**Lesson Plans**

**December 3 – 7, 2012**

**MONDAY – December 3, 2012**

I. Anticipatory Set

* Warm-up
	+ “What are the voice levels are from 0-4 on our scale?”

II. Objective

* Students will have a better understanding of the new vocabulary relating to items in the classroom and school supplies.
* Students will have an understanding of CHAMPS for hallway behavior.

III. Input

A. Task Analysis--things (skills, objects, etc.) needed for students to complete the lesson

* + Students will need to be able to fill-in their vocabulary sheet.
	+ Students will need to hold thumbs up or thumbs down for our review activity.

B. Thinking levels--knowledge, comprehension, application, analysis, synthesis, evaluation

* + Students will demonstrate comprehension by showing thumbs up or thumbs down when asked about an item. Example: “¿Este es un escritorio? ¿Sí o no?” (This is a desk? Yes or no?” Students hold thumbs up for “sí” or thumbs down for “no.”
	+ Students will demonstrate their understanding the CHAMPS of Hallway Behavior by following the CHAMPS on our walk to and from the library.

C. Method of Presentation

* + A quick review of vocabulary PowerPoint while having the students repeat the words.
	+ Questions as modeled above.
	+ CHAMPS PowerPoint slide for Hallway Behavior.

IV. Modeling

* Teacher will demonstrate Thumbs Up/Down while asking questions.
* Teacher will demonstrate the hallway expectations.

V. Check for Understanding

* Students will demonstrate understanding of vocabulary by showing thumbs up when I give the correct word for an item and thumbs down when I give the incorrect word for an item.
* Students will demonstrate understanding of CHAMPS for Hallway Behavior by exhibiting the desired behaviors during our walk to and from the library.

VI. Guided Practice

* The teacher asks students questions about items while students give thumbs up/thumbs down response.
* The teacher will lead a walk through the hallway to and from the library giving feedback based on the behaviors outlined in the CHAMPS discussion.

VIII. Closure

* When returning to the classroom from the library, review as a class, the slide for the CHAMPS Hallway Behavior and evaluate as a class how we did in the hallways.
* Teacher will explain to students the topics of discussion for the upcoming days and a summary of what the weeks leading up to Christmas break are going to look like.

**CHAMPS being taught in this lesson:**

* **C**onversation – Voice level 1
* **H**elp – Please wait until we reach our destination unless it is something urgent then please your hand.
* **A**ctivity – Walking through the hallway as a class.
* **M**ovement – Walking in a single or double file line in the hallway.
* **P**articipation – Students will participate by walking through the hall in a single or double file line.

**TUESDAY – December 4, 2012**

I. Anticipatory Set

* Warm-up
	+ “What are 5 of the ways we have learned to greet one another in Spanish and what do they mean in English?”

II. Objective

* Students will have a better understanding of the new vocabulary relating to items in the classroom and school supplies.
* Students will have an understanding of CHAMPS for independent work.

III. Input

A. Task Analysis--things (skills, objects, etc.) needed for students to complete the lesson

* + Students will need to be able to draw a picture of the classroom.
	+ Students will need to be able to label the items in the classroom they drew with the Spanish vocabulary words.

B. Thinking levels--knowledge, comprehension, application, analysis, synthesis, evaluation

* + Students will demonstrate comprehension of current vocabulary by labeling a classroom they draw with at least 15 of the vocabulary words they have chosen from our current vocabulary list.
	+ Students will demonstrate comprehension of CHAMPS of Independent Work by exhibiting the desired behaviors during the independent work time.

C. Method of Presentation

* + Teacher will show a PowerPoint slide which explains the desired CHAMPS behaviors during independent work.

IV. Modeling

* The teacher will show the students an example of a classroom that is labeled.
* The teacher will show the students the desired behaviors during independent work time.

V. Check for Understanding

* Students can demonstrate understanding of current vocabulary by labeling the classroom they have drawn.
* Students will demonstrate understanding of CHAMPS for Independent Work Time by exhibiting the desired behaviors as explained by the PowerPoint slide.

VI. Independent Practice

* Students will draw a classroom and label the room with current vocabulary words.

VII. Closure

* Students will hang their classroom on the wall.
* As a class we will review the CHAMPS slide and evaluate the behavior based on CHAMPS.
* The teacher will review the topics of discussion that will be leading up to Winter Break.

