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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  Associated with food and drinks.  • Students will be able to order at a restaurant or café. | •Students will be able to greet others in the target language  •Students will identify vocabulary  Associated with food and drinks.  • Students will be able to order at a restaurant or café. | • Students will be able to greet others in the target language  •  Students will identify vocabulary  Associated with food and drinks.  • Students will be able to order at a restaurant or café.  • Students will develop an understanding about the relationship between food and culture. | • 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 use er and ir verbs correctly | • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language  • Students will use er and ir verbs correctly  •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. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I subject pronoun mastery test  Review on smart board  II Capítulo 5 En el café  -definiciones / objetivos  - lista de vocabulario ch.5  III Para beber o para comer  -haz una lista de comidas y bebidas. | I Ser and Acronym mastery test  Review on smart board  II De tapeo:  Ir de tapas en España  <https://www.youtube.com/watch?v=bDzku8ONaVc&t=250> | I las comidas del mundo hispano y españa:  -la diferencia entre las horas de comer en los estados unidos y  Los del mundo hispano  II How to make sancocho  <https://www.youtube.com/watch?v=HhmUykeaVVM>  <https://www.youtube.com/watch?v=Yj2TLX1kZ84> no reservations colombia  <https://www.youtube.com/watch?v=muAFU5KL5is> URUGUAY | I Subject pronoun mastery test  -review on smart board  -review numbers 100-1000  II 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 Bizarre Foods Mexico  <https://www.youtube.com/watch?v=Gi0zzWlkBmE> |
| **Assessment**  **How will I know that my students have learned “…………”?** | IV Type 2 (2 min)  • portfolio for semester 2 | III Type 2 (2 min) | III Type 2 (2 min) | III Type 2 (2 min) | * 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 # 30 MARCH 23-27

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 42  -Yo invito  <http://www.learner.org/series/destinos/watch/index.html?ep37> | I La rutina diaria:  Capítulo 12- una gira  -repsdo de los reflexivos  --reflexive verb: choose a morning activity  -despertarse  -levantarse  -cepillarse  Reflexive 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? | -capitulo 12 una gira  -mapa de espana  <http://srtabranciforte.yolasite.com/una-gira-a-espa%C3%B1a.php>  -los regions de Espana  II Barcelona y los Hosteles | I Tipo 3: un cartel/poster project  -reflexive verb comic strip or poster of a morning routine |
| **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 # 30 MARCH 23-27

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 games How to talk about activities in the park How to give details about location How to talk about what will happen in the future How to compare objects and people How 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 location How to talk about what will happen in the future How 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 games How to talk about activities in the park How to give details about location How to talk about what will happen in the future How to compare objects and people How to describe your favorite pastime |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | II Destinos: episodio  Yo invito  <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 ¿Que pasatiempo? II El futuro y como se forma -mas practica  <http://www.senorjordan.com/wp-content/uploads/2012/06/future-dormir.png> | I Ahora mismo  II En el parque:  -Que estaran hacienda en el parque los domigos?  -cultural pastimes | I Game Day:  -stations   * Crucigramas * Memoria * Bingo |
| **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 # 30 MARCH 23-27