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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 nouns  El La = the definite  Un 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 up  II 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 verbs  II Historieta  En la estacion de ferrocarril  page 4 (1 + 2) with partner | I Ahora mismo- warm up  Worksheet 2  II Prueba: quiz (1-1)  II Label Vocab: use page 6+7  en el tren 1.2 a+b | I Powerpoint: En el tren  II Apuntes/Notes  more 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 fútbol  CR7 Cristiano Ronaldo  Youtube.com (7:00)  II Dry erase boards  -stem changing verbs  -el fútbol | I Prueba/ Quiz 7-1  II 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