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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 boardII ¿ ¿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 esNosotros 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 upII 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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 trenAhora 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 upWorksheet 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 fútbolCapítulo 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 illnessCapítulo 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 upWorksheet 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