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**Spanish I**

Monday

QS--¿Qué ves? p 140

U2Ch3 intro/objectives

W/#--Read En Contexto and answer comp questions

Tarea—

 -En vivo box, Picture vocab for Wednesday

Tuesday

QS—List 10 Spanish-speaking countries.

Country presentation introducation/info

 -Share US example

 -Discuss expectations/timeline

Select countries if time

\*WW midterm/work day on project—Thurs/Friday

Wednesday

QS—OH 65—FIB with family

WW4/5

Revisit yesterday’s work—

 -Questions/countries?

Share en vivo

\*WW midterm/work day on project—Thurs/Friday

Thursday

QS—What 4 topics do you plan to explore?

Work on country project—

WW midterm 1-4

Friday

QS—List 4 facts you have learned.

Work on country project

WW midterm 1-4

**Spanish II**

Monday

QS—QS—OH 55—conjugate in preterite

Share En Vivo

W/#--Read En Contexto—

 -While reading, write 3 questions abou the text—no yes/no questions

Tarea—

 -Act 2 p 128 in notes for tomorrow

Tuesday

QS—Read NC p 128. ¿Dónde hubo temblores?

Act 2—discuss answers

Video—En Contexto/En Vivo

Present progressive review—

 -Formation, use

Past progressive—same concept, but estar is in the imperfect

 -often will use the imperfect instead

Ordinal numbers—1st-fifth

Wednesday

QS—We were reading the magazine. Diego was studying for the test.

Work day—WS A-D

I listen to WW4/5

\*WW midterm Monday

Thursday

QS—write 1st-5th in words.

continue—6th-10th

Preterite vs imperfect—

 -Slips of examples, students tell why preterite or imperfect

 -Continue with notes and examples of each

Friday

QS—List 5 uses for each preterite and imperfect

Continue preterite vs imperfect

In notes and discuss—Act ## p ##

\*WW midterm Monday

Monday-WW midterm, others compare/contrast chart, pret/imp WS

**Spanish III**

Monday

QS—OH 42—sentence unscramble

Share commercials—

Between presentations—Read NC p 158

Tuesday

QS—List 5 words you associate with camping

Picture vocab—arrange cards, revisit QS and translate any related

 -Box p 163

Subjunctive to express doubt/uncertainty—

 -Brainstorm sentence starters…add with list p 160

Oral practice—Act 8

All write a far-fetched sentence about past—

 -Classmates doubt that it happened

Wednesday

QS—OH 42(?)—component from columns A and B to create sentences

8-Page book—My subjunctive book—WEDDING

Verb chart—organize those we have learned to this point

Tarea— -WS A & D

\*Test next week

Thursday

QS—OH 43(?)—make sentences from components (es verdad…1-5)

Picture vocab—rearrange and practice words

Subjunctive with conjunctions of time—

 -Not sure when/if something will happen

 -Not used if action was completed in past (certain of its duration)

 -Use conjunctions in place of que to join the 2 clauses

Class practice—Act 11

Tarea—

 -Complete WS B & C

If time--W/#--I give action/first clause, groups create their own ending/2nd clause

\*Test next week

Friday

QS--¿Qué significa el refrán p 165?

3-minute weather forcast—

 -W/#--draw a picture including as many of the weather vocab words as possible

 -Share with class—repeat vocab words!

Candyland review—Join another partnership, all get whiteboard and game marker

\*Test next week

**Spanish IV**

Monday

QS—¿Qué hisicste este fin de semana?

Continue working on presentations

Giulia/Blanca—Wed end of class, others on Thursday

Tuesday

QS--¿Cuál es el hecho más interesante que aprendiste?

Organize thoughts—gather other necessary information

Giulia/Blanca—Wed end of class, others on Thursday

Wednesday

QS—What do you have left to finish before sharing?

Last work day—gather any necessary supplies

\*Draw for presentation order

8:50—Blanca and Giulia share

Thursday

QS—Write 3 facts from each presentation

1.

2.

3.

Tarea—

 -Write a reflection over the project—likes/dislikes/modifications/other topics

Friday

QS--¿Cuál es lo más dificil de mover a otra comunidad?

Tía Lola—introduce chapter book

-Vocabulary supplement, begin reading

\*Complete chapter 1 and questions by end of day Monday