|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 use the contraction al in place of the preposition “a” and masculine singular noun “el”. | • 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?** | I Ahora mismo:  -subject pronoun mastery quiz  -dar (1-15)  II Contractions Al and del | I ¿Que nota sacas en la clase de espanol?  -ir dar and estar  -dry erase boards | I Lectura Cultural: las escuelas del mundo hispano  II Mas con estar practice conjugations make flip book  -  • oral assessment based on response with modeling and immediate feedback  <http://spanishatdundee.weebly.com/buen-viaje-curriculum.html> | I ser and acronym mastery quiz  - The personal a  II Tipo 3: una fiesta  -create a dialog at a party using ar verbs  Follow FCA’s  Vocab  Grammar  Message content | 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)   * Verb chart ir | II Type 2 (2 min)   * Verb chart sacar | III Type 2 (2 min)   * Verb chart estar | * 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 # 27 MARCH 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 air travel  • Students will use the target language to answer questions about what happens before and after an international flight. | **WEDNESDAY**  • Students will be able to identify vocabulary associated with air travel.  • Students will use the target language to answer questions using the present progressive tense and go verbs. | **THURSDAY**    • Students will be able to identify vocabulary associated with air travel.  • Students will use the target language to answer questions using the present progressive tense and go verbs  •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?** |  | I El control de la aduana  -video doblado al espanol    II ¿Por qué chequean a los pasajeros en la aduana? | 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  And  -“go” verbs  -present progressive  III saber and conocer | I Buen Viaje: Quiz 11-2  II Destinos: episodio 38  Ocultando la verdad  <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)  -¿Que hacen los agentes de aduana? | III Type 2 (2 min)  - ¿Quien te asiste en el avion y le da la bienvenida? | III Type 2 (2 min)  -¿ saber o conocer ? | II Type 2 (2 min)  - ¿Qué pasó con Carlos? |
| **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 # 27 MARCH 2-6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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?** |  | I Ahora Mismo:  Prêt vs imperfect pg 101  Aba o ia  II Lectura Cultural:  Mercados y supermercados  p. 110-111 (hipermercado)  - De compras | I Ahora Mismo  II Que palabra necesito  -pg 98  III Narrating events  \* two accions in sequence | I Ahora Mismo:  Tienda de abarrotes vs el hipermercado  -cual es major para la economia?   * Alcampo ([Auchan](http://en.wikipedia.org/wiki/Auchan)) * Carrefour ([Carrefour](http://en.wikipedia.org/wiki/Carrefour) Group) * Eroski ([Eroski](http://en.wikipedia.org/wiki/Eroski) Group) * [Hipercor](http://en.wikipedia.org/wiki/Hipercor) ([El Corte Inglés](http://en.wikipedia.org/wiki/El_Corte_Ingl%C3%A9s) Group) | I Buen Viaje quiz 4-2  II Destinos: episodio 38  Ocultando la verdad  <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)  -la lista de compras  ¿Que compraste? | III Type 2 (2 min)  - ¿Preterite or Imperfect? | III Type 2 (2 min)  - ¿Cual hipermercado quisiera visitar? | II Type 2 (2 min)   * ¿Qué pasó con Carlos? |
| **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 # 27 MARCH 2-6