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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 ¿De dónde eres tú? | • 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.  |  • 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 II ¿De dónde eres tú?-Don Quijote y Sancho-¿Cómo es?\*Buen Viaje Power point • oral assessment based on response with modeling and immediate feedback | I Articles: always used with nounsEl La = the definiteUn Una = a, an indefinite II Mas números 1-30 Más adjetivos/cognados: fantastico generoso honesto sincero • oral assessment based on response with modeling and immediate feedback | IAhora mismo:1. ¿Cómo eres tú?2. ¿Que no eres?3. ¿De quién eres un/a amigo/a?-translate/answer questions II Historieta: Como es Jay-Z• oral assessment based on response with modeling and immediate feedback | I Ahora Mismo: subject pronouns-translate/answer questions II Listening exercises (buen viaje workbook 2-1)• oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm upII El crucigrama/ Crossword puzzle•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)-¿Cómo es Don Quijote? | III Type 2 (2 min)* what is a cognate?
* give an example in Spanish.
 | III Type 3 Jay Z-vocab-grammar-format | III Type 2 (2 min) What subject pronoun?-\_\_\_\_soy de EH- \_\_\_\_ eres cómico | III Type 2 (2 min)* ¿ De donde 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 # 6 SEPT 29-OCT 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 using past tense verbs |  **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**• Students will be able to identify vocabulary associated with train travel• Students will use the target language to answer questions about what happens aboard the train using past tense verbs |  **FRIDAY**• Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language• Students will use the target language to answer questions about what happens aboard the train using past tense verbs |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I View Destinos episode 6: ¿Maestra?Reviews episodes 3-5 | I Ahora Mismo warm up: ws 1-identify verbsII Historieta  En la estacion de ferrocarrilpage 4 (1 + 2) with partner |  I Ahora mismo- warm upWorksheet 2II Prueba: quiz (1-1)II Label Vocab: use page 6+7 en el tren 1.2 a+b | I Powerpoint: En el trenII Apuntes/Notesmore verbs in the past tense• oral assessment based on response with modeling and immediate feedback\*el transcantabrico<http://srtabranciforte.yolasite.com/un-viaje-en-tren.php> |   I La oración humana: human sentence game• oral assessment based on response with modeling and immediate feedback |
| **Assessment****How will I know that my students have learned “…………”?** | II Tipo 2 (2 min) ¿Quién es el Señor Diaz? ¿Qué fue la confusion? written and oral assessment based on response with modeling and immediate feedback | III Type 2 (2 min)- ¿ Qué consultó en el horario?\*quiz on 1-1 en la estación tomorrow | III Type 1 (2 min)- list 3 new vocab words with definitions from 1-2 (en el tren) | III Type 2 (2 min)- ¿Hicieron un viaje a España? | • written assessment based on response on white boards competing in teams 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 # 6 SEPT 29-OCT 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** • 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 6: ¿Maestra?Reviews episodes 3-5 | I El fútbolCR7 Cristiano RonaldoYoutube.com (7:00)II Dry erase boards-stem changing verbs-el fútbol | I Prueba/ Quiz 7-1II Historieta Book/Libro página 205 (2)\*tarea/homework  ws e to ie o to ue | I Repaso de la tarea E to ie o to ue-translate/answer questions II Identify vocab:Basquetbol/beisbol• oral assessment based on response with modeling and immediate feedback |   I <http://espndeportes.espn.go.com/basquetbol> <http://espndeportes.espn.go.com/basquetbol/nba/players?league=nba&position=all> <http://www.feb.es/index.aspx> <http://quizlet.com/4380947/print/>II El crucigrama/ Crossword puzzle• oral assessment based on response with modeling and immediate feedback |
| **Assessment****How will I know that my students have learned “…………”?** | II Tipo 2 (2 min) ¿Quién es el Señor Diaz? ¿Qué fue la confusion? written and oral assessment based on response with modeling and immediate feedback | II Type 2 (2 min)- ¿ De qué equipo juega Cristiano Ronaldo?\*quiz 7-1 tomorrow | III Type 2 (2 min)- ¿Cuántos equipos juegan en un partido de fútbol? | III Type 1 (2 min)- list two vocab words with definitions from basquetbol and beisbol (4 total) | • 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 # 6 SEPT 29-OCT 3