


Sra. Ariganello Spanish 02.24.20-02.28.20

| Spanish Culture  | Monday WIDA TESTING No 2nd hour | Tuesday | Wednesday | Thursday | Friday |
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| CO Who What Why How | 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target | | | 2.2.A.F.d Explain how cultural beliefs, values and perspectives influence the products associated with civil, religious, and personal/family holidays or celebrations | 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target |
| LO Who What Why How | Content Objective: SWBAT understanding identifying basic differences and similarities in grammatical structures between English and Spanish by conjugating in the present tense three sentences to form meaning during the relay race. Language Objective: SWBAT writing identifying basic differences and similarities in grammatical structure between English and Spanish by responding accurately to origins using to ser conjugations in bell work and exit slips. | Content Objective: SWBAT understanding identifying basic differences and similarities in grammatical structures between English and Spanish by conjugating the verb gustar using adjectives to describe their preferences for friends. Language Objective: SWBAT writing identifying basic differences and similarities in grammatical structures between English and Spanish by explaining the differences between me, te, le, nos, os, and les orally with their A&B Partner. | Content Objective: SWBAT understanding of how to explain cultural beliefs, values, and perspectives influence holidays and celebrations by creating a Sumpango Kite. Language Objective: SWBAT writing how to explain cultural beliefs, values, and perspectives influence holidays and celebrations by responding to two short answer questions about the traditions in Ecuador. | Content Objective: SWBAT understanding identifying basic differences and similarities in grammatical structures between English and Spanish by conjugating in the verb ser to explain where different people are from around the world during their bell work. Language Objective: SWBAT orally identifying basic differences and similarities in grammatical structures between English and Spanish by asking and answering questions about where people are from during review packet activity. | |
| | I can use the verb ser talk about where others are from when working with my A & B partner. | I can conjugate all forms of the verb ser to create original sentences. | I can express my likes and dislikes using the verb gustar and spanish adjectives. | I can compare and contrast the culture of Ecuador with the United States. | I can conjugate the verbs ser and gustar to form sentences using avancemos 1.1 vocabulary. |
| | Vocab Ser (soy, eres, es, somos, sois, son) Avancemos 1.1 Review me , te, le, nos, os, les gusta/n | | | Vocab Pais Chevere Rumba Deli Tinto | Vocab Ser (soy, eres, es, somos, sois, son) Avancemos 1.1 Review |

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| | <ul style="list-style-type: none"> • Bell Work → Family Matching Game • Present Family Trees • Present Tense Verb Conjugations • Verb conjugations Relay • Review the verb Ser pg. 39 Actividades 8 y 9 | <ul style="list-style-type: none"> • Bell Work→ Un Minuto Loco • Pg. 38 • Review of Gustar • Gustar Game | <ul style="list-style-type: none"> • Bell Work→ Gustar worksheet • Spanish Adjectives Notes • Adjective matching P. 66 y 67 • Spanish Adjective practice Page | <ul style="list-style-type: none"> • Bell Work→ Present Tense Conjugations • Introduction to Ecuador(music video/ ppt.) • Ecuadorian Craft • Ecuador Exit Slip | <ul style="list-style-type: none"> • Bell Work→ Where are they from? De donde son? • Ecuador Questionnaire • GimKit Game • Reviewing ser, gustar, and vocabulary • Review Packet |
| Reminders | | | | | |