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| --- | --- | --- | --- | --- | --- |
|  | **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?** | I Capítulo 6: La familia y su casa  -objectives  -posessive adjectives   * Mi tu su * Mis tus sus * Nuestro/a * Nuestros/as   -finish flashcards  -vocab game | 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)  III 5 minute flashcards | I Subject pronoun mastery test  -review on smart board  I La familia y su casa  II El verbo TENER:  -expressing your age and what  you have:   * ¿Cuantos años tienes tu? * ¿que tienes tu? | I Ser and Acronym mastery test  Review on smart board  I Ahora Mismo  II Listening Activity  -quien es  III Repaso de: er and ir verbs  Possessive adjectives and tener | I subject pronoun mastery test  Review on smart board  I Crucigrama or  type 3 illustration  -la familia o la casa |
| **Assessment**  **How will I know that my students have learned “…………”?** | II 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 # 36 May 11-15

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 apply knowledge of vocabulary and grammar concepts to answer written questions in the target language  • Students will be able to identify vocabulary associated with dining at home and or restaurant  • Students will identify items to set the table  .  •Students will be able to make a reservation at a restaurant  • Students will explore the gastronomy of Central and South America and the Carribbean  • Students will create a dish and recipe from a Latin American country. | **THURSDAY**    • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language  • Students will be able to identify vocabulary associated with dining at home and or restaurant  • Students will identify items to set the table  .  •Students will be able to make a reservation at a restaurant  • Students will explore the gastronomy of Central and South America and the Carribbean  • Students will create a dish and recipe from a Latin American country. | **FRIDAY**  • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language  • Students will be able to identify vocabulary associated with dining at home and or restaurant  • Students will identify items to set the table  .  •Students will be able to make a reservation at a restaurant  • Students will explore the gastronomy of Central and South America and the Carribbean  • Students will create a dish and recipe from a Latin American country. |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Repaso de Capítulo 13    tener:  tuv-                   traer: traj-  (trajeron)  estar:  estuv-                hacer: hic- (hizo)  andar: anduv-               decir: dij-   (dijeron)  poder: pud-                  querer:quis  saber: sup-  poner: pus-  -preterite irregulars and decir in the present tense  \* examen mañana | I Examen: preterite irregulars    II Vocabulario: capítulo 14: en el restaurante  -Spanish to English defintions | I Capítulo 14:  en el restaurante  -objetivos  -definiciones  II Green book page 34  Historieta: que necesitas y que pides tú? | I Ahora mismo  II En el libro verde:  -pg 35 palabras relacionadas  Y pon la mesa | I Mi vida Loca: video series episode #9, 10, 11  <http://www.bbc.co.uk/languages/spanish/mividaloca/> |
| **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** |  |  |  |  |  |

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 # 36 May 11-15

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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.  •Be able to check in and out of a hotel  • Talk about a trip you will take in the future as well as your accommodations.  • Refer to things or people already mentioned  • How to talk about what will happen in the future | **THURSDAY**  •Students will listen and answer oral questions in the target language.  • Students will be ablea b c to identify vocabulary associated with travelling to a hotel.  •Be able to check in and out of a hotel  • Talk about a trip you will take in the future as well as your accommodations.  • Refer to things or people already mentioned  • How to talk about what will happen in the future | **FRIDAY**  •Students will listen and answer oral questions in the target language.  • Students will be able to identify vocabulary associated with travelling to a hotel.  •Be able to check in and out of a hotel  • Talk about a trip you will take in the future as well as your accommodations.  • Refer to things or people already mentioned  • How to talk about what will happen in the future |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Repaso del capitulo 5:  -el futuro  -mas/menos/que  -tan/como  -el la los las \_\_\_\_\_del \_\_\_\_\_\_  \*examen mañana | I Examen Capítulo 5: Los pasatiempos  II Vocabulario: capítulo 6: en el hotel  -Spanish to English defintions | I capítulo 6: en el hotel  -objetivos  -definiciones  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 La llegada al hotel  -identifique lo que pasa cuando llegas al hotel  II Historieta  Libro página 164 a b c | I Tipo 3 illustration  -use sentence definitions on page 164 part c  To create vocab cards with illustration |
| **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** |  |  |  |  |  |

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 # 36 May 11-15