Kari Ranniger

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**Spanish I**

Monday

QS—I go to the gym at 4:30.

OH test review

Other test questions?

\*U2 Ch2 Test Wednesday

Tuesday

QS—When is art class?

WW 2/3

Test review—complete the online text quiz—email me your results

\*Test tomorrow

Wednesday

Test

Thursday

QS—Describe what you have accomplished on your project. Things left to do?

Peer revision—read through a classmate’s paper—offer suggestions with the guide

Work day—projects

**Spanish II**

Monday

QS—Cuando eras niño, ¿cuántas horas dormías por la noche?

Discuss En Uso

OH Review

Tuesday

QS—¿Qué jugabas con tus compañeros?

Jeopardy Review

\*Test tomorrow—U2 Ch1—Answering questions and Paragraph T/F

Thursday—Edmodo—verb conjugations, possessive adjs, XC

Wednesday

Test U2 Ch1

-Written component (answer questions, paragraph with T/F)

Thursday

Test—Edmodo

Monday

Esperanza Rising

**Spanish III**

Monday

QS—OH 56—OH Ud form of commands

Giving opinions with impersonal expressions

-List on board…students give an ending

Subjunctive—formed the same way as commands

Structure of sentences—Impersonal Expression que Subjunctive

Tuesday

QS—It’s ridiculous that we have school today.

Dice practice—

-1-6—imp expressions

-1-6—subjects

-1-6—2nd verbs

Whiteboards—put together sentences with corresponding information

Quizlet—vocabulary frontload

Wednesday

QS—It’s sad that Clemente likes Nebraska.

Act 6 p 137—oral practice—add an impersonal expression

SIDES Chart review—all verbs still applicable in the subjunctive

Tarea-

-WS

Thursday

It’s logical that we recycle class and cans.

Concentric circle—creating sentences with different components for subjunctive

-Put sentence components on one side, answer on the other—S will hold up

cards between the two of them as they move around the circle

Scattegories

-ayudar en la comunidad, la escuela, el invierno, diversión

-Work with #/--complete grid in the time allotment with words beginning with given letter—try to have different answers than classmates

**Spanish IV**

Monday

QS—Escribe 2 hechos de cada parte de la vida de Eva.

Sharing—

-Students in front, share their information on Eva

After each share—discuss take-aways from students—questions or misunderstandings?

\*If time—2nd journal—mi familia/mis amigos

Tuesday

QS—Una pregunta que quieres hacer a Eva…

Finish up shares—

Begin on writing project—legacy

\*Due at end of class on Thursday

Wednesday

QS—La cosa que más me sorpresa de Eva es….

Continue writing on Eva—legacy…

Journal—Will collect 2 writings on Thursday

Thursday

QS—Escribe *ella escribir* en 6 tiempos diferentes.

-Discuss verbs

Continue writing for end of the day—

1-Eva Legacy

2-Journals (2)