


Sra. Ariganello Spanish 12.09.19-12.13.19

Spanish Culture	Monday	Tuesday (½ Day- Out Morning)	Wednesday (½ Day)	Thursday	Friday (Absent)
	<p>Standard</p> <p>2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, food, transportation, health care, public services)</p>				
	<p><u>Content Objective:</u> SWBATD remembering of descriptions of products needed to carry out daily routines and meet basic needs by recalling key phrases (Me gusta/n, quisiera, cuanto cuesta) by ordering items from their classmate's markets.</p> <p><u>Language Objective:</u> SWBATD remembering of descriptions of products needed to carry out daily routines and meet basic needs recalling key phrases (Me gusta/n, quisiera, cuanto cuesta) by writing out a shopping list by using the different key phrases as categories.</p>	<p><u>Content Objective:</u> SWBATD understanding of descriptions of products needed to carry out daily routines and meet basic needs by selecting food ingredients by writing them under the correct food category (los lacteos, los granos, el postre, y el carne etc.)</p> <p><u>Language Objective:</u> SWBATD understanding of descriptions of products needed to carry out daily routines and meet basic needs by describing the food ingredients in the images on Flipgrid by recording themselves stating them aloud.</p>	<p><u>Content Objective:</u> SWBATD analysis of descriptions of products needed to carry out daily routines and meet basic needs by distinguishing between different food items by creating accurate food drawings on the plate (12/15 correct).</p> <p><u>Language Objective:</u> SWBATD analysis of descriptions of products needed to carry out daily routines and meet basic needs by organizing foods into likes and dislikes by stating them aloud during a Flipgrid recording.</p>	<p><u>Content Objective:</u> SWBATD evaluation of descriptions of products needed to carry out daily routines and meet basic needs by defending their food vocabulary answers during the games (Advina and Spot It) by explaining the reasoning behind their answers to the group in order to receive a point.</p> <p><u>Language Objective:</u> SWBATD evaluation of descriptions of products needed to carry out daily routines and meet basic needs by selecting the correct food vocabulary to describe the images in the board game and speaking activities by recording their answers and reasoning through an oral recording and written log.</p>	<p><u>Content Objective:</u> SWBATD creation of products needed to carry out daily routines and meet basic needs by selecting 12 different food dishes for their own restaurant by writing out the ingredients in the target language to make a Spanish menu.</p> <p><u>Language Objective:</u> SWBATD creation of products needed to carry out daily routines and meet basic needs by selecting 12 different food dishes for their own restaurant by writing out the ingredients in the target language to make a Spanish menu.</p>
	<p>I can recall the products needed to carry out daily routines and meet basic needs within a community where Spanish is spoken by using the following sentence stems to order items for market: Quisiera _____ Me gustaria _____. ¿Cuanto cuesta/n _____?</p>	<p>I can describe the food products needed to carry out daily routines and meet basic needs in the images shown during the speaking and writing activities using Spanish ingredient vocabulary.</p>	<p>I can analyze food item descriptions by distinguishing which food items to put on each plate with a minimum of 12/15 correct.</p>	<p>I can evaluate descriptions of products needed to carry out daily routines and basic skills by selecting and defending my responses during a variety of different practice games and activities.</p>	<p>I can create a Spanish food menu with four aperitivos, platos principales, postres, y bebidas using spanish vocabulary to explain the ingredients in each dish.</p>

	<p>Vocab Cuanto/a (s) Quisiera Ir de Compras Hay... (Frutas, verduras, granos, lacteos, postres) Precio Mercado</p>	<p>Vocab Ir de compras Review of Previous La Comida Vocab</p>	<p>Vocab Restaurante Precio Menu Review of Previous La Comida Vocab</p>	<p>Vocab Review of Previous La Comida Vocab The verb gustar- (no) me gusta/n</p>	<p>Vocab Restaurante Precio Review of Previous La Comida Vocab</p>
	<ul style="list-style-type: none"> • Bell Work→ Food Matching Activity • Group: PPT. How to Purchase an Item (Food, Money) • Culture: Market In Honduras • Partner: Market Activity→ Purchasing Food Items/ Me gusta/n • Individual: Write a Shopping List for the Week • HW: Weekly Food Log 	<ul style="list-style-type: none"> • Bell Work→ La Comida Unidad 3.1 Activity • Speaking Practice (Headphones) Part 1 • La Comida Web Diagram • Bingo Comida Review 	<ul style="list-style-type: none"> • Bell Work→ Food Item Drawing • Speaking Practice Part 2/ me gusta (n) • Introduce Menu Project • Begin Menu Writing 	<ul style="list-style-type: none"> • Bell Work→ Me gusta/n food review Reading • Review Food Vocabulary (Team Whiteboard Competition) • Station 1: Speaking Practice Food Vocab Part 3 • Station 2: Spot It Food Vocabulary • Station 3: Food Board Game • Station 4: Adivina la comida • Quizziz Assessment of Learning 	<ul style="list-style-type: none"> • Bell Work→ Quizlet Game Vocab Review • Finish Up Stations • Continue Menu Creation (work time) • Collect Weekly Food Log HW