**Lesson Plans of Mrs. Beth Moore & Mrs. O’Leary**

# Spanish I, Grades 7-8

**MONDAY**, **August 27, 2018 -Day 4**

**GRADE 7**

* Select Spanish names
* Make a name tag
* Note taking on asking/telling one’s name power point
* Como te llamas? communication activity – a, e, i, o u tongue twister
* Textbook and workbook distribution Learning how to take notes?

**TUESDAY, August 28, 2017 – Day 5**

**GRADE 7**

* Using cognates/false cognates
* \*Scavenger hunt for classroom cognates
* \*Choral read the alphabet.
* \*Discuss how to use a bilingual dictionary.
* \*Group work/ Choose a Spanish word that you can illustrate. Write the word in Spanish and then Spell to the class. if time allows!

**WEDNESDAY, August 29, 2018 – Day 6**

**7th GRADE**

* Students will choral read, echo read and independently read the Spanish alphabet.
* Students will use dry erase board to practice the spelling of their name. ( Walk around the class and spell your name to 5 different people)
* Students will listen to the Spanish alphabet from a You Tube video.
* Students will choose 3 words to write and illustrate. ( from Tuesday Lesson plan)

**ISLS:** 28.A.1a

**CCSS:** RF.K.1-4; RI.K.1-10; W.K.2; W.K.3; SL.K.1-6; L.K.1-6

**OBJECTIVE:** Students will practice saying the alphabet aloud.

**ASSESSMENT:** Observe partner activities.

**DIFFERENTIATION:** Echo reading, choral reading, color-coding; mnemonic devices for memory strategy; task completion with partners.

**TECHNOLOGY INTEGRATION:** Use of tablet and LCD projector for review of notes.

**THURSDAY, August 30, 2018 – Day 7**

**GRADE 7**

**METHODOLOGY:**

* Provide El alfabeto" worksheet cut and glue in interactive notebook
* Take notes in Interactive notebook.
* Assign Spanish alphabet spelling worksheet.
* Students will watch ¡Hola, Amigos! Leccion 1.
* Students will take notes during the video on key terms.

**ISLS:** 28.A.1a

**CCSS:** RF.K.1-4; RI.K.1-10; W.K.2; W.K.3; SL.K.1-6; L.K.1-6

**OBJECTIVE:** Students will listen and watch native speakers and be introduced to basic Spanish vocabulary.

**ASSESSMENT:** Video quiz—matching Spanish and English terms.

**DIFFERENTIATION:** Use of notes as needed; use of reference materials; repetition of key terms; teacher-provided models of pronunciation.

**TECHNOLOGY INTEGRATION:** Use of DVD player and LCD projector.

**FRIDAY, August 31, 2018 Day 8**

**GRADE 7**

**ISLS:** 28.A.1a

**CCSS:** RF.K.1-4; RI.K.1-10; W.K.2; W.K.3; SL.K.1-6; L.K.1-6

**OBJECTIVE:**

* Students will practice how recite the Spanish alphabet with correct sequences and pronunciation in preparation for the quiz on Monday.
* Teacher will ask students to get in groups of 3. Teacher will spell aloud words in Spanish. Students will write the letter on a dry-erase board.
* Worksheet individual word, spell words.

**METHODOLOGY:** Students will recite the alphabet aloud in front of their teacher and classmates.

**ASSESSMENT:** Observation of students. For the quiz: Score recitation using a checklist and record scores (30 pts.)

**DIFFERENTIATION:** N/A

**TECHNOLOGY INTEGRATION:** N/A

**Monday, August 27, 2018 – Day 4**

**GRADE 8**

**Methodology**

* Tongue Twister a-e-i-o-u arbolito del Peru/power point
* Make a name tag/ Introduce yourself use greeting and time of the day/Hola, Buenos dias Me llamo John pero en la clase se Espanol soy Jose.
* Chapter 2 Expresate! Preparate para el examen: Conversacion construction and presentations—page 109, activity 7
* Bienvenidos a la clase de Espanol/ Interactive notebook! Students will write concepts learned in 7th grade such as greetings- Good byes-most common questions.

