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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 apply knowledge of vocabulary and grammar concepts to answer written questions in the target language | • Students will be able to greet others in the target language  • Students will develop an understanding of the culture of Coyoacan Mexico City. | • Students will be able to greet others in the target language  •Students will listen and answer oral questions in the target language  • Students will be able to identify school supplies in the target language | • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language  • Students will be able to identify school supplies in the target language |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Test Review/Repaso para el examen  Website:  -ser, plurals, subject pronouns, telling time, more adjectives  II ¿De donde son uds?  -libro pg 60 conversacion  \* test tomorrow  \* languge lab contract | I Examen Capítulo 2  -part 1 written  -part 2 scantron  II Vocabulario Capítulo 3  -las compras para la escuela  \* languge lab contract | I Coyoacan Mexico City  -lectura cultural pg 65  -¿Que es tu ascendencia?  -cubanoamericano  -mexicanoamericano  II Youtube.com Coyoacan  <http://www.youtube.com/watch?v=7po7N25QgKE>  <https://www.youtube.com/watch?v=golageHh7ek>  \* languge lab contract | I Capítulo 3 Las compras para la escuela  <http://srtabranciforte.yolasite.com/spanish-1.php>  - power point  -En la papeleria  -ar verbs  \* languge lab contract | I Ahora mismo  II Los colores  -Type 3 illustration  • 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)   * How do you answer an uds question? | III Type 2 (2 min)   * List 2 new vocab words with definitions from ch 3   -materiales escolares  -en la papeleria | III Type 2 (2 min)  -¿de que ascendencia eres tu? | III Type 2 (2 min)  List 2 new vocab words with definitions from ch 3  -materiales escolares  -en la papeleria | III Boletos due |
| **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 # 13 NOV 17-21

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 research cuisine/ gastronomy from a Spanish speaking country or continent | **TUESDAY**  • Students will be able to identify vocabulary associated with with food and restaurant service  • Students will research cuisine/ gastronomy from a Spanish speaking country or continent  •Students will create a menu and recipe from a Spanish speaking country | **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  •Students will create a menu and recipe from a Spanish speaking country | **THURSDAY**  • Students will be able to identify vocabulary associated with food and restaurant service  •Students will create a menu and recipe from a Spanish speaking country | **FRIDAY**  • Students will be able to identify vocabulary associated with food and restaurant service  •Students will create and present a menu and recipe from a Spanish speaking country |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I 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 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 Tipo 3: Una Receta  -Recipe must be all in Spanish  -food item must be included on T3 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 Tipo 3: Una Receta  -Recipe must be all in Spanish  -food item must be included on T3 menu  -research: latin/Spanish cuisine (list food with description)  \* class will meet in room 215 languge lab | I Present your Type 3: Menu  Bring in a dish to sample along with the recipe. |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Type 2 (2 min)   * What are some typical Caribbean dishes (list 2)? * \* languge lab contract | II Type 2 (2 min)  -nombre del restaurante  -Pais y moneda   * What are 2 main meals from your country?   \*Hand in plan | II Type 2 (2 min)  -nombre del restaurante  -Pais y moneda  \*Hand in plan | II Type 2 (2 min)  ¿Cuales son unos ingredients en tu receta?  \*menu and recipe due tomorrow. Bring in food dish before A period for refrigeration. | II Type 2 (2 min)  ¿Qué comida fue tu favorite que probaste hoy? Y de qué país fue? |
| **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 # 13 NOV 17-21

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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  • Students will create a video that contains all the essential elements of the type 3 imaginary illness story.  • students will work collaboratively to film T5 stories. | **WEDNESDAY**  • Students will be able to identify vocabulary associated with health and a visit to the doctor.  • Students will create a video that contains all the essential elements of the type 3 imaginary illness story.  • students will work collaboratively to film T5 stories. | **THURSDAY**  • Students will be able to identify vocabulary associated with health and a visit to the doctor  • Students will create a video that contains all the essential elements of the type 3 imaginary illness story.  • students will work collaboratively to film T5 stories. | **FRIDAY**  • Students will be able to identify vocabulary associated with health and a visit to the doctor  • Students will create a video that contains all the essential elements of the type 3 imaginary illness story.  • students will work collaboratively to film T5 stories. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Tipo 3 Una enfermedad imaginaria  Introduce VIDEO project  <http://www.youtube.com/playlist?list=FLuitEh2LF8RoSN6YEllNLbw>  -Fca’s for video project (teacher grade)  -group evaluation (average score by teammates)  -form groups and roles  -flip camera presentation with Mrs. Emond | I Tipo 3 Una enfermedad imaginaria  Introduce VIDEO project  There are 5 groups (25 students)that will be filming in various areas of the school;   the topics are:  1.  hot fuego "hot fire"- burn from the iron melts hand  2. polvo de la muerte- dust of death  3.la flor de mexico- poisonous flowers from Mexico  4. zombies- army comes to school with cure  5.creepitis- girl obsesses over boy after drinking love potion gatorade | 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.  -bring props for filming  -select filming locations | 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 cam  -select clips and begin using moviemaker. | 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 cam  -select clips and begin using moviemaker. |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Tipo 2 (2 min)  What are the roles and responsibilities of each member for your group?  -will you be using a smartphone or flipcam? | Youtube.com video projects for the imaginary illness stories .  [https://www.youtube.com/playlist?list=FLuitEh2LF8RoSN6YEllNLbw](https://mail.easthartford.org/owa/redir.aspx?C=F02NpGm4ukadiC1CTGgQuBHFul4o1NEI_Sof19zvgJiifzISlOnLLddbNXsD-0PeYX0KbXEValI.&URL=https%3a%2f%2fwww.youtube.com%2fplaylist%3flist%3dFLuitEh2LF8RoSN6YEllNLbw) | III Tipo 2 (2 min)  What progress did you make filming today? Did you start moviemaker and create youtube.com account? | III Tipo 2 (2 min)  What progress did you make filming today? Did you start moviemaker and create youtube.com account? | III Tipo 2 (2 min)  What progress did you make filming today?  What is the status with film clips and moviemaker?  What is the name of your youtube.com account? |
| **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 # 13 NOV 17-21