|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 practice  II Los colores  Rojo 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 44  II 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 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 | 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 |  |  |  |
| **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