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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content****What do I expect my students to learn today?** | •Students will determine who the Destinos characters are and what the central theme of the “telenovela” is.  | • Students will present a visual poster of review concepts from a specific unit assigned to their Multiple Intelligence group.  | • Students will present a visual poster of review concepts from a specific unit assigned to their Multiple Intelligence group.  | • Students will facilitate a review game based on Multiple Intelligences for their specific review unit.  | • Students will present their poster and facilitate game for the class to practice and review concepts and vocabulary from Spanish *two*.  |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | • View Destinos episode 2• answer questions according to video | • Students present visual and explain concepts to class with Q+A • Students facilitate a game based on the conceptsStudents choice:-jeopardy-listening activity-moving/kinesthetic game of choice-act out dialog | • Students present visual and explain concepts to class with Q+A • Students facilitate a game based on the conceptsStudents choice:-jeopardy-listening activity-moving/kinesthetic game of choice-act out dialog | • Students present visual and explain concepts to class with Q+A • Students facilitate a game based on the conceptsStudents choice:-jeopardy-listening activity-moving/kinesthetic game of choice-act out dialog |  • Students present visual and explain concepts to class with Q+A • Students facilitate a game based on the conceptsStudents choice:-jeopardy-listening activity-moving/kinesthetic game of choice-act out dialog  |
| **Assessment****How will I know that my students have learned “…………”?** | • Type 1 or 2• oral assessment based on response with modeling and immediate feedback | • Type 2• oral assessment based on response with modeling and immediate feedback | • Type 2• oral assessment based on response with modeling and immediate feedback | • Type 2• oral assessment based on response with modeling and immediate feedback | • Type 2• oral assessment based on response with modeling and immediate feedback |
| **Reflection****Keep, Stop, Change** |  |  |  |  |  |

met objective? How was the assessment? Were they engaged? Grouping? Resources used to keep or change?