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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  ¿Quiénes son? And ¿Qué son?  Using nouns and adjectives correctly in Spanish | • Students will be able to greet others in the target language  •Students will identify vocabulary  • Students will answer the question  ¿Cómo son?  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 questions about class sizes and preferences  • Students will use nouns and adjectives correctly in  Spanish. | ½ day modified schedule  • 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 Alumnos y Cursos  Capítulo 2 Vocabulario  -identify Spanish to English  -jigsaw:split vocab to groups then reveal definitions on smart board  II ¿ ¿Quiénes son ? And ¿Qué son?  -The verb SER in all 5 forms  • oral assessment based on response with modeling and immediate feedback  \*Buen Viaje Power point | I Ahora Mismo: warm up subject pronouns with SER  II Big/Small A lot/A little  -prezi:  [**http://prezi.com/iqrblq25r7eh/que-hay/**](http://prezi.com/iqrblq25r7eh/que-hay/)  [**http://prezi.com/lvermqfl1tbx/muchos-pocos-interesante-aburrido/**](http://prezi.com/lvermqfl1tbx/muchos-pocos-interesante-aburrido/)  ibro pagina 44-45  -  • oral assessment based on response with modeling and immediate feedback | IAhora mismo Ser- to be  -yo soy tú eres él es  Nosotros somos ellos son  -subject pronoun mastery quiz  II Historieta  - libro página 46 ( 1+2)  • oral assessment based on response with modeling and immediate feedback | I Ahora Mismo: warm up (1-5)  -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 T3 Tipo 3: illustration  • 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)   * Verb chart SER in all 5 forms | III Type 2 (2 min)   * ¿Cómo son ellos? | III Type 2 (2 min)   * ¿De donde son uds? | III Type 2 (2 min)   * ¿Hay muchos o pocos? |  |
| **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 # 9 OCT 20-24

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**  •Students will determine where Raquel and Arturo will search next for Angel in Argentina.  <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 (la estación de ferrocarril) | **WEDNESDAY**  • Students will be able to identify vocabulary associated with train travel  •Students will apply knowledge of vocabulary and grammar concepts to answer written questions in the target language | **THURSDAY**  ½ day modified schedule  • Students will be able to identify vocabulary associated with food and restaurant service  •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 13: la búsqueda  -answer questions according  to video | I Un viaje en tren  Ahora mismo:  II Sentence Scramble  -verbs in the preterite  -crossword puzzle | I Chapter 1 test  -part 1 writing  -part 2 scantron  \*start ch 2 vocab definitons | Capítulo 2 En el restaurante  -identify Spanish to English  --jigsaw:split vocab to groups then reveal definitions on smart board  -Buen Viaje Power point: | I Ahora mismo-written warm up  Worksheet  II Crucigrama o buscapalabras  • oral assessment based on response with modeling and immediate feedback |
| **Assessment**  **How will I know that my students have learned “…………”?** | II Review answers to episode13  written and oral assessment based on response with modeling and immediate feedback | II Type 2 (2 min)  - ¿ Dónde venden o despachan los billetes? |  | III Type 2 (2 min)  - una lista de verduras o frutas (5 with defintions) | • 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 3 W E E K # 9 OCT 20-24

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **What do I expect my students to learn today?** | **MONDAY**    •Students will determine where Raquel and Arturo will search next for Angel in Argentina.  <http://www.learner.org/series/destinos/watch/index.html?ep3> | **TUESDAY**  • Students will be able to identify vocabulary associated with health and a visit to the doctor | **WEDNESDAY**  • Students will be able to identify vocabulary associated with health and a visit to the doctor.  • Students will use the target language to answer questions about | **THURSDAY**  ½ day modified schedule  • Students will be able to identify vocabulary associated with health and a visit to the doctor  •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 13: la búsqueda  -answer questions according  to video | I El fútbol  Capítulo 8 Vocabulario  -identify Spanish to English  --jigsaw:split vocab to groups then reveal definitions on smart board  -Buen Viaje Power point:  La Salud y el médico | I Apuntes/ notes:  Tener and Estar phrases for health and illness  Capítulo 8  La salud y el médico  [**http://prezi.com/9amq7kiku8q8/la-salud-y-el-medico/**](http://prezi.com/9amq7kiku8q8/la-salud-y-el-medico/)  <http://www.languageguide.org/spanish/vocabulary/>  II Historieta  Book/Libro página 242-244 | I Ahora Mismo: warm up (1-5)  - T3 Tipo 3 illustration  • oral assessment based on response with modeling and immediate feedback | I Ahora mismo-written warm up  Worksheet  II crucigrama/buscapalabras  • oral assessment based on response with modeling and immediate feedback |
| **Assessment**  **How will I know that my students have learned “…………”?** | II Review answers to episode 13  written and oral assessment based on response with modeling and immediate feedback | II Type 2 (2 min)  - list 2 symptoms or illnesses | III Type 2 (2 min)  - ¿qué es una temperature elevada? |  | • 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 # 9 OCT 20-24