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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  -Como combinar un pantalon blanco  II Vocabulario:  -magazine cutouts describe your outifit  • oral assessment based on response with modeling and immediate feedback | I Ahora Mismo:  -ar verbs  II Video:youtube.com  ¿Que combinas con el  pantalon blanco?  ¡Divino Divino Divino! | I Ahora mismo: ar verbs  -translate/answer questions  II Tú o Usted  Historieta  - libro página 85+86 | I Tipo 3: Una revista de moda  -create a 3 page fashion magazine in Spanish  PROVIDE CAPTIONS FOR AT LEAST THREE OUTFITS USING –AR VERBS LIKE:  buscar, mirar, llevar, usar, calzar, pagar, trabajar, necesitar, llegar (to arrive)  LABEL THE CLOTHING IN SPANISH BY UNDERLINING OR CIRCLING AT LEAST SIX VOCABULARY WORDS FROM CHAPTER 3. ( nouns) | Tipo 3: Una revista de moda  -create a 3 page fashion magazine in Spanish  PROVIDE CAPTIONS FOR AT LEAST THREE OUTFITS USING –AR VERBS LIKE:  buscar, mirar, llevar, usar, calzar, pagar, trabajar, necesitar, llegar (to arrive)  LABEL THE CLOTHING IN SPANISH BY UNDERLINING OR CIRCLING AT LEAST SIX VOCABULARY WORDS FROM CHAPTER 3. ( nouns) |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Type 2 (2 min)  ¿Que lleva en la foto? | III Type 2 (2 min)  ¿Que combinas con un  pantalon blanco?  La comodidad  -neutro  -estampada | III Type 2 (2 min)  Tu o usted  -Avery  -Ms. B  -Mr. Fote  -Yasmine | III Type 2 (2 min) | III Boletos due |
| **Reflection**  **Keep, Stop, Change** | \*make tally sheets for  - pronoun mastery test  -ser and acronym mastery test |  |  |  |  |

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 # 17 DECEMBER 15-19

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**    • Students will determine what will happen next in the quest to reunite Angela with her grandfather Don Fernando in Mexico  <http://www.learner.org/series/destinos/watch/index.html?ep3> | **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 23: Vista al mar  -answer questions according  to video  -We meet Angela and her family in Puerto Rico. Angela plans a trip to Mexico with Raquel to meet her grandfather Don Fernando. | I Vocabulario  Chapter 3 telecomunicaciones  Label vocab  -el teléfono público  II Practica ¿Que significa?  Identify verbs:  Hacer, descolgar, introducer  Esperar, oír, sonar,  -estaba, vivía, llamaba, querían, costaba, eran | I 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>  II Ahora Mismo  Practica (using imperfect endings)  -aba  -ía | I Ahora Mismo  II Ti[po 3: telecomunicaciones illustration using the imperfect tense. | 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 del teléfono? | III Type 2 (2 min)  \*verb chart for ser and ir in the imperfect | III Type 2 (2 min)  - ¿Hacías una llamada telefonica? |  |
| **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 # 17 DECEMBER 15-19

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  • Students will determine what will happen next in the quest to reunite Angela with her grandfather Don Fernando in Mexico  <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 winter 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 23: Vista al mar  -answer questions according  to video  -We meet Angela and her family in Puerto Rico. Angela plans a trip to Mexico with Raquel to meet her grandfather Don Fernando. | I El verano  Capítulo 9 Vocabulario  ¿Qué tiempo hace?  -en el balneario y el tenis  -pg 276/277  Review post cards and conversation  -complete Tipo 5: final drafts | I De vacaciones en la Republica  Dominicana  Samaná - la península  -promo video  -map  -small groups to read and fill out graphic organizer  <http://srtabranciforte.yolasite.com/republica-dominicana.php> | I El invierno  -Valle Nevado la estacion de esquí en Chile  Video 6:17  <http://www.chileanski.com/esp/valle-nevado/>  <http://www.youtube.com/watch?v=Nzuq7zaRPOA&feature=related>  Pg 278/279/  II ¿Que palabra necesito?  Pg. 280 | I Mas con el preterito  past tense er/ir  Review car gar zar verbs  Ir and ser  II Capitulo 9  El crucigrama |
| **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)  - Con quien fuiste a la Republica Dominicana? | III Tipo 3: la tarjeta postal  -Begin type 3 on Samaná  -finish for homework | III Type 2 (2 min)   * ¿Esqiaste la pista para prinicpiantes o expertos? | 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 2 H O N O R S W E E K # 17 DECEMBER 15-19