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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | •Students will be able to greet others in the target language  •Students will identify vocabulary  • Students will use verbs like ir dar and estar to tell where they go and where they are in Spanish | • Students will be able to greet others in the target language  •Students will identify vocabulary  • Students will continue to use more ar verbs to talk about what happens in school.  • Students will use contractions al and del appropriately. | • Students will be able to greet others in the target language  • Students will use verbs like ir dar and estar to tell where they go and where they are in Spanish  Students will continue to use more ar verbs to talk about what happens in school.  • Students will use contractions al and del appropriately. | • Students will continue to use more ar verbs to talk about what happens in school.  •Students will listen and answer oral questions in the target language  • Students will use verbs like ir dar and estar to tell where they go and where they are in Spanish | • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language  • Students will continue to use more ar verbs to talk about what happens in school. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | =========================  Snow day  ========================= | I Capítulo 4 Vocabulario  -identify Spanish to English  -jigsaw:split vocab to groups then reveal definitions on smart board    II AR verbs – en la escuela  La sala de clase  Entrar y estar | I Ir Dar and ESTAR  Apuntes/Notes-  II Bus escolar/ en carro / ir a pie  ¿Como llegas a la escuela?  libro página 104-105  III Historieta  - página 106  • oral assessment based on response with modeling and immediate feedback | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Listening exercises  (buen viaje workbook 4-1)  III More with ir dar and estar  • oral assessment based on response with modeling and immediate feedback | I Prueba: quiz (4-1)/ Subject pronoun mastery test  II T3 Tipo 3: illustration with –ar verb  ¿Como llegas a la escuela?  •video  • oral assessment based on response with modeling and immediate feedback |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | III Type 2 (2 min)   * ¿A que hora entras la escuela? | III Type 2 (2 min)   * ¿Como llegas a la escuela? | III Type 2 (2 min)   * ¿en carro o a pie? | III Type 2 (2 min)   * ¿Llegan uds en bus escolar? |
| **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 # 23 FEB 2-6

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY** | **TUESDAY**  • Students will be able to identify vocabulary associated with train travel  • Students will use the target language to answer questions about what happens at the train station (la estación de ferrocarril) | **WEDNESDAY**  • Students will be able to identify vocabulary associated with train travel  • Students will use the target language to answer questions about what happens at the train station using past tense verbs | **THURSDAY**  ½ day modified schedule  • Students will be able to identify vocabulary associated with train travel  •Students will listen and answer oral questions in the target language | **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?** | =========================  Snow day - no classes  ========================= | I Un viaje en tren  Capítulo 11 Vocabulario  -identify Spanish to English  --jigsaw:split vocab to groups then reveal definitions on smart board  -Buen Viaje Power point:  En la estacion de ferrocarril | I Apuntes/ notes:  Verbs in the past tense  -Hacer venir querer  Poner poder estar  -Tomar salir ayudar  II Historieta  Book/Libro página 1-2 | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Listening exercises  (buen viaje workbook 11-1)  • oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm up  Worksheet  II Prueba: quiz (11-1)  •video  • oral assessment based on response with modeling and immediate feedback |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | II Type 2 (2 min)  - ¿ Dónde venden o despachan los billetes? | III Type 2 (2 min)  - ¿Dónde miras /miraste para saber el horario del tren? | III Type 2 (2 min)  - ¿Qué compraste en eln quisoo? | • written assessment based on response on smart board with oral modeling and immediate feedback |
| **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 2HONORS W E E K # 23 FEB 2-6

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| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY** | **TUESDAY**  • Students will be able to identify vocabulary associated with apparel. Ask for quantities and sizes and find out prices.  • Students will use the target language to talk about past habitual events using the imperfect. | **WEDNESDAY**  • Students will be able to identify vocabulary associated with apparel. Ask for quantities and sizes and find out prices.  • Students will use the target language to talk about past habitual events using the imperfect. | **THURSDAY**  •Students will listen and answer oral questions in the target language.  • Students will be able to identify vocabulary associated with apparel. Ask for quantities and sizes and find out prices.  • Students will use the target language to talk about past habitual events using the imperfect. | **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 apparel. Ask for quantities and sizes and find out prices.  • Students will use the target language to talk about past habitual events using the imperfect. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | =========================  Snow day- no classes  ========================= | I Type 3→type 5  Cuando era niño/a  I I De tiendas  Capítulo 4 Vocabulario  Review chapter objectives and vocab defintions  -la tienda para mujeres/caballeros  -la zapatería  -la joyería | I Ahora mismo  II ¿Qué palabra necesito?  -pagina 94  III Historieta  -pagina 95 | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Listening exercises  (buen viaje workbook 4-1)  • oral assessment based on response with modeling and immediate feedback | I Prueba: quiz (4-1)  II Tipo 3: illustration  En el escaparate |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | II Type 2 (2 min)   * los zapatos no me quedan bien.. * ¿Son estrechos, anchos o perfecto? | III Type 2 (2 min)  - ¿Que compraste en la tienda? | III Type 2 (2 min)  - ¿Que había en la joyería? | • written assessment based on response on smart board with oral modeling and immediate feedback |
| **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 # 23 FEB 2-6