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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  • Students will answer the question  ¿Quién es? And ¿Qué es?  Using nouns and adjectives correctly in Spanish | • Students will be able to greet others in the target language  •Students will identify vocabulary  • Students will answer the question  ¿Cómo es?  Using nouns and adjectives correctly in Spanish | • Students will be able to greet others in the target language  •Students will be able to use the verb ser to answer the question who are you  • Students will use nouns and adjectives correctly in  Spanish. | ½ day modified schedule  • Students will be able to ask tor tell how someone looks physically  •Students will listen and answer oral questions in the target language | • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I Un amigo/ Una amiga  Capítulo 1 Vocabulario  -identify Spanish to English  -jigsaw:split vocab to groups then reveal definitions on smart board  II ¿ ¿Quién es? And ¿Qué es?  -libro pagina 14  • oral assessment based on response with modeling and immediate feedback  \*Buen Viaje Power point | I Ahora Mismo: warm up (1-7)  -translate/answer questions  II ¿Cómo es?  -libro pagina 15  - paired activity  • oral assessment based on response with modeling and immediate feedback | IApuntes/Notes: Ser- to be  -yo soy tú eres él es  -translate/answer questions  II Historieta  - libro página 16 ( a-c)  -¿Quién eres tú?  • oral assessment based on response with modeling and immediate feedback | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Listening exercises  (buen viaje workbook 1-1)  • oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm up  II Prueba: quiz (1-1)  •video  • oral assessment based on response with modeling and immediate feedback |
| **Assessment**  **How will I know that my students have learned “…………”?** | III Type 2 (2 min)   * ¿Qué es una escuela secundaria? | III Type 2 (2 min)   * ¿Como es el amigo? | III Type 2 (2 min)   * ¿Quién eres tú? | III Type 2 (2 min)   * ¿Como es Beyonce? | III Type 2 (2 min)   * ¿De dónde eres tú? |
| **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 # 5 SEPT 22-26

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  •Students will determine who the Destinos characters are and what the central theme of the “telenovela” is.  <http://www.learner.org/series/destinos/watch/index.html?ep3> | **TUESDAY**  • Students will be able to identify vocabulary associated with train travel  • Students will use the target language to answer questions about what happens at the train station (la estación de ferrocarril) | **WEDNESDAY**  • Students will be able to identify vocabulary associated with train travel  • Students will use the target language to answer questions about what happens at the train station using past tense verbs | **THURSDAY**  ½ day modified schedule  • Students will be able to identify vocabulary associated with train travel  •Students will listen and answer oral questions in the target language | **FRIDAY**  • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I View Destinos  episode 3: el comienzo  -answer questions according  to video | I Un viaje en tren  Capítulo 11 Vocabulario  -identify Spanish to English  --jigsaw:split vocab to groups then reveal definitions on smart board  -Buen Viaje Power point:  En la estacion de ferrocarril | I Apuntes/ notes:  Verbs in the past tense  -Hacer venir querer  Poner poder estar  -Tomar salir ayudar  II Historieta  Book/Libro página 1-2 | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Listening exercises  (buen viaje workbook 11-1)  • oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm up  Worksheet  II Prueba: quiz (11-1)  •video  • oral assessment based on response with modeling and immediate feedback |
| **Assessment**  **How will I know that my students have learned “…………”?** | II Review answers to episode 3  written and oral assessment based on response with modeling and immediate feedback | II Type 2 (2 min)  - ¿ Dónde venden o despachan los billetes? | III Type 2 (2 min)  - ¿Dónde miras /miraste para saber el horario del tren? | III Type 2 (2 min)  - ¿Qué compraste en eln quisoo? | • written assessment based on response on smart board with oral modeling and immediate feedback |
| **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 # 5 SEPT 22-26

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  •Students will determine who the Destinos characters are and what the central theme of the “telenovela” is.  <http://www.learner.org/series/destinos/watch/index.html?ep3> | **TUESDAY**  • Students will be able to identify vocabulary associated with team sports  • Students will use the target language to answer questions about soccer | **WEDNESDAY**  • Students will be able to identify vocabulary associated with team sports.  • Students will use the target language to answer questions about what happens on the soccer field using stem changing verbs in the present tense. | **THURSDAY**  ½ day modified schedule  • Students will be able to identify vocabulary associated with soccer.  •Students will listen and answer oral questions in the target language | **FRIDAY**  • Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** | I View Destinos  episode 3: el comienzo  -answer questions according  to video | I El fútbol  Capítulo 7 Vocabulario  -identify Spanish to English  --jigsaw:split vocab to groups then reveal definitions on smart board  -Buen Viaje Power point:  El fútbol | I Apuntes/ notes:  Stem changing verbs:  E to IE O to UE  -jugar empezar volver poder perder  -hay, tirar, lanzar, guarder, quedar, ganar, marcar, bloquear, meter, marcar  II Historieta  Book/Libro página 202-203 | I Ahora Mismo: warm up (1-5)  -translate/answer questions  II Listening exercises  (buen viaje workbook 7-1)  • oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm up  Worksheet  II Prueba: quiz (7-1)  •video  • oral assessment based on response with modeling and immediate feedback |
| **Assessment**  **How will I know that my students have learned “…………”?** | II Review answers to episode 3  written and oral assessment based on response with modeling and immediate feedback | II Type 2 (2 min)  - ¿ Quién guarda la portería? | III Type 2 (2 min)  - ¿Cuántos equipos juegan en un partido de fútbol? | III Type 2 (2 min)  - ¿Quién puede marcar un tanto? | • written assessment based on response on smart board with oral modeling and immediate feedback |
| **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 2 H O N O R S W E E K # 5 SEPT 22-26