|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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  - nacionalidades crucigrama  II Website:  -ser, plurals, subject pronouns  -data wall  Review libro pagina 46 part 2  - mas numeros up to 90 pg 49  \* languge lab contract | NO SCHOOL | I More with plurals/Telling time  • 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  -Review 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)   * Son las diez y media: 10:30 |  | III Type 2 (2 min)   * ¿Qué clase es muy interesante? * ¿ Qué son el algebra y la geometria? | III Type 2 (2 min)  Singular→plural”  El curso es facil→  los cursos son fáciles. |  |
| **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 # 12 NOV 10-14

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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  -TIPO 2: FILLINS FOR RESERVATION  II¿Que hiciste este fin de semana?  -journal writing (5 min)  III La comida  Espanola Caribeña y Mexicana  -review cultural readings | NO SCHOOL | II Tipo 3: Un menu  Puede ser de unos paises relacionados o del continente  -research: latin/Spanish cuisine (list food with description)  \* class will meet in room 215 languge lab | II Tipo 3: Un menu  Puede ser de unos paises relacionados o del continente  -research: latin/Spanish cuisine (list food with description)  \* class will meet in room 215 languge lab | I View Destinos  episode 16:  -answer questions according  to video  -Arturo decides to continue in the search for Angel and go to Puerto Rico with Raquel.  \*menu and recipe project due 11/21 |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Type 2 (2 min)   * What is the staple of Mexican cooking? * \* languge lab contract |  |  |  | II Review answers to episode 16  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 # 12 NOV 10-14

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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  Introduce VIDEO project  <http://www.youtube.com/playlist?list=FLuitEh2LF8RoSN6YEllNLbw>  Students present their stories  -select 4 or 5 of the type 3 stories to be made into a video.  -form groups and roles  -flip cameras. | NO SCHOOL | I Tipo 5: La enfermedad imaginaria  Make a final copy of the story by turning it into a script for the video.  -make copies for all members of cast. | I Tipo 3: La enfermedad imaginaria  - Make a final copy of the story by turning it into a script for the video.  -make copies for all members of cast.  -start filming using flip cams | I View Destinos  episode 16: Caras  -answer questions according  to video  -Arturo decides to continue in the search for Angel and go to Puerto Rico with Raquel. |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Tipo 2: (2 min)  ¿Te examina el medico? |  | III Type 2 (2 min)  - ¿Cuales son unos sintomas de la gripe o de una enfermedad? | III Type 2 (2 min)  - ¿Quién te da la gripe? | II Review answers to episode 16  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 # 12 NOV 10-14