

Florida con Sergio – Mis amigos y yo

Day 1 Sept. 3 & 4

Prior Knowledge – N/A Students will write down facts about themselves.

Learning Target - Today we are going to introduce and describe ourselves.

Success Criteria – I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can introduce and describe myself in the Target Language. <input type="checkbox"/> I can introduce and describe at least two classmates in the Target Language.		

Performance of Understanding: Icebreaker activity - Students will write down facts about themselves. We are going to then put all of the papers in a basket and randomly pull one out. Students have to guess who is being described.

Assignment:

Day 2 Sept. 5 & 6

Prior Knowledge – N/A

Learning Target - Today we are going to wrap up introducing and describing ourselves.

Success Criteria – I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can introduce and describe myself. <input type="checkbox"/> I can write a dialog introducing myself and my classmates to someone new.		

Performance of Understanding: Icebreaker activity - Students will work in pairs to develop dialogs focused on introductory Spanish and Spanish 1 content that introduces themselves as well as their peers to someone new. They will perform their dialogs in front of the class to practice their spoken Spanish.

Assignment:

Day 3 Sept. 9 & 10

Prior Knowledge – This is a review of important Spanish 1 topics.

Learning Target – Today we are going to review articles, subject pronouns, and the verb “ser”.

Success Criteria – I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can make note of Spanish articles, subject pronouns, and forms of the verb, “ser” by reading, analyzing, and translating Spanish dialogs.		

Performance of Understanding: Students will work with their partners to read dialogs and accurately translate their meanings. While doing this they will highlight all of the articles, subject pronouns, and forms of the verb “ser” that they come across. They will then summarize and report their findings to the class.

Assignment:

Day 4 Sept. 11 & 12

Prior Knowledge – This is a review of important Spanish 1 topics.

Learning Target - Today we are going to review the verb “tener”.

Success Criteria - I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can ask and tell the ages of people by using the verb “tener” in Spanish. <input type="checkbox"/> I can use basic tener expressions		

Performance of Understanding: Students are given the birthdays of famous people. Students will ask their partners the ages of the people on each others’ lists and then tell how old they are. Students will describe people the lists with tener expressions: tener (sed, hambre, sueño, frío, calor, suerte, mala suerte, miedo (de), ganas de, que, prisa)

Ex – Student A “¿Cuántos años tiene Shakira?” - How old is Shakira?

Student B “Shakira tiene treinta y ocho años?” - Shakira is 38 years old.

Assignment:

Day 5 Sept. 13 & 16

Prior Knowledge – This is a review of important Spanish 1 topics.

Learning Target – Today we are going to review the verb “gustar”.

Success Criteria - I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can write what people like and do not like to do in Spanish.		

Performance of Understanding: Students will be given pictures of people engaged in various activities. They must discuss with their partners if the people depicted like or do not like the activities and then write sentences in Spanish saying this.

Ex – *Shakira is singing* – Students write “A Shakira le gusta mucho cantar.” = Shakira really likes to sing.

Assignment:

Day 6 Sept. 17 & 18

Prior Knowledge – This is a review of important Spanish 1 topics.

Learning Target - Today we are going to review the verb “ir”.

Success Criteria - I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can draw pictures of people going places and tell you where the people are going in Spanish. <input type="checkbox"/> I can communicate where people are going via written and spoken Spanish.		

Performance of Understanding: Students will draw pictures of people going to different places. Included in the drawings will be captions in Spanish stating to where the people are going.

Ex – *Picture of a girl going to school.* “Mi hermana va a la escuela” – My sister is going to school.

Assignment:

Day 7 Sept. 19 & 20

Prior Knowledge – This is a review of important Spanish 1 topics.

Learning Target - Today we are going to review the verbs ser and estar and their uses.

Success Criteria - I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can distinguish when to use ser or estar to say “to be” in Spanish.		

Performance of Understanding: Students will choose a famous person or an animal, etc. and will make a sentence demonstrating each of the rules of usage for ser and estar. Ser- PDOT/DOCTOR Estar- LEFT/PLACE

Ex – Payton Manning is tall. = Payton Manning **es** alto. Manning is in Denver. = Manning **está** en Denver.

Assignment:

Day 8 Sept. 23 & 24

Prior Knowledge – This is a review of important Spanish 1 topics.

Learning Target - Today we are going to review AR, ER, IR, and Stem Changing verbs in Spanish.

Success Criteria - I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can find new AR, ER, IR, and Stem Changing verbs on the internet and explain their meanings and usage. <input type="checkbox"/> I can communicate correctly via AR, ER, IR and Stem Changing verbs.		

Performance of Understanding: Investigation - Students will divide into groups and look up on the internet examples of new AR, ER, IR, and the 3 main types of stem changing verbs in Spanish. They then have to report to the rest of the class which verbs they found and answer any questions about them as we build a word wall around the room.

Assignment:

Day 9 Sept. 25 & 26

Prior Knowledge – Lección Preliminar is a review of important Spanish 1 topics.

Learning Target - Today we are going to review “ir + a + infinitive”, then prepare for the test on Lección Preliminar next class.

Success Criteria - I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> I can say what I and others are going to do by using the expression “ir + a + infinitive” in Spanish.		

Performance of Understanding: Students will engage in an online “socrative” practice test to prepare for the real test next class.

Assignment:

Day 10 Sept. 27 & 30

Prior Knowledge – Lección Preliminar is a review of important Spanish 1 topics...Articles, nouns, subject pronouns, noun/adjective agreement, AR/ER/IR verbs, stem changing verbs, Ser and Estar, Ir, Ir + a + infinitive

Learning Target - Today we are going to take the test on Lección Preliminar.

Success Criteria - I can...	Where can I find it in my book / notes.	How did we practice this?
<input type="checkbox"/> In Spanish I can... Use articles, nouns, and subject pronouns, make adjectives agree in number and gender with nouns, use AR/ER/IR verbs and stem changing verbs, distinguish the uses of Ser and Estar to say "to be" and say where I and others are going using the verb Ir.		

Performance of Understanding: Students will take the test on lección preliminar.

Assignment