|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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?** | Ser and acronym mastery test-review on smart boardI 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 | Ser and acronym mastery test-review on smart boardI 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 -Show exemplar- TIPO 3: project due today-bring in a dish from your menu for the class to sample. <http://srtabranciforte.yolasite.com/spanish-1.php>(20) 2 aperitivos (40) 4 comidas principaes(40) 2 bebidas 2 postres | I Ser and Acronym mastery testReview on smart boardI Ahora mismo-dry erase boards er/ir verbsII Review conversation questions Pablo y Linda (1-10)\* |   I subject pronoun mastery testReview on smart boardII Crucigrama-crossword/word search |
| **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 # 34 April 27- May 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 a trip across the North of spain in the Transcantabrico or Robla Express |  **WEDNESDAY**• Students will be able to identify vocabulary associated with train 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 train travel. • • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language |  **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 47Tengo dudas -Don Fernando doubts the paternity of his grandchildren. <http://www.learner.org/series/destinos/watch/index.html?ep37> |  I Capítulo 13 un viaje en tren- 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:quissaber: sup-poner: pus-<http://srtabranciforte.yolasite.com/pret%C3%A9rito.php> | I El Transcantabrico <http://www.trenesturisticosdelujo.com/es/>Bajo el Cantabrico-las idiomas de EspañaCastellano, Euskera, Catalan, Gallego. <http://srtabranciforte.yolasite.com/un-viaje-en-tren.php> | I I Ahora MismoUn accidente (no serio)-listening exercise-mas con el preterito |   I Tipo 3: IllustrationAbordo del trenEn 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 # 34 April 27- May 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 47Tengo dudas -Don Fernando doubts the paternity of his grandchildren. <http://www.learner.org/series/destinos/watch/index.html?ep37> | 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 Matching definition to vocab word: cut and put in envelope II More with comparatives and superlatives-create 10 original comparatives using famous people or family members. | I Ahora mismo- matching vocab word with definitionII Multiple choice test Practice+ future tense irregulars | I Ahora mismoII Mastery 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) | \*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 # 34 April 27- May 1