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**Spanish I**

Tuesday

QS—OH 80—FIB with ser

 \*Ser vs Estar (CHOPS AND CHILE)

Brainstorm—invitation/acceptance/rejection phrases

 -Review red nota and activity p 177

Quizlet practice—U3 Ch1 Set A

Acabar de infinitive—

 -To have just done something

Oral practice—Act 9

Yo estoy …(FIB with emotion)

 -(Students give) Acabo de …(activity that gets that emotion)

\*WW 7 tomorrow

Wednesday

QS—I just rode bike. I am tired.

WW7/8

W/#--Act 10 p 178—

 -1/2 sheet—I am … because I just …

When done—Quizlet B practice

As time allows—whiteboard conjugation practice

Thursday

QS—OH 80—respond to invitations

 -Review vocabulary—lots of options

Review-tener conjugations

 \*Venir=to come; works like tener

 -Often follow by de (to come from); de + el = del

Class practice—Act 12 and 14

 -On back of QS and share—Act 13

NC p 179, 180

 -Explore Ricky Martin or Puerto Rico with extra time

Friday

QS—I like to skate. Do you like to read?

 -Review structure of sentence with gustar and all of the “extra” options

add nos and les gusta

Class practice—Act 16/17 p 182

Tarea—

 -WS

**Spanish II**

Tuesday

QS—Escribe 3 cosas en la mesa en un restaurante elegante.

Vocab review—pictures on wall

W/#--Read En Contexto—answer comp questions as you go

 -in notes—put all blue vocab in a category—el restaurante or obras

Assign En Vivo box to read for Wednesday

\*Vocab quiz tomorrow? Blue vocab from En Contexto

Wednesday

QS—OH 65—make sentences with servir

En Vivo—listen to tape, speak back, and share out boxes

Vocabulary quiz

NC p 151

Thursday

QS—Act 2 p 150

Oral practice—Act 4 p 151

NC p 152

Sentences Labeling—ID parts of speech

 -Sentences on side board—ID Subject (pronoun), verb, noun, adj, adv, article…

 -Direct Object—receives the verb’s action

 -ID the subject and verb; ask WHAT? WHO?

 \*Replace the DO and its modifiers with a DO pronoun (it, them, him, her…)

Tarea—

 -WS—Sentences labeling

Friday

QS—OH 66—ID the DO

Review parts of speech—role of DO

 -DO pronoun in Spanish; placement

Class practice—Act 6, 7 p 153

Continue with WS from yesterday—ID noun that matches DO pronoun; top of back

**Spanish III**

Tuesday

QS—I hope that the godparents congratulate the graduates.

8-page book-W=Wishes

 -Add new vocabulary and add verbs to book (p 188)

Oral practice—p 189

Translating practice—

 -Some with no new subject, others in preterite

Wednesday

QS—OH 81—subjunctive with conjunctions of time

More conjunctions—

 -p 190—again, only if main clause is in the present or future; new subject

 -Add to info on inside of 8-page book

Oral practice—Act 8 p 185

Finish yesterday’s WS—sentences with conjunctions

Thursday

QS—We will go provided that it doesn’t rain.

NC p 190, TSD 188

Tarea—

 -WS—Parts A and B-listening (CD 7, #8 and 9)

Friday

QS—OH 81-Ellos preterite

Slips with sentence parts—students add conjunctions of time, conjugate verbs

 -Highlight change of subjects

Graphic organizer—Subjuntive with 3 options

 -Fill in top 2—present subj and pres perf subj (conj, uses)

Whiteboards—Ellos preterite

Monday—Google slides?

3rd type of subjunctive=Imperfect subjunctive

 -Conjugations=ellos preterite, drop –ron, add cheer!

Whiteboards—practice conjugating!

**Spanish IV**

Tuesday

QS—¿Qué pasó durante de la vacación?

 -Groups of 3—all converse for 3 mins; rotate

City tours—continue watching; questions due by end of day Wednesday

Wednesday

QS—Un problema con el gobierno es \_\_\_\_ porque \_\_\_\_\_.

 -Groups of 3—all converse for 3 minutes

City tours—finish up today!

 -Make sure to submit HW in classroom before class is over

Thursday

QS—Escribe 4 hechos sobre DACA (puedes usar la computadora).

 -Discuss DACA; explore more about the purpose, whys, future

Prepare for Debate—

 -Students research/read articles; List reasons to support their side of the debate

 -Anticipate “attacks” from the other side, prepare counter arguement

All will have a chance to represent their side in the debate

\*Article in classroom to get them started

Friday

QS—La cosa que me sorprende más es…

 -Share thoughts; recap DACA and support they’ve uncovered

Discuss debate structure—2 will be “up” for each side; conversation will unfold; students rotate their “2 up” and conversation continues; Work through discussion points and students…

Continue gathering/preparing support for your side; conversation on Monday