**Tuesday August, 28, 2018 Day 5**

**8th grade**

**ISLS:** 28.A.1a

**CCSS:** RF.K.1-4; RI.K.1-10; W.K.2; W.K.3; SL.K.1-6; L.K.1-6

**OBJECTIVE:** Students will review ¡*Expresate!* questions/answers from Chapters 1-4.

**METHODOLOGY:**

* Students will sing a song De donde es?...
* Review Chapter 1 Subject Pronouns and verb Ser (use power point) take notes or fill in the blank. Cut and glue interactive notebook.
* Work together as a class use a worksheet subject pronouns and verb to be ser.

**ASSESSMENT:** Check student work.

**DIFFERENTIATION:** Modeling of sentence construction in yo and nosotros forms; task completion with partners.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary and grammar of Chapters 1-4: <https://go.hrw.com>

**WEDNESDAY,** **August 29, 2018 – Day 6**

**GRADE 8**

**ISLS:** 28.A.1a

**CCSS:** RF.K.1-4; RI.K.1-10; W.K.2; W.K.3; SL.K.1-6; L.K.1-6

**OBJECTIVE:** Students will review chapter 1 objectives:

* State one’s name
* Identify an appropriate greeting
* Identify an appropriate farewell, inquire about how someone feels
* State where someone is from
* Introduce others
* Tell relationships (friend, teacher, best friend, student)
* Identify subjects and verbs
* Apply subject pronouns to replace subjects
* Recall numbers 0-31
* State a phone number
* Tell time
* Tell the day/date
* Use punctuation and accent marks

**METHODOLOGY:**

* Make sure students have the correct information in their interactive notebook. (worksheet from yesterday)
* Students will complete the following activities in the Expresate! textbook:
* Page 7, activity 3 (letter answers only)
* Page 9, activity 6 (answer with farewell expressions)
* Page 10, activity 9 (2 complete sentences per item—follow model)
* Page 13, activity 14 (answers only)
* Page 15, activity 18 (answers only)
* Page 18, activity 20 (answers as numbers in word form)
* Page 20, activity 25 (letter answers only)
* Page 21, activity 27 (write out entire sequence and underline answers)
* Page 25, activity 33 (write entire paragraph in Spanish and English; Underline answers)
* Page 26, activity 36 (write in complete sentences)

**Thursday, August, 30, 2018 – Day 7**

**METHODOLOGY:**

* Read over vocabulary page 73 Chapter 2 ask students to repeat in order to recall vocabulary.
* Work on conversation page 71 act#7 Allow 8 minutes then choose three groups to present!
* Work on all about me. Directions on Power Point.

**ASSESSMENT:** Check student work.

**DIFFERENTIATION:** Use of notes; task completion with partners.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary and grammar of Chapters 1-4: <https://go.hrw.com>

**Friday, August, 31, 2018 – Day 8**

**GRADE 8**

**ISLS**: 28.C.2b

**CCSS:** RF.K.1-4; RI.K.1-10; W.K.2; W.K.3; SL.K.1-6; L.K.1-6

**OBJECTIVE:**  Students will review Chapter 2 objectives:

* Describe physical and personality traits
* Tell one’s age
* Tell one’s birthday
* Apply endings on adjectives to indicate gender
* Select question words to match responses
* Tell singular and plural nouns I like/dislike
* Express opinions
* Identify masculine/feminine and singular/plural article to say “the”
* Differentiate between **gusta** and **gustan** to express likes of singular and plural nouns
* Use porque and por que?
* Apply the preposition de to show possession and where nouns are from

**METHODOLOGY:** Students will complete the following activities in the Expresate! textbook:

* Page 46, activity 1 (letter answers only)
* Page 47, activity 4 (letter answers only)
* Page 49, activity 9 (complete sentences—follow model)
* Page 51, activity 12 (write entire paragraph in Spanish and English; Underline answers)
* Page 52, activity 16 (answers only in complete questions)
* Page 58, activity 20 (answers only)
* Page 61, activity 25 (answer in complete sentences)
* Page 63, activity 29 (answer in complete sentences)
* Page 64, activity 33 (answers only)

**DIFFERENTIATION:** Color coding of verb endings, task completion with partners; sentence structure (syntax) models provided, extensive use of visual aides (charts/notes) provided by instructor, extensive guided practice with individuals/groups in class

ASSESSMENT: Score and record assignment grades.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary and grammar of Chapters 1-4: <https://go.hrw.com>