|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 the home and family.  • Students will be able to describe family members and activities they do at home.  • Students will use er and ir verbs correctly  •Students will use possessive adjectives to show ownership | • Students will be able to greet others in the target language  • Students will identify vocabulary  Associated with the home and family.  • Students will be able to describe family members and activities they do at home.  • Students will use possessive adjectives to show ownership  • Students will use er and ir verbs correctly | • Students will continue to use more ar verbs to talk about what happens in school.  • Students will identify vocabulary  Associated with the home and family.  • Students will be able to describe family members and activities they do at home.  • Students will use possessive adjectives to show ownership  •Students will listen and answer oral questions in the target language  • 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 identify vocabulary  Associated with the home and family.  • Students will be able to describe family members and activities they do at home.  • Students will use possessive adjectives to show ownership |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | Ser and acronym mastery test  -review on smart board  I More with er and ir verbs  -sentence starters (dry erase boards)  II Capítulo 5 test online  -stamps ( jeopardy style)  <http://glencoe.mheducation.com/sites/007846570x/student_view0/chapter5/self-check_quizzes.html> | Ser and acronym mastery test  -review on smart board  I Capítulo 6: La familia y su casa  -objectives  -posessive adjectives   * Mi tu su * Mis tus sus * Nuestro/a * Nuestros/as | I Subject pronoun mastery test  -review on smart board  I La familia y su casa  -vocabulario (definiciones)  -Repaso: posessive adjectives   * Mi tu su * Mis tus sus * Nuestro/a * Nuestros/as | I Ser and Acronym mastery test  Review on smart board  I Ahora mismo  II El arbol genealogico  -family tree  (expressing different relationships…el padre de mi padre es mi: ABUELO etc) | I subject pronoun mastery test  Review on smart board  II Video Series: Mi Vida Loca  -independent practice ch 6 activity |
| **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 # 35 May 4 - 8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  • 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  . | **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  • Students will watch a novela in the target language. Students will answer questions about the investigation of the Destinos saga |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Alternate meanings in the preterite    tener:  tuv-                   traer: traj-  (trajeron)  estar:  estuv-                hacer: hic- (hizo)  andar: anduv-               decir: dij-   (dijeron)  poder: pud-                  querer:quis  saber: sup-  poner: pus-  -lo que pasa cuando comienza el viaje en tren | 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:quis  saber: sup-  poner: pus-  <http://srtabranciforte.yolasite.com/pret%C3%A9rito.php> | I Ahora Mismo  Un viaje a Machu Picchu  -act out dialog  <http://srtabranciforte.yolasite.com/resources/Un_viaje_en_tren.pdf> | I Tipo 3: Illustration:  -caption must use one of the new preterite irreg. verbs  -Abordo del tren  -En el anden  Crucigrama | LAST EPISODE!!!!!  I Destinos: episodio 52  Siempre lo amo  -Don Fernando doubts the paternity of his grandchildren.  <http://www.learner.org/series/destinos/watch/index.html?ep37> |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | 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 # 35 May 4 - 8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  •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 | **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 watch a novela in the target language. Students will answer questions about the investigation of the Destinos saga. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Ahora mismo  future tense  II Tipo 3: illustration  -create your own comparative or superlative (picture with caption) | I Comparatives and Superlatives  -using tan y como: like/as  <http://www.senorjordan.com/wp-content/uploads/2012/06/future-dormir.png> | II Type 2 journals:  -in 5 years I see myself  (¿qué harás en cinco años?) small groups of 3: peer edit  -create 10 original comparatives using famous people or family members. | I Multiple choice test  II Complete the Practice Packet  + future tense irregulars | LAST EPISODE!!!!!  I Destinos: episodio 52  Siempre lo amo  -Don Fernando doubts the paternity of his grandchildren.  <http://www.learner.org/series/destinos/watch/index.html?ep37> |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | 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 # 35 May 4 - 8