|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 SpanishStudents 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 SpanishStudents 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 testReview on smart boardII Capítulo 5 En el café-definiciones / objetivos- lista de vocabulario ch.5 - finish tipo 3  | I Ser and Acronym mastery testReview on smart boardII Para beber o para comer-haz una lista de comidas y bebidas. | I las comidas del mundo hispano y españa: --la diferencia entre las horas de comer en los estados unidos y Los del mundo hispano | I Subject pronoun mastery test-review on smart board-review numbers 100-1000II Capítulo 5: er and ir verbs-lista de verbos(possibly introduce Mi vida loca video series in next few weeks) | I Ser and acronym mastery test-review on smart board II Tipo 3: illustrationPara beber o para comer-lista de vocabulario |
| **Assessment****How will I know that my students have learned “…………”?** | III Type 2 (2 min) | III Type 2 (2 min) | II Type 2 (2 min) | III Type 2 (2 min) | * portfolio for semester 2
* 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 # 29 MARCH 16-20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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?** | II Destinos: episodio 41Algo inesperadoWhat does Carlos confess to the family about the missing money?<http://www.learner.org/series/destinos/watch/index.html?ep37> | I La rutina diaria:Capítulo 12- una gira-Unit objectives topics/ concepts:Hostels vs host familiesPrezi.comReflexive verb definitions and verb chart | I Ahora mismo- Capítulo 12 Una gira <http://www.spanishspanish.com/reflexive_preterite_practice.html>II Mas con los reflexivos-¿Con Que?-¿Como/Cuando? |  I Reflexive verbs: -capitulo 12 una gira-conjugate verb chartIII Make new portfolio-select best work-move avatar:update grade wall and turn in “stamps” |   I Tipo 3: illustration -reflexive verb: choose a morning activity -despertarse-levantarse-cepillarse- |
| **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) |  |
| **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 # 29 MARCH 16-20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 leisure and board games. • Students will use the target language to talk about different pastimes in the united states vs. Spanish speaking countries. |  **WEDNESDAY**• Students will be able to identify vocabulary associated with leisure activities.• How to talk about popular hobbies and gamesHow to talk about activities in the parkHow to give details about locationHow to talk about what will happen in the futureHow to compare objects and peopleHow to describe your favorite pastime |  **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 How to give details about locationHow to talk about what will happen in the futureHow to compare objects and people |  **FRIDAY**• Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language• How to talk about popular hobbies and gamesHow to talk about activities in the parkHow to give details about locationHow to talk about what will happen in the futureHow to compare objects and peopleHow to describe your favorite pastime |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | II Destinos: episodio 41Algo inesperadoWhat does Carlos confess to the family about the missing money?<http://www.learner.org/series/destinos/watch/index.html?ep37> | I Capítulo 5: Los pasatiempos-objetivos y definiciones de los termonos -the future tense<http://quizlet.com/37728519/buen-viaje-2-capitulo-5-los-pasatiempos-flash-cards/> | I Ahora mismo: ¿Que pasatiempo?II El futuro y como se forma | I Ahora mismoII En el parque:-Que estaran hacienda en el parquet los domigos?-cultural pastimes |  I Buen viaje quiz 5-1II Tipo 3: illustration-select a game or hobby to illustrate |
| **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) | III 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 3 W E E K # 29 MARCH 16-20