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| --- | --- | --- | --- | --- | --- |
|  | **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 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 Ahora Mismo: ws 3-Interrogatives/question wordsII T3 Tipo 3: Beyonce-30 nouns/adjectives-30 verb ser-40 questions/format | IAhora mismo: ws 8-the verb ser-tipo 2: mastery quiz SERII Review last weeks crucigrama/ Crossword puzzle -online multiple choice test\*chapter 1 test Thursday | I Chapter 1 test-listening-scantron-writing (SER)II BuscapalabrasChapter 1 word search | I Chapter 2 vocab definitions-Alumnos y CursosII 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 verbsII Sentence scramble-use construction paper to rewrite original sentences (4)-cut and put in envelope |  I Ahora mismo--conversacion entre parejasII Listening exercises1-2 (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: RelevacionesLa 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 vascahttp://www.youtube.com/watch?v=1jVgj71uzn8#t=133 | I T3 editing mi deporte favorite[http://srtabranciforte.yolasite.com/capítulo-7.php](http://srtabranciforte.yolasite.com/cap%C3%ADtulo-7.php)Tipo 3: un partido de baloncesto-create an original story about a basketball game | I Chapter 7 test-listening-scantronII Chapter 8 definitions:-la salud y el medico \*finish for hw |  I I View Destinos episode 12: RelevacionesLa 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