|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content****What do I expect my students to learn today?** |  • 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. • Students will use appropriate endings for –ar verbs to tell who is doing an action.  | • 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  |   Community awareness day  |   Thanksgiving break  |  Thanksgiving break |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I Capítulo 3 Las compras para la escuela-ar verbs-type 3 illustration \* languge lab contract | I Ahora mismo –ar verb practiceII Los coloresRojo azul blanco negro rosado Amarillo anaranjado verde café |  |  |  |
| **Assessment****How will I know that my students have learned “…………”?** | II Type 2 (2 min)* List 2 new vocab words with definitions from ch 3

 - materiales escolares* -en la papeleria
 | II Type 2 (2 min)- list 3 colors with definitions in Spanish |  |  |  |
| **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 # 14 NOV 24-28

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 use sole verbs correctly in the past tense• Students will vary tenses from the present to past in the target language.  |  **WEDNESDAY**Community awareness day |  **THURSDAY** Thanksgiving break |  **FRIDAY** Thanksgiving break |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I En el restaurante -una reservacion (review recordings)-conversacion page 44II Cuales son unos platos de tu país? -4 platos principales-2 aperitivos-2 bebidas-2 postres | I Sole Verbs in the preterite-change in él/ellos forms only-practice libro: página 42 (16)II page 56 -write 10 sentences |  |  |    |
| **Assessment****How will I know that my students have learned “…………”?** | III Type 2 (2 min)* What are some typical dishes from Colombia? (list 2)?
 | II Type 2 (2 min)-where do sole verbs change? In what 2 forms? |  |   |  |
| **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 # 14 NOV 24-28

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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 use move maker and post video.  |   **TUESDAY**• 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 produce T5 stories. |  **WEDNESDAY** Community awareness day |  **THURSDAY** Thanksgiving break |  **FRIDAY** Thanksgiving break |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I Tipo 3 Una enfermedad imaginaria VIDEO project-Use Movie maker and post on youtube.com (in library with Mrs. Emond) <http://www.youtube.com/playlist?list=FLuitEh2LF8RoSN6YEllNLbw>-70/30 FCAs for video project (teacher grade)-group evaluation (average score by teammates) |  I Tipo 3 Una enfermedad imaginaria VIDEO project-Use Movie maker and post on youtube.com (in library with Mrs. Emond) <http://www.youtube.com/playlist?list=FLuitEh2LF8RoSN6YEllNLbw>-70/30 FCAs for video project (teacher grade)-group evaluation (average score by teammates) |  |   |    |
| **Assessment****How will I know that my students have learned “…………”?** | 1.  hot fuego "hot fire"- burn from the iron melts hand2. polvo de la muerte- dust of death3.la flor de mexico- poisonous flowers from Mexico 4. zombies- army comes to school with cure5.creepitis- girl obsesses over boy after drinking love potion gatorade | 1.  hot fuego "hot fire"- burn from the iron melts hand2. polvo de la muerte- dust of death3.la flor de mexico- poisonous flowers from Mexico 4. zombies- army comes to school with cure5.creepitis- girl obsesses over boy after drinking love potion gatorade |  |  |  |
| **Reflection****Keep, Stop, Change** |  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) |  |  |  |  |

 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 # 14 NOV 24-28