|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 testReview on smart boardII Las tres comidas del dia:-el desayuno-el almuerzo-la cena-¿Qué comes tú?-¿Qué bebes tú?-er and ir verbs  | I Ser and Acronym mastery testReview on smart boardI ¿Qué palabra necesito?Libro: pg 148¿Van- venden?II er and ir verbs-lista de verbos -dry erase boards | I Subject pronoun mastery test-review on smart board-review numbers 100-1000I Una conversacion:-pg 151¿Lees el menu en espanol? -pg 152 HISTORIETA | I Ser and acronym mastery test-review on smart boardII Ahora mismo-las tres comidas del dia-la rutina diaria de comerUn menu personal-el restaurante favorite | I TIPO 3:Proyecto Menu -research a Spanish speaking countryOr continent to create a menu with descriptions of authentic foods.  (Mi vida loca video series:  episode 3) |
| **Assessment****How will I know that my students have learned “…………”?** | IV Type 2 (2 min) | 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 # 32 April 13-17

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 45Estoy harta-Raquel finally gets fed up with her mother arranging Luis’ visit. <http://www.learner.org/series/destinos/watch/index.html?ep37> | I Hostels vs Host families-discussion-share graphic organizers -present bullet points to the classII Venn diagram (10 min)-based on class discussion complete Venn Diagram for similarities and differences  | I Reflexive vs Non reflexiveII Present posters from type 3 la rutina diaria-stem changing verbs |  I Reflexives Mas practica:-dry erase boardsII Listening exercises-preguntas personales  |   I Capítulo 13 un viaje en tren-objetivos-definiciones  |
| **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) | \*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 2HONORS W E E K # 32 April 13-17

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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?** | I Destinos: episodio 45Estoy harta-Raquel finally gets fed up with her mother arranging Luis’ visit. <http://www.learner.org/series/destinos/watch/index.html?ep37> | I Capítulo 5:he 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 140-142II Comparatives and Superlatives<http://www.senorjordan.com/wp-content/uploads/2012/06/future-dormir.png> |  I Ahora Mismo: El futuro: Que harias tu en 5 años- use the future tense to write about what you will do after you graduate. II More with comparatives and superlatives | I Ahora mismoII Quiz on future tenseIII Tipo 3: illustration-create your own comparative or superlative (picture with caption) |
| **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 3 W E E K # 32 April 13-17