|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 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 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 time  www.youtube.com  www.srtabranciforte.yolasite.com  \*Buen Viaje Power point | I Ahora Mismo: more opposites  Mucho/poco pequeno/ grande  Dificil/facil aburrido/interesante  lII Historieta  Review 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 es  Nosotros 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 time  II Listening exercises  (buen viaje workbook 2-2)  • oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm up  II 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? |  |
| **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 restaurante  Ahora mismo (pon la mesa/set the table) –label vocab  II Dry erase boards  Vocabulary  -pon la mesa draw picture …say word in spanish  -en el mercado | I Ahora mismo  -page 34-37  II TPRS  -segun la foto de pagiana 56 | I Ahora mismo ordering over the phone  -record the version in the book  II La comida  Espanola Caribeña y mexicana | I Ahora Mismo <http://www.youtube.com/watch?v=JqAjTPTMUvQ>  El sancocho  -mas comidas autenticas  II 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 pronouns  II Using the IOP to tell what happens to whom  -dar  -hablar  -explicar  -examinar | I Ahora Mismo  - chapter 8 estructura  En la consulta - me te nos  II Tipo 3 Una enfermedad imaginaria  -graphic organizer  -begin writing | I Ahora mismo  II Tipo 3: La enfermedad imaginaria | I Quiz 8-2  II 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