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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-Como combinar un pantalon blancoII Vocabulario:-magazine cutouts describe your outifit • oral assessment based on response with modeling and immediate feedback | I Ahora Mismo:-ar verbsII 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 SpanishPROVIDE 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 SpanishPROVIDE 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 públicoII Practica ¿Que significa? Identify verbs:Hacer, descolgar, introducerEsperar, oír, sonar, -estaba, vivía, llamaba, querían, costaba, eran | I 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>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

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| --- | --- | --- | --- | --- | --- |
| **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 veranoCapítulo 9 Vocabulario¿Qué tiempo hace?-en el balneario y el tenis-pg 276/277Review post cards and conversation-complete Tipo 5: final drafts | I De vacaciones en la RepublicaDominicana 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 ChileVideo 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 preteritopast tense er/ir Review car gar zar verbs Ir and serII Capitulo 9El 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