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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 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. |    |  |  |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I Record scores on tally sheets for: - pronoun mastery test-ser and acronym mastery testFolder and tally results for pre testII 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) |  |  |  |
| **Assessment****How will I know that my students have learned “…………”?** | III Type 2 (2 min) Tu o usted | III Type 2 (2 min) ¿Qué lleva? |  |  |  |
| **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 # 18 DECEMBER 22+23

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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**  |  **THURSDAY**  |  **FRIDAY** |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I View Destinos episode 24: El Don Juan-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. -Why does Raquel and Angela’s family oppose the relationship she has with her boyfriend Jorge-el mujeriego?  | I <https://jeopardylabs.com/play/buen-viaje-level-2-ch-3-telecomunicaciones>II Practica (using imperfect endings)-aba-ía  |  |  |    |
| **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)- ¿Por que se usa el imperfecto? |  |  |  |
| **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 # 18 DECEMBER 22+23

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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. |  **WEDNESDAY** |  **THURSDAY** |  **FRIDAY**. |
| **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.  | II El crucigramaI 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 |  |  |    |
| **Assessment****How will I know that my students have learned “…………”?** | • written assessment based on response on smart board with oral modeling and immediate feedback  | III Type 2 (2 min)* ¿Esqiaste la pista para prinicpiantes o expertos?
 |  |  |  |
| **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 # 18 DECEMBER 22+23