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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content****What do I expect my students to learn today?** | •Students will be able to greet others in the target languageStudents will identify vocabulary • Students will answer the question ¿Cómo son? ¿Quiénes son? And ¿Qué son? ¿Qué hora es?Using nouns and adjectives correctly in Spanish | • Students will be able to greet others in the target language•Students will identify vocabulary • Students will answer the question ¿Cómo son? ¿Quiénes son? And ¿Qué son? ¿Qué hora es?Using nouns and adjectives correctly in Spanish |  • Students will be able to greet others in the target language•Students will be able to use the verb ser to answer the questions about class sizes and preferences• Students will use nouns and adjectives correctly in Spanish.  | • Students will be able to greet others in the target language•Students will listen and answer oral questions in the target language | • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I Alumnos y Cursos Capítulo 2 Vocabulario-II ¿Qué hora es? Using the verb ser to tell timewww.youtube.comwww.srtabranciforte.yolasite.com\*Buen Viaje Power point  | I Ahora Mismo: more opposites Mucho/poco pequeno/ grandeDificil/facil aburrido/interesantelII HistorietaReview libro pagina 46 part 2 - mas numeros up to 90 pg 49• oral assessment based on response with modeling and immediate feedback | I Ahora mismo:  Ser and numbers-yo soy tú eres él esNosotros somos ellos son  II Los Cursos- libro página 50 (6-9)• oral assessment based on response with modeling and immediate feedback | I Ahora Mismo: -translate/answer questions -telling timeII Listening exercises (buen viaje workbook 2-2)• oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm upII T3 Tipo 3: illustration -los cursos-buscapalabras• oral assessment based on response with modeling and immediate feedback |
| **Assessment****How will I know that my students have learned “…………”?** | III Type 2 (2 min)* What two forms of the verb ser are used to tell time?
 | III Type 2 (2 min)* ¿Qué clase es muy aburrida?
 | III Picture Dictionary extended vocab (fruitas y vegetales)-Spanish millionaire game<http://srtabranciforte.yolasite.com/juegos.php> | III Type 2 (2 min)* ¿Hay muchas o pocas naranjas?
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| **Reflection****Keep, Stop, Change** |  |  |  |  |  |

met objective? How was the assessment? Were they engaged? Grouping? Resources used to keep or change?

S P A N I S H I W E E K # 10 OCT 27-31

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content****What do I expect my students to learn today?** |  **MONDAY**• Students will be able to identify vocabulary associated with food and restaurant service•Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language |   **TUESDAY**• Students will be able to identify vocabulary associated with with food and restaurant service• Students will use the target language to make a dinner reservation.  |  **WEDNESDAY**• Students will be able to identify vocabulary associated with food and restaurant service•Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language |  **THURSDAY** • Students will be able to identify vocabulary associated with food and restaurant service•Students will listen and answer oral questions in the target language |  **FRIDAY**•Students will determine where Raquel and Arturo will search next for Angel in Argentina. <http://www.learner.org/series/destinos/watch/index.html?ep3> |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I Capítulo 2 En el restauranteAhora mismo (pon la mesa/set the table) –label vocabII Dry erase boardsVocabulary -pon la mesa draw picture …say word in spanish-en el mercado | I Ahora mismo-page 34-37II TPRS-segun la foto de pagiana 56 | I Ahora mismo ordering over the phone-record the version in the bookII La comida Espanola Caribeña y mexicana | I Ahora Mismo <http://www.youtube.com/watch?v=JqAjTPTMUvQ>El sancocho-mas comidas autenticasII Los verbos sole page 40-43-past tense of pedir repetir seguir |   I View Destinos episode 14: en el extranjero-answer questions according to video-finally talk with Hector….that says he might be in PR or somewhere in the Caribbean. Shows angels artwork. |
| **Assessment****How will I know that my students have learned “…………”?** | III Type 2 (2 min)- una lista de verduras o frutas (5 with defintions) | II Type 2 (2 min)- ¿ En qué supermercado compraste las verduras? | II Type 2 (2 min)- ¿ En qué supermercado compraste las verduras? | II Type 2 (2 min)- ¿ Qué hay en un Sancocho? | II Review answers to episode 14 written and oral assessment based on response with modeling and immediate feedback |
| **Reflection****Keep, Stop, Change** |  |  |  |  |  |

 met objective? How was the assessment? Were they engaged? Grouping? Resources used to keep or change?

S P A N I S H 3 W E E K # 10 OCT 27-31

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content****What do I expect my students to learn today?** |  **MONDAY** • Students will be able to identify vocabulary associated with health and a visit to the doctor and or pharmacist. • Students will use the Iop to tell what people can do for others.  |   **TUESDAY**• Students will be able to identify vocabulary associated with health and a visit to the doctor• Students will use the target language to answer questions about health using indirect object pronouns.• Students will create an original story that follows FCAs about an imaginary illness.  |  **WEDNESDAY**• Students will be able to identify vocabulary associated with health and a visit to the doctor.• Students will use the target language to answer questions about health using indirect object pronouns. |  **THURSDAY**• Students will be able to identify vocabulary associated with health and a visit to the doctor•Students will listen and answer oral questions in the target language |  **FRIDAY**•Students will determine where Raquel and Arturo will search next for Angel in Argentina. <http://www.learner.org/series/destinos/watch/index.html?ep3> |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I Ahora mismo ws 47-ser vs estar and pronounsII Using the IOP to tell what happens to whom-dar-hablar-explicar-examinar | I Ahora Mismo- chapter 8 estructura En la consulta - me te nosII Tipo 3 Una enfermedad imaginaria-graphic organizer-begin writing | I Ahora mismoII Tipo 3: La enfermedad imaginaria | I Quiz 8-2II Tipo 3: La enfermedad imaginaria\* check for FCA completion and hand in.  |  I View Destinos episode 14: en el extranjero-answer questions according to video-finally talk with Hector….that says he might be in PR or somewhere in the Caribbean. Shows angels artwork.  |
| **Assessment****How will I know that my students have learned “…………”?** | III Tipo 2: (2 min)¿Te examina el medico? | II Type 2 (2 min)¿Quién te examina en la consulta? | III Type 2 (2 min)- ¿Cuales son unos sintomas de la gripe o de una enfermedad? |  | II Review answers to episode 14 written and oral assessment based on response with modeling and immediate feedback |
| **Reflection****Keep, Stop, Change** |  |  |  |  |  |

 met objective? How was the assessment? Were they engaged? Grouping? Resources used to keep or change?

S P A N I S H 2 H O N O R S W E E K # 10 OCT 27-31