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| --- | --- | --- | --- | --- | --- |
|  | **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 and clothing.  • 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 and clothing.  • 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 and clothing.  • 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 and clothing.  • 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  -La Ropa  -powerpoint  II Vocabulario page 80-81  • oral assessment based on response with modeling and immediate feedback | I Conversacion:  En la tienda de ropa pg 88  -II Repaso: Crucigrama:  -word searches  I  • oral assessment based on response with modeling and immediate feedback | I Ahora mismo: ar verbs  -translate/answer questions  II Historieta  - libro página 85+86    III Ar verbs  - | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Listening exercises  (buen viaje workbook 3-2)  \*quiz on la ropa | I Tipo 3: illustration la ropa o lectura cultural –un alumno madrilène pg 90  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)   * ¿De qué consiste el uniforme ? | III Type 2 (2 min)   * ¿Que llevas el sabado? | * III Type 2 (2 * ¿Hablas mucho en clase? | 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 # 16 DECEMBER 8-12

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  •Students will determine where Raquel and Arturo will search next for Angel in Puerto Rico.  <http://www.learner.org/series/destinos/watch/index.html?ep20> | **TUESDAY**    • 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. | **WEDNESDAY**  • 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. | **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 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 View Destinos  episode 20: Relaciones Estrechas  -answer questions according  to video  -We meet Angela and her family in Puerto Rico | II Vocabulario  Chapter 3 telecomunicaciones  -define Spanish to English  -pg 60-61  Usando la computadora  Mandando un fax  III Practica ¿Que palabra necesito?  Pg 62-63 | I Ahora Mismo  III El imperfecto pg 72 era/iba  Ir and ser in the imperfect  -describing past habitual actions  <http://storybird.com/books/el-mejor-regalo-para-pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book> | I Ahora Mismo  II Chapter 3 telecomunicaciones  telecomunicaciones  -pg.64-65  II Que palabra necesito  Pg 66 | I El Crucigrama or pg 74  -crossword puzzle  \*boletos due |
| **Assessment**  **How will I know that my students have learned “…………”?** | • written assessment based on response on smart board with oral modeling and immediate feedback | II Type 2 (2 min)  - ¿Cuales son tres partes de la computadora? | III Type 2 (2 min)  \*verb chart for ser and ir in the imperfect | III Type 2 (2 min)  - ¿donde metes el disquete? |  |
| **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 # 16 DECEMBER 8-12

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  • 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> | **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 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. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I View Destinos  episode 20: Relaciones Estrechas  -answer questions according  to video  -We meet Angela and her family in Puerto Rico | I El verano  Capítulo 9 Vocabulario  -Ar I Apuntes/ notes:  verbs in the past tense  -Ir/ser  -transitional words  -greetings | I De vacaciones en la Republica  Dominicana  -promo video  -map  -post cards  <http://srtabranciforte.yolasite.com/republica-dominicana.php> | I Repaso:  past tense verbs  II Día 1: Cabarete  -promo video  II Tipo 3: Tarjeta postal #1  Review:  -transitional words  -greetings | I Repaso:  past tense verbs  II Día 2:Punta Cana  -promo video  II Tipo 3: Tarjeta postal #2  Review:  -transitional words  -greetings |
| **Assessment**  **How will I know that my students have learned “…………”?** | • written assessment based on response on smart board with oral modeling and immediate feedback | II Type 2 (2 min)  - How do you begin and or end a letter in Spanish? | III Type 2 (2 min)  -Verb chart  -ar verbs in the past tense | III Type 2 (2 min)   * Cuando fuiste a Cabarete * ¿ Practicaste la plancha de vela? | III Type 2 (2 min)  - ¿Nadaste en el mar en Punta Cana? |
| **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 # 16 DECEMBER 8-12