|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 - nacionalidades crucigramaII 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 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 -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 restauranteRecordings: una reservacion-TIPO 2: FILLINS FOR RESERVATIONII¿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 imaginariaIntroduce 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 imaginariaMake 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