|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 boardI Ahora mismoII 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 boardI La familia y su casaII El verbo TENER:-expressing your age and what you have: * ¿Cuantos años tienes tu?
* ¿que tienes tu?
 | I Ser and Acronym mastery testReview on smart boardI Ahora MismoII Listening Activity-quien esIII Repaso de: er and ir verbsPossessive adjectives and tener |   I subject pronoun mastery testReview on smart boardI 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:quissaber: 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-definicionesII Green book page 34Historieta: que necesitas y que pides tú? | I Ahora mismoII 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 locationHow 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 pasatiemposII Vocabulario: capítulo 6: en el hotel-Spanish to English defintions |  I capítulo 6: en el hotel-objetivos-definicionesII 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 hotelII HistorietaLibro página 164 a b c  | I Tipo 3 illustration-use sentence definitions on page 164 part cTo 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