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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 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 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 talk about foods and beverages and be able to order food at a café. | • 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 subject pronoun mastery test  Review on smart board  II More with ar verbs  contractions Al and del  -review quiz 4-3  - ir and dar  III Listening exercise 4-2 and 4-3 | I Ser and Acronym mastery test  Review on smart board  II Tipo 3: una fiesta  -create a dialog at a party using ar verbs  Follow FCA’s  Vocab  Grammar  Message content | I Examen: Capítulo 4  Scantron test  -finish tipo 3  - lista de vocabulario ch.5 | I Subject pronoun mastery test  -review on smart board  -review numbers 100-1000  II Capítulo 5: en el café  -objetivos  -par comer y para beber  (possibly introduce Mi vida loca video series in next few weeks) | I Ser and acronym mastery test  -review on smart board  II Tipo 3: illustration  Para beber o para comer  -lista de vocabulario |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | III Type 2 (2 min) | II Type 2 (2 min) | III Type 2 (2 min) | \* tipo 3 hand in all una fiesta type 3 stories.   * 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 # 28 MARCH 9-13

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  • Students will watch a novela in the target language. Students will answer questions about the investigation of the Destinos saga. | **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 apply knowledge of vocabulary and grammar concepts to answer written questions in the target language | **THURSDAY**    • Students will be able to identify vocabulary associated with their daily routines  • to use reflexive verbs to tell what peple can do for themselves. | **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 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> | I Repaso de capítulo 11  -create poster or game for the following concepts:  <http://srtabranciforte.yolasite.com/2honors.php>  machu picchu  las lineas nazcas  -present progressive  -go verbs  -saber vs conocer | I Examen: Capítulo 11  -scantron 1-20  -short answer | I Reflexive verbs: -capitulo 12 una gira  -conjugate verb chart  III Make new portfolio  -select best work  -move avatar:update grade wall and turn in “stamps” | I Hosels vs Host Families  -una gira-  Hostelling international  -la vida mediterranea |
| **Assessment**  **How will I know that my students have learned “…………”?** | • oral assessment based on response with modeling and immediate feedback | III Type 2 (2 min) | III Make new portfolio  -select best work  -move avatar:update grade wall and turn in “stamps” | III Type 2 (2 min) |  |
| **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 # 28 MARCH 9-13

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  • Students will watch a novela in the target language. Students will answer questions about the investigation of the Destinos saga. | **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?** | 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> | I Ahora Mismo: 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 Un cuento origional: Lo que pasó cuando algo sele interrumpió  II Continue original class story   1. Vote on interrupting events 2. Students will create the rest of the story line by line   \* essay on test and 20 scantron | I Repaso de Capítulo 4  -bingo  -la oracion humana  --create a poster showing concepts from chapter 4   * Passive se * Preterite vs imperfect * Mercados, puestos -erías etc. | I Buen Viaje  Examen:  Capítulo 4: De tiendas  - boletos due |
| **Assessment**  **How will I know that my students have learned “…………”?** | • oral assessment based on response with modeling and immediate feedback | III Type 2 (2 min) | III Type 2 (2 min) | III Type 2 (2 min)  - ¿Preterite or Imperfect? |  |
| **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 # 28 MARCH 9-13