|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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?** | =========================  no classes  ========================= | =========================  no classes  ========================= | I En la clase :  -una nota alta y baja  Powerteach ppt  - <http://spanishatdundee.weebly.com/buen-viaje-curriculum.html> | I Lectura Cultural: las escuelas del mundo hispano  II Mas con estar practice conjugations  -libro:  • oral assessment based on response with modeling and immediate feedback | I El crucigrama/crossword  • 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? | II Type 2 (2 min)   * ¿Que notas sacas en la escuela? | III Type 2 (2 min)   * ¿en carro o a pie? | * Boletos due |
| **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 # 25 FEB 18-20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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?** | =========================  no classes  ========================= | =========================  no classes  ========================= | I Using the gerund in Spanish  -el gerundio :  Estar + - ando/-iendo  II Tipo 2: Use 5 Go verbs and 3 ing to talk about a situation in the airport | I Ahora Mismo  II go verbs in the present tense  -dry erase boards  -“go” verbs  -present progressive | I Destinos: episodio 37  Llevando cuentas  <http://www.learner.org/series/destinos/watch/index.html?ep37> |
| **Assessment**  **How will I know that my students have learned “…………”?** |  |  | III Type 2 (2 min)  - ¿Quien te asiste en el avion y le da la bienvenida? | III Type 2 (2 min)  - ¿Aterriza o despega? | II Type 2 (2 min)  - ¿Qué pasó con Roberto? |
| **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 # 25 FEB 18-20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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?** | =========================  no classes  ========================= | =========================  no classes  ========================= | I Ahora Mismo  II En el escaparate  -identify items in the display window  III Preterite vs. Imperfect  -small groups brainstorm-activity  -pg 100-104 | I Lectura Cultural:  Mercados y supermercados  p. 110-111 (hipermercado)  II De compras  -la lista de compras  ¿Que compraste? | I Destinos: episodio 37  Llevando cuentas  <http://www.learner.org/series/destinos/watch/index.html?ep37> |
| **Assessment**  **How will I know that my students have learned “…………”?** |  |  | III Type 2 (2 min)  - ¿Preterite or Imperfect? | III Type 2 (2 min)  - ¿Que compraste en el supermercado? | II Type 2 (2 min)  - ¿Qué pasó con Roberto? |
| **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 # 25 FEB 18-20