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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 use nouns and adjectives correctly in Spanish.  ¿De dónde eres tú?¿Cómo es? | • Students will be able to greet others in the target language•Students will identify vocabulary • Students will answer the questionUsing 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 Pre testing: Subject pronouns/Ser with acronym mastery pretestsII Historieta Page 24 part 16• oral assessment based on response with modeling and immediate feedback | I Articles: always used with nounsPage 22 and 23II Más práctica: ws 5El La = the definiteUn Una = a, an indefinite• oral assessment based on response with modeling and immediate feedback | IAhora mismo:Subject pronoun mastery quiz- II Historieta: Como es Beyonce• oral assessment based on response with modeling and immediate feedback | I Ahora Mismo: Ser- II Listening exercises (buen viaje workbook 2-2)• oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm upII Review last weeks crucigrama/ Crossword puzzleIII <http://srtabranciforte.yolasite.com/spanish-1.php>•videos: <http://www.youtube.com/watch?v=9bFRTm4J7PM><http://www.youtube.com/watch?v=TxWugQUw2us>• 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)-¿Eres tú muy serio/a? | III Type 2 (2 min)Use definite and indefinite articles-Ella es \_\_\_\_alumna en \_\_\_colegio EHHS  | III Type 3 Beyonce-30 vocab-30 grammar-40 questions/format | III Type 2 (2 min) What subject pronoun?-\_\_\_\_ Maria- \_\_\_\_ Eduardo | III Type 2 (2 min)* ¿Eres tú intelectual o fenomenal?
 |
| **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 # 7 OCT 6-10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 11: La DemoraReviews episodes 6-10 | I Ahora Mismo warm up: ws 2II Historieta 5, 6, 7 Page 8 |  I Ahora mismo- warm up page 10 part A:Tu→yo questionsII past tense verbs:Create 4 sentences\*use construction paper and markers  | I el transcantabrico<http://srtabranciforte.yolasite.com/un-viaje-en-tren.php>• oral assessment based on response with modeling and immediate feedback\*homework: past tense verbs |   I Word Scramble and finish crossword puzzle for en el tren.\*B7 Boletos due\*• 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) ¿Qué nombre le puso al bebé de Don Fernando y Rosario? written and oral assessment based on response with modeling and immediate feedback | III Type 2 (2 min)- No hay un tren directo a Benidorm. Es necesario cambiar de tren.Los pasajeros tienen que \_\_\_\_\_. | III Type 2 (2 min)¿Viniste a la estación de ferrocarril? | II Type 2 (2 min)- ¿Hiciste un viaje en tren? | • 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 # 7 OCT 6-10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 oral and written questions in the target language |
| **Activities** **(Learning Tasks)****What will students do during the lesson?** | I View Destinos episode 6: La DemoraReviews episodes 6-10 | I Ahora Mismo: ws 71 II Historieta: Beisbol y baloncestoBook 208-209  | I Ahora Mismo ws 72II Review e to ie and o to ue add two more verbs to chart:\*perder, dormir | I Verbs like gustar-interesar, aburrir, faltar, encantar, quedar• oral assessment based on response with modeling and immediate feedback |  I Review answers to crossword Puzzle deportes de equipo for stampsII Mi Vida Loca episode 5• 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) ¿ Qué nombre le puso al bebé de Don Fernando y Rosario? written and oral assessment based on response with modeling and immediate feedback | II Type 2 (2 min)- ¿Dónde encestas? | III Type 2 (2 min)- verb chart conjugation for dormir | II Type 2 (3 min)* explain the function of the IOP with gustar…
 | III Tipo 2 (2 min)-verb chart conjugation for:perder |
| **Reflection****Keep, Stop, Change** |  |  |  |  | Extra practice websites and quizzes 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/> |

 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 # 7 OCT 6-10