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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 escuelaCapítulo 3 Vocabulario-La Ropa-powerpointII 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 searchesI• 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 90II 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

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| --- | --- | --- | --- | --- | --- |
|  | **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 computadoraMandando un faxIII Practica ¿Que palabra necesito?Pg 62-63 | I Ahora Mismo III El imperfecto pg 72 era/ibaIr 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 telecomunicacionestelecomunicaciones-pg.64-65II 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 veranoCapítulo 9 Vocabulario-Ar I Apuntes/ notes: verbs in the past tense-Ir/ser-transitional words -greetings | I De vacaciones en la RepublicaDominicana -promo video-map-post cards<http://srtabranciforte.yolasite.com/republica-dominicana.php> | I Repaso:past tense verbsII Día 1: Cabarete-promo videoII Tipo 3: Tarjeta postal #1Review: -transitional words -greetings |   I Repaso:past tense verbsII Día 2:Punta Cana-promo videoII Tipo 3: Tarjeta postal #2Review: -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