|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 board  I 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 test  Review on smart board  I Tipo 3: Illustration  - la casa  Select 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: ceviche  https://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 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 La llegada al hotel  -identifique lo que pasa cuando llegas al hotel  II Historieta  Libro página 164 a b c | I Ahora Mismo: el futuro de los irregulares  II 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 mismo  II 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