|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 Review conversation questions Pablo y Linda (1-10)  II More with er and ir verbs  -review exit pass and assignment from 4/17 | I Ser and Acronym mastery test  Review on smart board  I Ahora mismo  -dry erase boards er/ir verbs  II Listening activity  -with assessment  Un menu personal  -el restaurante favorito | I Subject pronoun mastery test  -review on smart board  -Show exemplar-  TIPO 3: Proyecto Menu  -research a Spanish speaking country/ continent to create a menu with descriptions of authentic foods.  <http://srtabranciforte.yolasite.com/spanish-1.php>  (20) 2 aperitivos  (40) 4 comidas principaes  (40) 2 bebidas 2 postres | I Ser and acronym mastery test  -review on smart board  I TIPO 3: Proyecto Menu  -research a Spanish speaking country/ continent to create a menu with descriptions of authentic foods.  <http://srtabranciforte.yolasite.com/spanish-1.php>  (20) 2 aperitivos  (40) 4 comidas principaes  (40) 2 bebidas 2 postres  \*select recipe for Wednesday 4/29 | I subject pronoun mastery test  Review on smart board  I TIPO 3: Proyecto Menu  -research a Spanish speaking country/ continent to create a menu with descriptions of authentic foods.  <http://srtabranciforte.yolasite.com/spanish-1.php>  (20) 2 aperitivos  (40) 4 comidas principaes  (40) 2 bebidas 2 postres  \*select recipe for Wednesday 4/29 |
| **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 # 33 April 20-24

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 46  Las Empanadas  -Raquel’s mother reveals why she doesn’t like Arturo.  <http://www.learner.org/series/destinos/watch/index.html?ep37> | I Capítulo 13 un viaje en tren  -objetivos  -definiciones  II El Transcantabrico  <https://www.youtube.com/watch?t=115&v=Mn5lopVfiZw>  video: Bilbao, Pais Vasco  -las idiomas de España  Castellano, Euskera, Catalan, Gallego. | I El Transcantabrico  <http://www.trenesturisticosdelujo.com/es/>  -las idiomas de España  Castellano, Euskera, Catalan, Gallego.  <http://srtabranciforte.yolasite.com/un-viaje-en-tren.php> | I El Preterito:                 e            iste          o          imos          ieron    tener:  tuv-                   traer: traj-  (trajeron)  estar:  estuv-                hacer: hic- (hizo)  andar: anduv-               decir: dij-   (dijeron)  poder: pud-                  querer:quis  saber: sup-  poner: pus-  <http://srtabranciforte.yolasite.com/pret%C3%A9rito.php> | I Tipo 3: Illustration  Abordo del tren  En el anden   * Crucigrama |
| **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** | #45 Iestoy Harta #46 Las Empanadas #47 Tengo Dudas #48 Asi Fue I (Reviews Lessons 3-11) #49 Asi Fue II (Reviews Lessons 12-18) #50 Asi Fue III (Reviews Lessons 19-26) #51 Asi Fue IV (Reviews Lessons 27-36) #52 Siempro Lo Amo |  |  |  |  |

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 # 33 April 20-24

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 46  Las empanadas  -Raquel’s mother reveals why she doesn’t like Arturo.  <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/>  El futuro: Que harás tu en 5 años  - use the future tense to write about what you will do after you graduate. | I Comparatives and Superlatives-using mas y menos que  -using tan y como: like/as  <http://www.senorjordan.com/wp-content/uploads/2012/06/future-dormir.png> | I Ahora Mismo:  II More with comparatives and  superlatives  -create 10 original comparatives using famous people or family members. | I Ahora mismo  II Mastery 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) | \*boletos due\* |
| **Reflection**  **Keep, Stop, Change** | #45 Iestoy Harta #46 Las Empanadas #47 Tengo Dudas #48 Asi Fue I (Reviews Lessons 3-11) #49 Asi Fue II (Reviews Lessons 12-18) #50 Asi Fue III (Reviews Lessons 19-26) #51 Asi Fue IV (Reviews Lessons 27-36) #52 Siempro Lo Amo |  |  |  |  |

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 # 33 April 20-24