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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 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 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 Ahora mismo:  -subject pronoun mastery quiz  -dar (1-15)  II Contractions Al and del  III Mas con estar practice conjugations flip book  - ar mastery quiz  <http://spanishatdundee.weebly.com/buen-viaje-curriculum.html> | I Ir Dar and Estar  Repaso de al and del  II Tipo 3: una fiesta  -create a dialog at a party using ar verbs  Follow FCA’s  Vocab  Grammar  Message content | I Subject pronoun mastery test  II Tipo 3: una fiesta  -create a dialog at a party using ar verbs  Follow FCA’s  Vocab  Grammar  Message content | I Ser and acronym mastery test  I Lectura Cultural: las escuelas del mundo hispano  I srtabranciforte.yolasite.com  -multiple choice online for stamps.  • oral assessment based on response with modeling and immediate feedback  \* tipo 3 hand in all una fiesta type 3 stories. |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | III Type 2 (2 min)   * Al o del? | II Type 2 (2 min)   * ¿Ellas o uds? | 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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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?** | SNOW DAY | I Saber vs conocer  II Tipo 3: Un viaje en avión  -groups of 4  -designate characters for each group member into story that can be acted out in a skit.  20 10 lines (each group member included in dialog\_  40 4 go verbs 4 present progressive uses  40 8 vocabulary words from chapter 11 | I Tipo 3: Un viaje en avión  -groups of 4  -designate characters for each group member into story that can be acted out in a skit.  II extra practice/homework  Using the gerund in Spanish  -el gerundio :  Estar + - ando/-iendo | I Repaso de la tarea  II Tipo 3: Un viaje en avión  -groups of 4  -designate characters for each group member into story that can be acted out in a skit.  20 10 lines (each group member included in dialog\_  40 4 go verbs 4 present progressive uses  40 8 vocabulary words from chapter 11 | I Buen Viaje: Quiz 11-3  -go verbs and present prog.  II Tipo 3: Un viaje en avión  -groups of 4  -designate characters for each group member into story that can be acted out in a skit.  20 10 lines (each group member included in dialog\_  40 4 go verbs 4 present progressive uses  40 8 vocabulary words from chapter 11 |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | III Type 2 (2 min)  -¿ saber o conocer ? | III Type 2 (2 min)  - ¿Quién está volando el avión? | III Type 2 (2 min) | II Destinos: episodio 39  La misma sonrisa  -roberto comes out of his coma and meets Arturo for the first time  <http://www.learner.org/series/destinos/watch/index.html?ep37> |
| **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?** | SNOW DAY | I Passive SE  -practica  II Create a store front sign using the passive se.  60 Use the passive se correctly  20 create a visual (colored and complete)  20 use the vocabulary to tell where the sign is diaplayed ( ¿Cual -ería???\_ panaderia carnicieria\_ fruteria? | I Lecuta cultural  p. 110-111 (hipermercado)  - De compras  II Tienda de abarrotes vs el hipermercado  -cual es major para la economia?   1. Alcampo ([Auchan](http://en.wikipedia.org/wiki/Auchan)) 2. Carrefour ([Carrefour](http://en.wikipedia.org/wiki/Carrefour) Group) 3. 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) | I Narrating events: two actions in sequence  -preterite (una vez en el pasado)  -review indicators for past tense   * ayer, anoche, la semana pasada   -imperfect (con frequencia en el pasado)  -todas las noches, todos los veranos, cada día, etc. | I Buen Viaje quiz 4-3  II El crucigrama/ crossword puzzle  - boletos due |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | III Type 2 (2 min) | III Type 2 (2 min)   * ¿Cual hipermercado quisiera visitar? | III Type 2 (2 min)  - ¿Preterite or Imperfect? | II Destinos: episodio 39  La misma sonrisa  -roberto comes out of his coma and meets Arturo for the first time  <http://www.learner.org/series/destinos/watch/index.html?ep37> |
| **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