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**Spanish I** (4th-vwbta8t; 6th-l7ida5)

Thursday

QS—List 3 things you brought to class.

-Vocabulary review—all up challenge—vocab p 117

WW 1 for next Wednesday

Class read—En Vivo p 100-101

Oral practice—Act ¾ based on pictures

Friday

QS—Act 2 p 102—ID the phrase that tells what’s happening in the picture

Video—En Contexto/En Vivo

Brainstorm—list classes in school (vocab p 104)

-¿Tienes …(historia)? Sí/No, (no) tengo …

-¿Cómo es …(matemáticas)? Matemáticas es …(interesante).

Phrases of obligation—

-Review formulas and verbs

WW hats—take down/put new up

Quizlet vocab practice

Monday

QS—List 3 verbs you will do today

Pattern puzzles—1 set for subject pronouns

-Give a noun/pronoun/person’s name…students hold up corresponding card

--Second set—put –AR conjugation endings the correspond

Give S/V combination, students hold up pronoun/verb ending translations

-Cards up=you’re ready to share verbally

Act 7—estudiar—1st student gives verb, 2nd gives sentence

In notes and discuss—Act 8 p 106

Tuesday

QS—We use, they help, you look for, he watches

Hold up pattern puzzles—give S/V combos, students share orally

Act 9 p 106—popcorn—Questions in tú form, answers in yo

Add personal a—when people receive the action (help, wait for, listen, teach)

Whiteboard practice—give S/V combos, students practice writing…sentences with personal a

-Add phrases of obligation to review

Wednesday

QS—Ramón helps Arturo. The girls look for the pencils. (z-c and add –es)

WW1/2

-Use flipgrid.com to record and share with me

Taera—

-WS—verbs, frequency words

Thursday

QS—Read NC p 109 and 110 and note something you learned.

Frequency words—tell how often something happens

-Put words/phrases up, note where in a sentence they are located.

Class practice—Act 13 p 108

Listening—Act 11 p 107

Oral practice—obligation p 109

Friday

QS—Los buenos estudiantes…

Review frequency words—students at board with slips—put in order

Articles and people—use when talking about but not when talking to

-Red nota p 110, put activity in notes and compare

Tarea—

-WS

**Spanish II** (1st-uew1olt; 5th-plx1o03)

Thursday

QS—Juego p 71

Students brainstorm these thoughts… (put on side board)

Lo mejor parte de vacación…

Lo peor parte de vacación…

Mi comida favorita de vacación…

La actividad favorita de vacación…

Yo pasé muchas horas…

10-minute write—students use the preterite to tell about their break. Keep writing!

Share out with the class—pronunciation, verbs in past…

Friday

QS—¿Qué ves? p 72

-Chapter 3 intro and objectives

Class read—En Contexto p 74-75

-Answer comp questions as we go

Monday

QS—OH 31—Estar de acuerdo o no…

-Use as conversation starters

W/Partner—translate 2 boxes to report out to the class

-Share out story

Oral practice—Act 3 p 79

Begin labeling map with nationalities—due Wednesday

Tuesday

QS—Read NC p 79 and note the difference

TSD p 78

Video—U1 Ch3 En Contexto/En Vivo

Estar bien informado(a/s)

-Oral practice—Act 4 p 79

Map nationality label—due tomorrow

Wednesday

QS—Act 2 p 78

Nationalities—used as an adjective to describe people

-Use with ser; must agree in number and gender

Class practice—Act 5/6 p 80

Saber/Conocer—

-Put Venn Diagram in notes—uses and conjugations

W/Neighbor—Act 8 in notes for tomorrow

Thursday

QS—Juego p 81 (start independently, then compare with neighbor)

Discuss Act 8

Tarea—

-WS

Friday

QS—The Peruvian woman lives in Lima. They are Costa Rican. (costarricenses)

Open note quiz—nationalities, saber/conocer, verbs in preterite

Demonstrative Adjectives—

-Put 3 students across room—ask which one wears …jacket, black pants…

-All about perspective!

Oral practice—Act 9 p 83—change articles to demonstratives-I give perspective

**Spanish III** (l3roo8)

Thursday

QS—Describe your dream home.

-share out dreams, focus on luxuries, not necessities

Vocabulary—Las casas p 92

House on Mango—Class read p 92-93

-Discuss Esperanza’s situation and dreams

Friday

QS—How is your situation both similar and different from Esperanza’s?

House on Mango—hand out books and expectations for literature unit

**Spanish IV** (vhq1b2)

Thursday

QS—Conjugate 5 verbs telling what you did over break

Entrevista de Navidad

-Escribe 5 preguntas para usar en una entrevista de tu amigo.

-Speed-dating style—move around the room asking/answering questions.

-Alternate asking as you might not get through all of the questions.

-If you run out of questions keep talking—ask for follow-up information or

just visit in Spanish

At the end of the day—students will take turns telling about others and their activities—focus is on speaking!

Friday

QS—Juan built the building. We wrote the papers.

Brainstorm—active vs passive voice

-What does it look like in English?

-Which is preferred in formal writing?

Formula/structure for using Passive voice in Spanish

Review handout and examples—

-In notes and share—last part of WS—create 2 sentences with a word from each group

Begin translation WS for Tuesday

Monday

QS—