|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 be able to identify school supplies.  • Students will use appropriate endings for –ar verbs to tell who is doing an action. | • 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 listen and answer oral 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 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 Las compras para la escuela  Capítulo 3 Vocabulario  -en la papelería  page 77 with a partner  -powerpoint  II ¿Qué compras?  • oral assessment based on response with modeling and immediate feedback | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Mas con verbos  -smart board verb fill ins  • oral assessment based on response with modeling and immediate feedback | I Ahora mismo: ar verbs  -translate/answer questions  II Historieta  - libro página 78 + 79    III Subject pronoun mastery quiz  -n: more practice | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Listening exercises  (buen viaje workbook 3-1)  III Subject pronoun mastery quiz  -n: more practice  \* quiz on school supplies tomorrow | I Busca Palabras/word search with clues  II Prueba: quiz (1-1)  •video  • 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)   * ¿Qué compras en la papelería? | III Type 2 (2 min)   * ¿Qué usas más un bolígrafo o una pluma? | III Type 2 (2 min)   * ¿Qué buscas para la aperture de clases? | III Type 2 (2 min)   * ¿Donde pagas? | 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 # 15 DECEMBER 1-5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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**  • 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 telecommunications  -using a phone  -faxing and sending emails  • Students will use endings  - aba and –ía to to indicate past habitual actions. | **FRIDAY**  •Students will determine where Raquel and Arturo will search next for Angel in Puerto Rico.  <http://www.learner.org/series/destinos/watch/index.html?ep3> |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Powerpoint  Sole Verbs in the preterite  -change in él/ellos forms only  -practice libro: página 42 (16)  II page 56  -write 10 sentences | I More with sole verbs in the past tense  Pg 42  II Una conversacion: pag 46  II Review for chaper test  -multiple choice online test  \*chapter 2 test Wednesday | I Examen: Capítulo 2  -scantron 1-20  II Vocabulario  Chapter 3 telecomunicaciones  -define Spanish to English  III El imperfecto  -describing past habitual actions | II Vocabulario  Chapter 3 telecomunicaciones  -define Spanish to English  III El imperfecto  -describing past habitual actions | I View Destinos  episode 19: por fin  -answer questions according  to video  -We meet Angela at the family tomb in Puerto Rico |
| **Assessment**  **How will I know that my students have learned “…………”?** | II Type 2 (2 min)  -where do sole verbs change? I  n what 2 forms? | II Type 2 (2 min)  - verb chart: servir | III Type 2 (2 min)  - what is the imperfect? | III Type 2 (2 min)  - ¿Qué compraste en eln quisoo? | • written assessment based on response on smart board with oral 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 # 15 DECEMBER 1-5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  • Students will assess their peers for their contributions to video project  • Students will present group project based on FCA’s | **TUESDAY**  • Students will be able to identify vocabulary associated with winter and summer weather  • Students will use the target language to answer questions about what they did on vacation in the Dominican Republic. | **WEDNESDAY**  • Students will be able to identify vocabulary associated with sinter and summer weather.  • Students will use the target language to answer questions about what happens on vacation using the past tense of –ar verbs. | **THURSDAY**  •Students will listen and answer oral questions in the target language about what they did in the Dominican Republic.  • Students will use the target language to answer questions about what happens on vacation using the past tense of –ar verbs. | **FRIDAY**  • Students will determine where Raquel and Arturo will search next for Angel in Puerto Rico.  <http://www.learner.org/series/destinos/watch/index.html?ep3> |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Group Evaluations:  -score each member including yourself on scale of 1 to 4  -always  -sometimes  -rarely  -never  II View student projects/presentations | I El verano  Capítulo 9 Vocabulario  -identify Spanish to English  -en la playa prezi.com | I De vacaciones en la Republica  Dominicana  -promo video  -map  -post cards  -transitional words  -greetings  <http://srtabranciforte.yolasite.com/republica-dominicana.php>  -Ar I Apuntes/ notes:  verbs in the past tense  -Ir/ser | I Repaso:  past tense verbs  II Día 1: Cabarete  -promo video  II Tipo 3: Tarjeta postal #1  Review:  -transitional words  -greetings | I View Destinos  episode 19: por fin  -answer questions according  to video  -We meet Angela at the family tomb in Puerto Rico |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Tipo 2 (2 min)  Cuales son unos sintomas de tu infermedad? Que te gusto del proyecto? | II Type 2 (2 min)  - ¿ Que necesitas para la playa? | III Type 2 (2 min)  -Verb chart  -ar verbs in the past tense | III Type 2 (2 min)  - How do you begin and or end a letter in Spanish? | • written assessment based on response on smart board with oral 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 # 15 DECEMBER 1-5