|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | NO SCHOOL | • 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 Ahora Mismo: ws 3  -Interrogatives/question words  II T3 Tipo 3: Beyonce  -30 nouns/adjectives  -30 verb ser  -40 questions/format | IAhora mismo: ws 8  -the verb ser  -tipo 2: mastery quiz SER  II Review last weeks crucigrama/ Crossword puzzle  -online multiple choice test  \*chapter 1 test Thursday | I Chapter 1 test  -listening  -scantron  -writing (SER)  II Buscapalabras  Chapter 1 word search | I Chapter 2 vocab definitions  -Alumnos y Cursos  II Nacionalidades  -nations, nationalities |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | III Type 2 (2 min)  ¿De dónde es Beyonce? |  | III Type 2 (2 min)  ¿De \_ \_ \_ \_ \_ \_ \_ \_ \_ tú?  -Yo soy de East Hartford | III Type 2 (2 min)   * ¿Qué es tu nacionalidad? |
| **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 # 8 OCT 13-17

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  NO SCHOOL | **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 |
| **Activities**  **(Learning Tasks)**  **What will students do during the lesson?** |  | I Ahora Mismo warm up: ws 3  -review irregular past tense verbs  II Sentence scramble  -use construction paper to rewrite original sentences (4)  -cut and put in envelope | I Ahora mismo-  -conversacion entre parejas  II Listening exercises  1-2 (en el tren) (past tense verbs)  III Repaso de los dialectos de Espana | I el transcantabrico  <http://srtabranciforte.yolasite.com/un-viaje-en-tren.php>  ¿El Ave o el Transcantábrico?  <http://www.raileurope.com/es/european-trains/ave/1st-class-comfort.html>  300km= 186 miles per hour    <http://www.youtube.com/watch?v=gmbMYTJpAAM>  <http://www.youtube.com/watch?v=XSWXetYvG0c&feature=relmfu> madrid a valladolid  <http://www.youtube.com/watch?v=2lptuDp_pmY> | I View Destinos  episode 12: Relevaciones  La busqueda por Angel  -las aventuras de Argentina  -answer questions according to episode 12  • written and 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)  ¿Viniste a la fiesta a las once? | III Type 2 (2 min)  Name the 3 other dialects spoken in Spain. | II Type 2 (2 min)  How fast is the AVE train? |  |
| **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 # 8 OCT 13-17

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  NO SCHOOL | **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 edit varied T3 ‘s and edit errors  • Students will follow FCA’s to create an orginal story about basketball | **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 Ahora Mismo: IOP  INDIRECT OBJECT PRONOUNS used with verbs like gustar  II Lectura Cultural:  La pelota vasca  http://www.youtube.com/watch?v=1jVgj71uzn8#t=133 | I T3 editing mi deporte favorite  <http://srtabranciforte.yolasite.com/capítulo-7.php>  Tipo 3: un partido de baloncesto  -create an original story about a basketball game | I Chapter 7 test  -listening  -scantron  II Chapter 8 definitions:  -la salud y el medico  \*finish for hw | I I View Destinos  episode 12: Relevaciones  La busqueda por Angel  -las aventuras de Argentina  -answer questions according to episode 12  • written and oral assessment based on response with modeling and immediate feedback |
| **Assessment**  **How will I know that my students have learned “…………”?** |  | II Type 2 (2 min)  -List 3 facts about Basque ball | III Type 2 (2 min)  -- ¿Te gusta driblar o pasar el balón?  \*chapter 7 test tomorrow |  |  |
| **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 # 8 OCT 13-17