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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 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  •Students will demonstrate knowledge by creating games and visuals  • Students will apply knowledge of topics and concepts and vocabulary when answering review questions. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | 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) | 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) | 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) | I Review sheet for midterm  -expectations  II Create poster to explain grammar concepts and practice vocab/culture by way of:  -poster  -jeoparday game  -bingo vocab game | I Review sheet for midterm  -expectations  II Create poster to explain grammar concepts and practice vocab/culture by way of:  -poster  -jeoparday game  -bingo vocab game |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Type 2 (2 min) | III Type 2 (2 min) | III Type 2 (2 min) | 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 # 20 January 12-16

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  • 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. | **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  • 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. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Repaso de ar en el imperfecto  Libro pg. 69 ABC  II Storybird.com  -finish el regalo de David  <http://storybird.com/books/el-mejor-regalo-para-pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book> | I El imperfecto pg 72 era/iba  Ir and ser in the imperfect  -describing past habitual actions  Practica (using imperfect endings)  -er and ir verbs  Libro 73 A  -preterite or imperfect  Interrupting an ongoing action. | I Ahora mismo:  El imperfecto - era/iba  Ir and ser in the imperfect  II Tipo 3: ¿Como eras de  niño o niña?  -write about your childhood using the imperfect | I Review sheet for midterm  -expectations  II Create poster to explain grammar concepts and practice vocab/culture by way of:  -poster  -jeoparday game  -bingo vocab game | I Review sheet for midterm  -expectations  II Create poster to explain grammar concepts and practice vocab/culture by way of:  -poster  -jeoparday game  -bingo vocab game |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Type 2 (2 min) | III Type 2 (2 min) | III Type 2 (2 min) | III Type 2 (2 min) |  |
| **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 # 20 January 12-16

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  • Students will be able to identify vocabulary associated with cultural events.  • Students will use the target language to review a movie premier, a museum exhibit, and a theatrical performance.  •Students will create a type 3 program guide to a cultural event of their choice. | **TUESDAY**  • Students will be able to identify vocabulary associated with cultural events.  • Students will use the target language to review a movie premier, a museum exhibit, and a theatrical performance.  •Students will create a type 3 program guide to a cultural event of their choice. | **WEDNESDAY**  • Students will be able to identify vocabulary associated with cultural events.  • Students will use the target language to review a movie premier, a museum exhibit, and a theatrical performance.  •Students will create a type 3 program guide to a cultural event of their choice. | **THURSDAY**  • Students will be able to identify vocabulary associated with cultural events.  • Students will use the target language to review a movie premier, a museum exhibit, and a theatrical performance.  •Students will create a type 3 program guide to a cultural event of their choice. | **FRIDAY**  •Students will demonstrate knowledge by creating games and visuals  • Students will apply knowledge of topics and concepts and vocabulary when answering review questions. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I El cine: [www.filmaffinity.es](http://www.filmaffinity.es)  II Una crítica  Complete review of movie using past tense of er/ir verbs  III Una Crítica tuya:  Select a movie and create a review | I Capitulo 10 Diversiones culturales  - el museo  -el teatro  II Una crítica  Complete review of art exhibit using past tense of er/ir verbs  II El preterito  past tense er/ir | I Tipo 3:  un folleto   un estreno de película  una exposición de arte en el museo  un espectáculo de teatro  <http://srtabranciforte.yolasite.com/extra-practice-spa2.php> | I Tipo 3:  un folleto   un estreno de película  una exposición de arte en el museo  un espectáculo de teatro  <http://srtabranciforte.yolasite.com/extra-practice-spa2.php> | I Review sheet for midterm  -expectations  Ch 7-10  II Create poster to explain grammar concepts and practice vocab/culture by way of:  -poster  -jeoparday game  -bingo vocab game |
| **Assessment**  **How will I know that my students have learned “…………”?** | IV Tipo 2 (2min) | III Tipo 2 (2min) | II Tipo 2 (2min) | II Tipo 2 (2min) | 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 # 20 January 12-16