|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 Repaso de la familia-family relationships¿Quien es el padre de tu madre?* Mi tu su
* Mis tus sus
* Nuestro/a
* Nuestros/as

II using the possessive adjectives to talk about your family.  | Spanish 1 does not meet due to SMARTER BALANCED TESTING | I Subject pronoun mastery test-review on smart boardI Ahora Mismo:II El verbo TENER:-expressing your age and what you have: •In class survey: using the five tener questions interview and record answers for at least 8 other peers | Spanish 1 does not meet due to SMARTER BALANCED TESTING |   I subject pronoun mastery testReview on smart boardI Tipo 3: Illustration- la casaSelect a vocab word from palabras 2  |
| **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 # 37 May 18-22

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 Lectura Cultural: -la comida de España:Paella-la comida del Caribe: cevichehttps://www.youtube.com/watch?v=SzMKY4kECJE |  Spanish 2H does not meet due to SMARTER BALANCED TESTING | I Colombia: la Arepa <http://gobackpacking.com/travel-guides/colombia/colombian-food-typical-traditional/>II Pon la mesa: que necesitas y que pides tú? | Spanish 2H does not meet due to SMARTER BALANCED TESTING |  I Mi vida Loca: video series episode #9, 10, 11<http://www.bbc.co.uk/languages/spanish/mividaloca/>II Research South American Foods: <http://srtabranciforte.yolasite.com/spanish-1.php> |
| **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 # 37 May 18-22

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 La llegada al hotel-identifique lo que pasa cuando llegas al hotelII HistorietaLibro página 164 a b c  | I Ahora Mismo: el futuro de los irregularesII Repaso de ws 60/ using the DOP with object pronouns me te and nos |  Spanish 3 does not meet due to SMARTER BALANCED TESTING | I Ahora mismoII Recepcionista y Cliente: una reservacion para el cuarto-en parejas de dos: conversacion | Spanish 3 does not meet due to SMARTER BALANCED TESTING |
| **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 # 37 May 18-22