|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 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) | 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) | 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) | I Review sheet for midterm-expectationsII Create poster to explain grammar concepts and practice vocab/culture by way of:-poster-jeoparday game-bingo vocab game | I Review sheet for midterm-expectationsII 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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 imperfectoLibro pg. 69 ABCII 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/ibaIr and ser in the imperfect-describing past habitual actionsPractica (using imperfect endings)-er and ir verbsLibro 73 A-preterite or imperfectInterrupting an ongoing action.  | I Ahora mismo:El imperfecto - era/ibaIr and ser in the imperfectII Tipo 3: ¿Como eras de niño o niña? -write about your childhood using the imperfect | I Review sheet for midterm-expectationsII Create poster to explain grammar concepts and practice vocab/culture by way of:-poster-jeoparday game-bingo vocab game |  I Review sheet for midterm-expectationsII 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 críticaComplete review of movie using past tense of er/ir verbsIII Una Crítica tuya:Select a movie and create a review | I Capitulo 10 Diversiones culturales- el museo-el teatroII Una críticaComplete review of art exhibit using past tense of er/ir verbsII El preteritopast tense er/ir | I Tipo 3:  un folleto  un estreno de películauna exposición de arte en el museoun espectáculo de teatro<http://srtabranciforte.yolasite.com/extra-practice-spa2.php> | I Tipo 3:  un folleto  un estreno de películauna exposición de arte en el museoun espectáculo de teatro<http://srtabranciforte.yolasite.com/extra-practice-spa2.php> |  I Review sheet for midterm-expectationsCh 7-10II 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