|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 escuelaCapítulo 3 Vocabulario-en la papelería page 77 with a partner-powerpointII ¿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 cluesII 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 42II Una conversacion: pag 46II Review for chaper test-multiple choice online test\*chapter 2 test Wednesday | I Examen: Capítulo 2-scantron 1-20II Vocabulario Chapter 3 telecomunicaciones-define Spanish to EnglishIII El imperfecto -describing past habitual actions | II Vocabulario Chapter 3 telecomunicaciones-define Spanish to EnglishIII 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? In 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-neverII View student projects/presentations | I El veranoCapítulo 9 Vocabulario-identify Spanish to English-en la playa prezi.com | I De vacaciones en la RepublicaDominicana -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 verbsII Día 1: Cabarete-promo videoII Tipo 3: Tarjeta postal #1Review: -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