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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 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 Expectations and Schedule for midterm  \*preparation for magazine project  II De moda con Bill Cunningham  [https://www.youtube.com/watch?v=LNVrV3-7Lxk](https://mail.easthartford.org/owa/redir.aspx?SURL=Do4B1K_61hXlnIATAwffuccCBORMn89zXB3seVN28MHq8ZcAnfbRCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAHkAbwB1AHQAdQBiAGUALgBjAG8AbQAvAHcAYQB0AGMAaAA_AHYAPQBMAE4AVgByAFYAMwAtADcATAB4AGsA&URL=https%3a%2f%2fwww.youtube.com%2fwatch%3fv%3dLNVrV3-7Lxk)    sneakers  [https://www.youtube.com/watch?v=\_9kbXmDeRes](https://mail.easthartford.org/owa/redir.aspx?SURL=Smnb5NsLhHlzgY3SqvOTk2uyW2-9mGTVJ08C40fIKs3q8ZcAnfbRCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAHkAbwB1AHQAdQBiAGUALgBjAG8AbQAvAHcAYQB0AGMAaAA_AHYAPQBfADkAawBiAFgAbQBEAGUAUgBlAHMA&URL=https%3a%2f%2fwww.youtube.com%2fwatch%3fv%3d_9kbXmDeRes)    [http://www.hulu.com/watch/295711](https://mail.easthartford.org/owa/redir.aspx?SURL=CSa9wraSt5K3vnzkZgnzW8yJuCznI9WDWmehT2PdW7rq8ZcAnfbRCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBoAHUAbAB1AC4AYwBvAG0ALwB3AGEAdABjAGgALwAyADkANQA3ADEAMQA.&URL=http%3a%2f%2fwww.hulu.com%2fwatch%2f295711)  bill cunningham documentary | Three Kings Day | 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)  Tu o usted | III Type 2 (2 min) | III Boletos due |
| **Reflection**  **Keep, Stop, Change** | \*Select and print avatars for data wall  - 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 # 19 January 5-9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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**    Three Kings Day | **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 29: Se derrumbó  -answer questions according  to video  -the setting goes back to Mexico. Angela’s uncle delivers bad news that her brother was in an accident. Raquel and Angela go to the excavation site to find Roberto. | Three Kings Day | I Vocabulario  Chapter 3  -el teléfono público  II Practica ¿Que significa?  Identify verbs:  Hacer, descolgar, introducir  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  -imperfect with ir and ser  II Page 67 (2)  Answer questions and turn into conversation.  III Practice conversation with partner |
| **Assessment**  **How will I know that my students have learned “…………”?** | Three Kings Day Celebration:  <http://gopuertorico.about.com/od/eventsandholidays/tp/The-History-And-Meaning-Of-Three-Kings-Day-In-Puerto-Rico.htm>  • written assessment based on response on smart board with oral modeling and immediate feedback |  | 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** | \*Select and print avatars for data wall |  |  |  |  |

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 # 19 January 5-9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**  Three Kings Day | **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 29: Se derrumbó  -answer questions according  to video  -the setting goes back to Mexico. Angela’s uncle delivers bad news that her brother was in an accident. Raquel and Angela go to the excavation site to find Roberto. | Three Kings Day | I Review Type 3 post cards and conversation  II Complete Tipo 5: final drafts | 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 10 Diversiones culturales |
| **Assessment**  **How will I know that my students have learned “…………”?** | Three Kings Day Celebration:  <http://gopuertorico.about.com/od/eventsandholidays/tp/The-History-And-Meaning-Of-Three-Kings-Day-In-Puerto-Rico.htm>  • written assessment based on response on smart board with oral modeling and immediate feedback |  | III Start : estación de esquí | III Type 2 (2 min)   * ¿Esqiaste la pista para prinicpiantes o expertos? | III Boletos due |
| **Reflection**  **Keep, Stop, Change** | \*Select and print avatars for data wall |  |  |  |  |

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 # 19 January 5-9