.
9. Take 5 min. in-class break (no going in the hall—just bathroom, or one at a time to drinking fountain, one at a time with hall pass to elsewhere). **Please feed the geckos at this point.** The kids can help. Don't put in more than 7 per day.
10. Reel it back in and pass out the gold sheet on the table "Los préstamos".
11. Read the instructions and everything else with them. Have kids that are talking read or read chorally all together or you read and when you pause they say the next word, or have them read with partners, but make sure the instructions and texts do get read.
12. Do one problem from each section with them, and then let them work independently (hopefully not start packing up at this point).
 - a. You should be able to turn on the projector and document camera without my laptop, but if not, you can just do it with them orally or on the whiteboard.
13. If they finish they can turn it in the "5 – In" basket, if not, they can take it home as homework. Tell them it'll be turned in and corrected at the beginning of class next time.

6th Period ELD 3

1. Take roll.
2. You and Mrs. Salazar walk around constantly helping, monitoring and encouraging kids to be on task.
3. Due at the end of the period: "Issue 8 Argument" on Canvas.
4. Get both books out of cubbies.
5. Get out chromebooks.
6. Have them format their documents like we did for "Issue 1 Justification" (which should still be saved in their csddocs).
7. Those who are ready to submit can first:
 - a. Record themselves reading their paper aloud
 - i. Fix mistakes
 - b. Share it on csddocs with a classmate

- i. They should give the partner permission to *comment*. Partner can highlight a part of the text, and then add a comment by clicking near the right margin.
 - c. Complete yellow scoring guide self-assessment #1-11 (on table)
 - d. Have classmate complete partner-assessment #1-11 and write positive feedback and a suggestion.
 - e. Write priorities, check & edit.
 - f. After proofreading and revising themselves and their partner, they can submit on Canvas.
 - g. If there's any time left, they can record themselves reading it aloud one last time before they submit, or they can have free time.
8. I hope everyone gets their written Argument submitted on Canvas by the end of class (even if it's partially incomplete).

8th Period Spanish 3

1. Start by passing out their writing revisions (I should drop it off that morning—if you can't find it, text me). And for notebook exercise #52 they need to revise their writing based on my feedback. They can ask you questions.
2. After no more than 15 min. (hopefully everyone was productive), put away notebooks, get out chromebooks and move on to #3.
3. Study for their test Thu. using the rubric (white packet) I gave out in class last time (more on table).
4. First priority is to submit their cover letter on Canvas (U5 Evaluación presentacional- escribir una carta de presentación).
 - a. Remind them to pick one of the 7 jobs from Act. 4 and indicate the job letter (a-g) at the bottom of their cover letter document.
 - b. Tell them that I want to see what they know. They can use the resources I gave them, but I don't want them typing up a cover letter then just running it through Google translate. Looking up single words is good, but when they start using prepositional phrasing and verb conjugations we haven't learned I always know.
 - c. Some may have written and submitted it early as homework.
5. Once they're done with that, they should read through the tips for interviewing with confidence, and make a brief list in English of how they can earn those extra five points.
6. Afterwards, they should review the three interview questions and prepare substantial responses. Read the rubric. Use precise vocab and various tenses. They should brainstorm some things they want to remember to say.
7. Have them review formal hellos, goodbyes, and introductions in Spanish (think back to Spanish 1).
8. Once they feel confident with everything, they can pull out the white sheet I handed back last time (Observa 1, Paso 4) with revisions and study it as a model "thank you" email.
9. I anticipate a lot of kids opting to catch up on their assignments on Canvas/paper so they can retake the test if needed. That's okay, but remind them that the cover letter needs to be submitted before class on Thu. before the test.
10. Some students won't get their cover letter submitted by the end of the period, but I hope most do. I hope a few even are done beforehand and can work on #4-7.

11. They can get out the chromebooks. Just walk around and make sure they're working on the things above, and not plugging in headphones and spending half their time choosing songs.
12. Good luck getting Nico, Jefe, Guillermo, Bruno, and Rafael to stay in their seats.

Tuesday, May 22, 2018

1st Period

1. Take roll

IB Kids

2. Study for their test Thu. which is just the test they took last week.
3. I posted the text booklet and paper 2 online for them to study, but not the Paper 1 question booklet.
4. They can study, memorize, look up words, but just remind them that they will only have 80 minutes to take both Paper 1 and Paper 2 (unlike the IB test where they had 2.5 hours).
5. Remind them that if they want to retake the test, they need to make sure they have all their practice assignments turned in.

Spanish 3 Kids

13. Same as 8th period yesterday only they already did the revisions in their notebooks.
14. Study for their test Thu. using the rubric (white packet) I gave out in class last time (more on table).
15. First priority is to submit their cover letter on Canvas (U5 Evaluación presentacional- escribir una carta de presentación).
 - d. Remind them to pick one of the 7 jobs from Act. 4 and indicate the job letter (a-g) at the bottom of their cover letter document.
 - e. Tell them that I want to see what they know. They can use the resources I gave them, but I don't want them typing up a cover letter then just running it through Google translate. Looking up single words is good, but when they start using prepositional phrasing and verb conjugations we haven't learned I always know.
 - f. Some may have written and submitted it early as homework.
16. **Take 5 min. in-class break in the middle of class (no going in the hall—just bathroom, or one at a time to drinking fountain, one at a time with hall pass to elsewhere). Please feed the geckos at this point. The kids can help. Don't put in more than 7 per day.**
17. Once they're done with that, they should read through the tips for interviewing with confidence, and make a brief list in English of how they can earn those extra five points.
18. Afterwards, they should review the three interview questions and prepare substantial responses. Read the rubric. Use precise vocab and various tenses. They should brainstorm some things they want to remember to say.
19. Have them review formal hellos, goodbyes, and introductions in Spanish (think back to Spanish 1).
20. Once they feel confident with everything, they can pull out the white sheet I handed back last time (Observa 1, Paso 4) with revisions and study it as a model "thank you" email.

21. I anticipate a lot of kids opting to catch up on their assignments on Canvas/paper so they can retake the test if needed. That's okay, but remind them that the cover letter needs to be submitted before class on Thu. before the test.
22. Some students won't get their cover letter submitted by the end of the period, but I hope most do. I hope a few even are done beforehand and can work on #4-7.
23. They can get out the chromebooks. Just walk around and make sure they're working on the things above, and not plugging in headphones and spending half their time choosing songs.

2nd/3rd Period ELD 3 (same as 6th period yesterday)

9. Take roll.
10. You and Mrs. Salazar walk around constantly helping, monitoring and encouraging kids to be on task.
11. Due at the end of the period: "Issue 8 Argument" on Canvas.
12. Get both books out of cubbies.
13. Get out chromebooks.
14. Have them format their documents like we did for "Issue 1 Justification" (which should still be saved in their csddocs).
15. Those who are ready to submit can first:
 - a. Record themselves reading their paper aloud
 - i. Fix mistakes
 - b. Share it on csddocs with a classmate
 - i. They should give the partner permission to *comment*. Partner can highlight a part of the text, and then add a comment by clicking near the right margin.
 - c. Complete yellow scoring guide self-assessment #1-11 (on table)
 - d. Have classmate complete partner-assessment #1-11 and write positive feedback and a suggestion.
 - e. Write priorities, check & edit.
 - f. After proofreading and revising themselves and their partner, they can submit on Canvas.
 - g. If there's any time left, they can record themselves reading it aloud one last time before they submit, or they can have free time.
16. I hope everyone gets their written Argument submitted on Canvas by the end of class (even if it's partially incomplete).