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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 question  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 Pre testing:  Subject pronouns/Ser with acronym mastery pretests  II Historieta  Page 24 part 16  • oral assessment based on response with modeling and immediate feedback | I Articles: always used with nouns  Page 22 and 23  II Más práctica: ws 5  El La = the definite  Un 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 up  II Review last weeks crucigrama/ Crossword puzzle  III <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 Demora  Reviews episodes 6-10 | I Ahora Mismo warm up: ws 2  II Historieta 5, 6, 7  Page 8 | I Ahora mismo- warm up page 10 part A:  Tu→yo questions  II 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 Demora  Reviews episodes 6-10 | I Ahora Mismo: ws 71  II Historieta: Beisbol y baloncesto  Book 208-209 | I Ahora Mismo ws 72  II 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 stamps  II 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