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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 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 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/ 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  \* languge lab contract | I Ahora mismo:  Ser and plurals  -tener to have  II 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 pronouns  II 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 up  II 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 restaurante  Recordings: una reservacion  II¿Que hiciste este fin de semana?  III La comida  Espanola Caribeña y Mexicana | I Ahora mismo  II TPRS  -segun la foto de pagiana 56 | 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 Ahora mismo-  Sole verbs in the past tense  II 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 Mismo  II Tipo 3 Una enfermedad imaginaria  -graphic organizer  -writing  50 5 vocab  20 2 IOP  30 3 tener/estar phrases | I Tipo 3: La enfermedad imaginaria  -graphic organizer  -writing  50 5 vocab  20 2 IOP  30 3 tener/estar phrases  II Peer Editing  Tipo 4: check for FCA completion and hand in | I Tipo 3: La enfermedad imaginaria  -graphic organizer  -writing  50 5 vocab  20 2 IOP  30 3 tener/estar phrases  II 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