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December 3, 2018

**Spanish I**

Monday

QS—Rafael is 16. He has a dog.

Discuss En Uso

Walk through test—U1Ch3

OH test review

Tuesday

QS—write the dates: 12/5; 27/10

WW2/3

Others—test review—

 -Online practice—put link in classroom

 -Google slides to practice

\*Written part of test tomorrow

\*Edmodo part of test on Thursday

Wednesday

Test—written part of U1 Ch3

When done—draw picture vocabulary word for Friday

Thursday

QS—After test—read p 94-95 and write 1 interesting thing learned

Edmodo part of test—U1 Ch3

Complete picture vocab for tomorrow

Friday

QS--¿Qué ves? p 96

Share picture vocab and post in front of the room

En Contexto p 98-99—

 -Read as a class, answer questions as we go

\*This semester/this chapter—you are responsible for classroom vocab, new verbs, and phrases of obligation

\*Quiz next Friday

**Spanish II**

Monday

QS—Give the 4 stem-changer categories and give an example of each.

 -Add to categories with students’ examples

In notes and discuss—Act 5 p 58

W/#--Act 6 p 59—Conjugate verb and pick a logical ending

\*Grab a WS for extra practice—part B=stem-changers

Tuesday

QS—What do these verbs mean? estar, andar, poder, poner, saber, tener

TPR—food vocabulary—list p 60

U group verbs—change their root before adding the ending

 -Give verbs and set of endings (changed meaning in past, too)

Begin a set of flashcards—verb on one side, meaning and root change on the other

Oral practice—give s/v combination, students give conjugated verb

In notes and discuss—Act 12 p 62

Wednesday

QS—they put, we walked, you found out, I got

NC p 62

J group—give verbs and endings

Whiteboard practice—U and J groups

Thursday

QS—Act 11 p 62—conjugate verbs in the preterite yo and tú forms

I-group verbs—add querer and venir (same endings as hacer)

Concentric circle—s/v combinations

Online practice

<https://www.quia.com/quiz/252898.html>

<https://www.quia.com/cz/45141.html?AP_rand=1051012554>

 managed to—poder, refuse=no querer, try=querer, they didn’t fit=no cupieron

\*Quiz tomorrow

Friday

QS—Act 10—girls 1&2, boys 3&4

 -Share out and discuss irregulars

Oral practice—S/V combos—revisit yesterday’s online practice

Quiz—FUJI verbs

Tarea—

 -WS

**Spanish III**

Monday

QS—OH 43—revlexives

Reciprocal action? In math?

 -In Spanish—things we do to each other

Verb list p 86

Oral practice—Act 9/10

Tuesday

QS—Act 8 p 87

NC p 87-88

Want to say things happen but don’t identify a specific subject

 -Impersonal se

Class practice—Act12, 14

Wednesday

QS—Read NC p 91 and write key points.

Review impersonal se—how to use

Listening—Act 13 p 90

Tarea—

 -WS (reflexive, reciprocal, and impersonal se)

Thursday

QS—My mom and I support each other. How does one say *lawnmower*?

En Colores—Class read p 94-95

-W/partner then group, all together, 3 smaller groups…

Watch videos posted in Google classroom

Begin En Uso Act 2 p 96 (pick a reflexive verb)

Friday

QS—Refrán p 91—put green in your own words—agree or not and justify

Walk through the test—U1 Ch3

Complete En Uso Act 1-4

\*Talk through Act 3 together

Monday-test review

Tuesday-listening

Wednesday-written test

**Spanish IV**

Monday

QS—OH (115)-write sentences in the progressive

Past progressive—something that was going on in the past

 -Preterite=action was going on but has clearly ended; also in imperfect

Oral practice—Act 15—

OH (115)—gives people’s location; tell what they were doing (make up ending; estar in the imperfect)

Quizlet—vocabulary practice—set B

Tuesday

QS—Refrán p 269

Walk through test—U 4 Ch1

Wednesday

QS—Juego p 275

Work day—En Uso Act 1-4

 \*Check directions for part D\*

Thursday

QS—I need a resumé and a university degree. I’m qualified.

Discuss En Uso—

Test review—OH or Google slides

\*Test tomorrow

Friday

Test U4 Ch1