**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**

**ILS**: 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>