**CHAMPS being taught in this lesson:**

* **C**onversation – Voice Level 1
* **H**elp – If a student needs help he/she may raise her/his hand.
* **A**ctivity – Independent work.
* **M**ovement – During the time, students may get to up to get the necessary materials and sharpen pencils.
* **P**articipation – Students will participate by following the directions given for the assignment.

**WEDNESDAY – December 5, 2012**

I. Anticipatory Set

* What are the CHAMPS of Lecture. Make sure you cover Conversation, Help, Activity, Movement, and Participation.

II. Objective

* Students will know the meaning of the verb “Necesitar.”
* Students will be able to say what they need for each class.

III. Input

A. Task Analysis--things (skills, objects, etc.) needed for students to complete the lesson

* + Students will need to take notes on the verb “Necesitar” and its different forms.
	+ Students will complete a work page answering questions about what is needed for specific classes.
	+ Students will complete a wordsearch which contains current vocabuarly.

B. Thinking levels--knowledge, comprehension, application, analysis, synthesis, evaluation

* + "Students will demonstrate comprehension of the use of “Necesitar” by completing the work page.
	+ Students will demonstrate knowledge of the spelling of current vocabulary by completing the wordsearch.

C. Method of Presentation

* + Teacher will give notes with the use of PowerPoint and the whiteboard on the forms and use of “Necesitar.”

IV. Modeling

* Teacher will provide detailed examples of how to ask and answer questions using “necesitar,” specifically related to items needed for a particular class.

V. Check for Understanding

* Students can demonstrate understanding by answering questions during the teacher led examples.

VI. Guided Practice

* The teacher will lead the students through the first question of each section of the work page.

VII. Independent Practice

* Students will finish the work page independently.

VIII. Closure

* Teacher will collect the work page.
* The class will review CHAMPS – Independent Work and evaluate class behavior versus the desired behavior.
* Teacher will remind the students the topics of discussion leading up to Winter Break and after.

**THURSDAY – December 6, 2012**

I. Anticipatory Set

* Warm-up

II. Objective

* Students will be able to ask what someone’s class schedule is.
* Students will be able to tell what their class schedule is.

III. Input

A. Task Analysis--things (skills, objects, etc.) needed for students to complete the lesson

* + Students will need to take notes on the examples presented by the teachers.
	+ Students will need to complete the work page.

B. Thinking levels--knowledge, comprehension, application, analysis, synthesis, evaluation

* + Students will demonstrate comprehension of class schedules by telling a partner her/his class schedule.
	+ Students will demonstrate comprehension of class schedules by completing the work page.

C. Method of Presentation

* + Teacher will present examples of asking and answering “What is your class schedule?” using PowerPoint and the whiteboard.

IV. Modeling

* Teacher will give the students examples using PowerPoint and the whiteboard.
* Teacher will walk students through the first question of each section of the work page.

V. Check for Understanding

* Students can demonstrate understanding by answering questions during the teacher led examples.
* Students can demonstrate understanding by completing the work page.

VI. Guided Practice

* Teacher will walk the students through the first question of each section of the work page.

VII. Independent Practice

* Students will complete the work page independently.

VIII. Closure

* Teacher will collect the work page.
* Teacher will tell the students the plans for the upcoming weeks and following winter break.

**FRIDAY – December 7, 2012**

I. Anticipatory Set

* Warm-up
	+ What do you remember most about our previous discussions of Spain? What made this part so memorable? (Be Specific!)

II. Objective

* Students will be able to locate Cataluña, Castilla y Leon, and Madrid on a blank map.
* Students will be able to tell the capitals of the three regions of Spain listed above.

III. Input

A. Task Analysis--things (skills, objects, etc.) needed for students to complete the lesson

* + Students will need a writing utensil and the map provided.

B. Thinking levels--knowledge, comprehension, application, analysis, synthesis, evaluation

* + Students will demonstrate comprehension by labeling their map with the region’s name and capital.

C. Method of Presentation

* + The teacher will give a PowerPoint lecture introducing each of the regions and important things to know from each region.

IV. Modeling

* The teacher will show students the map and where they need to label on their own map.

V. Check for Understanding

* Once completing all the regions of Spain students will turn in their maps and there will be an activity to show they have learned the regions and the capital of each region.

VI. Closure

* The teacher will have a final review of the regions and capitals covered in all lectures so far.