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

# Spanish I, Grades 7-8

**Monday, September 10, 2018 – Day 13**

***Grade 7***

**ISLS**: 29.E.2

**CCSS:** RH.6-8.7, WHST.6-8.2a-f

**OBJECTIVE:** Students will continue to identify Hispanic countries and capitals on a map.

**METHODOLOGY:** Discuss student generated study strategies with a partner and then w/ whole class. Song on You tube about Capitals and countries. Model each section of the corresponding written activities. Assign handout foldable. Students will have some class time to begin, but must finish for homework. Students should studies their maps and list of capitals for homework.

**DIFFERENTIATION:** Color-coding; mnemonic devices for memory strategy; task completion with partners; extensive guided practice with individuals/groups in class.

**ASSESSMENT:**  Observe students’ participation. Review homework.

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

***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 4 objectives:

* Identify school supplies
* Say what you have and need using the verbs tener and necesitar
* Identify high school courses
* Describe high school courses
* Discuss plans for activities after school
* Invite someone to do something

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

* Page 124-125, activities 7 & 8 (follow models)
* Page 127, activity 14
* Page 128, activity 17 (follow model)
* Pages 136-137, activities 28 & 30 (28–answers only/28–complete sentences
* Pages 138-139, activities 32 & 33 (32-answers only/33 complete sentences)
* Pages 140-141, activities 36 & 38 (complete sentences)

**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:** N/A

**Tuesday, September 11, 2018 – Day 14**

***Grade 7***

**ISLS**: 29.E.2

**CCSS:** RH.6-8.7, WHST.6-8.2a-f

**OBJECTIVE:** Students will review identifying 20 countries on a map and selected capital cities.

**METHODOLOGY:** You tube song students will sing along. Students will work on a speaking activity. Students will ask each other in the target language about capitals. With whole class do a practice map quiz.

**DIFFERENTIATION:** Color coding; mnemonic devices for memory strategy; Task completion with partners

**ASSESSMENT:** Score and record assignment grades.

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

***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 integrate all vocabulary and grammar skills from Chapters 1 to 4.

**METHODOLOGY:** Students will complete a grammar review with the teacher. Use grammar sheet created by teacher.

**DIFFERENTIATION:** N/A: This is a Spanish program cumulative assessment from the *Expresate!* series.

**ASSESSMENT:**  Score and record test grades.

**TECHNOLOGY INTEGRATION:** N/A

**Wednesday, September 12, 2018 – Day 15**

***Grade 7***

**ISLS**: 29.E.2

**CCSS:** RH.6-8.7, WHST.6-8.2a-f

**OBJECTIVE:** Students will review identifying 20 countries on a map and selected capital cities.

**METHODOLOGY:**  De donde es song? Power point explaining questions and answers De donde es Carlos? De donde es Pedro? Work as a class and take notes. With whole class do a practice map quiz. Students will work individually on worksheet from Dime book.

**DIFFERENTIATION:** Color coding; mnemonic devices for memory strategy; Task completion with partners

**ASSESSMENT:** Score and record assignment grades.

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

***Grade 8***

**ISLS:** 28.A.1a, 28.B.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 recognize family member relationships. Students will describe hair/eye colors.

**METHODOLOGY:** In *Expresate!* pages 158-159 students will echo read new vocabulary after teacher. With a partner students will discuss meanings of new vocabulary in English. Discuss with whole class. Use power point to discuss color of the hair and color of the eyes. Students will describe 3 family members in their interactive notebook.

**DIFFERENTIATION:** Echo reading, choral reading,use of visual aides; mnemonic devices for memory strategy; task completion with partners; multiple responses to items encouraged and shared.

**ASSESSMENT:** Observe oral participation.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 5: <https://go.hrw.com>

**Thursday, September 13, 2018 – Day 16**

***Grade 7***

**ISLS**: 29.E.2

**CCSS:** RH.6-8.7, WHST.6-8.2a-f

**OBJECTIVE:** Students will be assessed on identifying 20 countries on a map and selected capital cities.

**METHODOLOGY:** Begin with a quick Q&A review session with whole class Worksheet practice and dry erase boards. Distribute tests. Explain directions. Allow at least 20 minutes for completion. Review tests together with whole class.

**DIFFERENTIATION:** Allow phonetically correct spelling (invented spelling) of countries/capitals on quiz to receive credit; extended time.

**ASSESSMENT:** Score and record quiz grades.

**TECHNOLOGY INTEGRATION:** Use of tablet, LCD projector, and ELMO for review of quiz answers.

***Grade 8***

**ISLS:** 28.A.1a, 28.D.1b, 28.C.2d

**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 identify and describe family members.

**METHODOLOGY:** Review vocabulary terms. In *¡Expresate!* students will complete pages 160 activity 1 in class with the teacher in class (Power point) Students will work on Family sentences assignments. They will write sentences such as Who is the family member? Two adjectives that describe them and a sentence with their age.

**DIFFERENTIATION:** Echo reading, choral reading,use of visual aides; mnemonic devices for memory strategy; task completion with partners.

**ASSESSMENT:** Check homework.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 5: <https://go.hrw.com>

**Friday , September 14, 2018 – Day 17**

***Grade 7***

**ISLS**: 28.A.1a and 28.B.1b

**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 be assessed on identifying 20 countries on a map and selected capital cities.

**METHODOLOGY:** Matching Capitals and countries quiz practice in class. Distribute tests. Explain directions. Allow at least 20 minutes for completion. Review tests together with whole class.

**DIFFERENTIATION:** Allow phonetically correct spelling (invented spelling) of countries/capitals on quiz to receive credit; extended time.

**ASSESSMENT:** Score and record quiz grades.

**TECHNOLOGY INTEGRATION:** Use of tablet, LCD projector, and ELMO for review of quiz answers.

***Grade 8***

**ISLS:** 28.A.1a, 28.D.1b

**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 family members vocabulary.

**METHODOLOGY:** Campanazo! Use page 161 act#4 teacher will check in class. Continue with projecto mi familia.

**DIFFERENTIATION:** Echo reading, choral reading,use of visual aides; mnemonic devices for memory strategy; task completion with partners; multiple responses to items encouraged and shared.

**ASSESSMENT:** Score and record homework.

**TECHNOLOGY INTEGRATION:** Suggested use of the *Expresate!* practice website to review vocabulary of Chapter 5: <https://go.hrw.com>