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

Monday

QS—List 3 verbs you will do today

Video—En Contexto/En Vivo

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)

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)

Monday

QS—Which of Esperanza’s adventures makes you giggle?

Review activities to complete, paper for story pyramid/8-page book

For Tuesday—read at least through p 30

Tuesday

QS—What signs help identify when the story takes place?

Class discussion—

-p 4-5—you live where? Reaction from adults—

-p 13—last paragraph—moving farther away every time people like us keep moving in…

-p 14—bike—buying fans

-p 23—Louie’s cousins…Marin, another cousin (car)/cops

-p26—Marin—to pof 27—too much trouble, older, knows things…what matters is for the boys to see us

-p 28—coming into our neighborhood scared—connections?

p 29—Rosa Vargas—cries every day for the man who left without even leaving a dollar or note

For Wednesday—through p 66

Wednesday

QS—With which character do you most empathize and why?

Discussion through p 66

For Thursday—through p 80

Thursday

QS—What story is most different from our culture here in rural Iowa?

For Monday—through end

Friday

QS—How have you seen women presented in a submissive role?

Complete text and activities for Monday

Monday—discuss through end

\*Quiz Tuesday—key themes of women and cultural roles

**Spanish IV** (vhq1b2)

Monday

QS—The movie was watched by my parents. The books were bought by the children.

Passive voice review—ser + ado/ido (agrees in number and gender with noun)

WS—translate the sentences using passive voice

 -Hand in basket when done

Part way through class—introduce civilization project

 -Model example and brainstorm cities with students

 -Expectations—time, use 2 passive voice

Work days—Tuesday-Friday

 -Presentations begin Monday, Jan 14

Tuesday-Friday

QS—Escribe un hecho interesante de tu ciudad.

 -¿Como usas la voz pasiva?

 -Escribe una palabra nueva y como tú vas a explicarla a sus amigos.

 -La cosa más divertido del proyecto…

Continue working on projects

-Create a Google Slide show and submit in classroom

-Put notes on cards to use—don’t read! Practice talking to the wall—

-Friday—draw for presentation order