|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 Ahora Mismo -II ¿Qué hora es? White boards (practice time)\*Buen Viaje Power point \* languge lab contract | 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\* languge lab contract | I Ahora mismo:  Ser and plurals -tener to haveII Los Cursos (el horario) * describe your class schedule
* ¿Qué clase tienes?

• oral assessment based on response with modeling and immediate feedback\* languge lab contract | I <http://srtabranciforte.yolasite.com/spanish-1.php>-website for plurals and pronounsII Listening exercises (buen viaje workbook 2-3)• oral assessment based on response with modeling and immediate feedback\* languge lab contract | I Ahora mismo-written warm upII Lectura cultural-página 62, 64 -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)* Es la una: 1:00
 | III Type 2 (2 min)* ¿ Qué son el itailano el espanol y el frances?
 | III Type 2 (2 min)* ¿Qué hora es?
 | III Type 2 (2 min)* ¿Cuantos cursos hay en el horario?
 |  |
| **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 # 11 NOV 3-7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 restauranteRecordings: una reservacionII¿Que hiciste este fin de semana? III La comida Espanola Caribeña y Mexicana | I Ahora mismoII TPRS-segun la foto de pagiana 56 | 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 Ahora mismo-Sole verbs in the past tenseII Tipo 3: Un menu Puede ser de unos paises relacionados o del continente-research: latin/Spanish cuisine (list food with description)\* languge lab contract |   I View Destinos episode 15: Culpable-guilty-answer questions according to video- |
| **Assessment****How will I know that my students have learned “…………”?** | III Type 2 (2 min)* una lista de verduras o frutas (5 with defintions)
* \* languge lab contract
 | II Type 2 (2 min)- ¿ En qué supermercado compraste las verduras?\* languge lab contract | II Type 2 (2 min)- ¿ Qué hay en un Sancocho?\* languge lab contract | II Type 2 (2 min)- ¿ En qué supermercado compraste las verduras? | II Review answers to episode 15 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 # 11 NOV 3-7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 II Tipo 3 Una enfermedad imaginaria-graphic organizer-begin writing | I Ahora MismoII Tipo 3 Una enfermedad imaginaria-graphic organizer-writing50 5 vocab20 2 IOP30 3 tener/estar phrases | I Tipo 3: La enfermedad imaginaria-graphic organizer-writing50 5 vocab20 2 IOP30 3 tener/estar phrasesII Peer Editing Tipo 4: check for FCA completion and hand in | I Tipo 3: La enfermedad imaginaria-graphic organizer-writing50 5 vocab20 2 IOP30 3 tener/estar phrasesII Peer Editing Tipo 4: check for FCA completion and hand in  |  I View Destinos episode 15: Culpable/Guilty-answer questions according to video |
| **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 15 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 # 11 NOV 3-7