|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 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 test  Review on smart board  I ¿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 100-1000  I Una conversacion:  -pg 151  ¿Lees el menu en espanol?  -pg 152 HISTORIETA | I Ser and acronym mastery test  -review on smart board  II Ahora mismo  -las tres comidas del dia  -la rutina diaria de comer  Un menu personal  -el restaurante favorite | I TIPO 3:  Proyecto Menu  -research a Spanish speaking country  Or 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 45  Estoy 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 class  II Venn diagram (10 min)  -based on class discussion complete Venn Diagram for similarities and differences | I Reflexive vs Non reflexive  II Present posters from type 3 la rutina diaria  -stem changing verbs | I Reflexives  Mas practica:  -dry erase boards  II 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 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?** | I Destinos: episodio 45  Estoy 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 140-142  II 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 mismo  II Quiz on future tense  III 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