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**Spanish I**

Monday

QS—He is a good friend. She is a great doctor.

 -Review buen/mal/gran

Alter Walk—set out pictures from Day of the Dead—view others’ drawings

Listening—Act 13 p 59; Act 19 p 61

Tarea—

-En Uso Act 1—all have to agree, Act 2

Tuesday

QS—Juego p 67

Walk through test

Tarea—

 -En Uso—act 2-4

Wednesday

QS—OH 23—pick all that would match

WW ¾

Others—correct En Uso; OH test review to hand in

Thursday

QS—Luisa is not serious. She is funny.

Online textbook quiz (email me)

Presentation in classroom—test review

Friday

Test U1 Ch2

**Spanish II**

Monday

QS—Act 1 p 34

Divide class into 4—Discuss Act 3 and justify if activities could happen in your place

Preterite—talking about the past

 -Regular –AR endings-Examples on board

In notes and compare—Act 5 p 37

Tuesday

QS—you sang, I studied, they played (music), he traveled

Conjugation practice—whiteboards—vocab p 37

Add –ER/-IR verb endings—more whiteboards

W/Neighbor—Act 6—

Oral practice—conjugate around the room—hear the sounds

Wednesday

QS—OH 12—change verbs to the preterite

With neighbor—Pictionary vocab p 48

Oral practice—Act 7—ask questions in the tú form, answer in the yo form

Irregular yo forms— -Car, -Gar, -Zar

 -S/V combos on side board to conjugate

Thursday

QS—Act 9 p 39—girls=odds, boys=evens

Discuss S/V combos on board

Computer practice—link in classroom—work for 10 minutes (international keyboard)

Tarea—

 -WS—vocab, preterite

Friday

QS—Ask your friend if he studied last night or watched the TV.

Act 10 p 39—make notecards for concentric circle—tú and yo forms

Complete preterite verb sheet

W/#--complete Act 11—take turns asking/answering questions using the cues given—

Practice Vocab in Quizlet when done

\*Conjugation quiz next Monday?

**Spanish III**

Monday

QS—We’re missing a magazine. The musical production fascinated me!

Gustar-like verbs—review structure and new vocab

Oral—Act 5 p 62—swap out the verbs

Calaveras—share with the class

Tarea—

 -WS A and B

Tuesday

QS—OH 22—gustar-like verbs

Por/Para—introduce uses and examples (Venn Diagram in notes)

 -Examples on side board to practice

W/#--Act 8 p 64—both in notes to discuss—give a reason why

When done—review vocab—quizlet set B

Wednesday

QS—I traveled through CR in order to arrive in DM.

 -Review por/para uses—little slips

Hunt around school—reasons for por/para

Tarea—

 -Write part C of WS—

Thursday

QS—Mónica works for Julia because she is sick.

The future tense—Google slides to walk through conjugations and examples

Tarea—

 -WS (a-por/para, b/c-future)

Friday

QS-We will study for the quiz for 2 hours.

Future review—whiteboards

 -Add por/para uses into the mix

Oral practice—future—Act 11 p 66

Listening—Act 12

Quizlet live—Set B

**Spanish IV**

Monday

QS—Act 2 p 230

Listening—En Vivo p 229—put events in order

NC p 234/237

Tarea—

 -WS parts B and C

Tuesday

QS—My mom wished that I listened in Math class.

Listening—part A of WS

Summary of Subjunctive p 234

Oral practice—p 235

W/#--1/2 WS Act 6 p 233

Wednesday

QS—OH 40?—complete the sentence starters (some subjunctive, if...)

Quizlet—study set B

Oral practice—Act 10 p 236

Pick a word from vocab box—create sentences and share

Thursday

QS—I recommend that they listen to the king.

Subjunctive vs Indicative—follow along with Google slides and work through examples

Complete WS (A-vocab, b/c-subj vs indicative)

Friday

QS—It’s certain that they won the game. I don’t believe that they won the game.

Revisit yesterday—questions?

En Colores p 236—divide class into 3—each reads a section from p 242-243

 -Regroup and share out

\*Test next week