**Lesson Plans**

**December 10 – 14, 2012**

**MONDAY – December 10, 2012**

I. Anticipatory Set

* Warm-up
  + What portion of the “School” section would you like to review before the quiz tomorrow?

II. Objective

* Students will review vocabulary related to items in the classroom.
* Students will review how to ask materials they need for specific classes.
* Students will review how to tell what materials are necessary for classes.
* Students will review how to tell their class schedules.

III. Input

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

* + Students will need a writing utensil to complete the review sheet.

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

* + Students will demonstrate knowledge by completing the review sheet.
  + Students will demonstrate knowledge by participating in classroom discussion.

C. Method of Presentation

* + Teacher will lead a discussion of the topics discussed during the last week.
  + Teacher will review examples of asking and answering the questions related to “School” using the white board.
  + Students will complete a review sheet.

IV. Modeling

* Teacher will review example of asking and answering the questions related to “School.”

V. Check for Understanding

* Students can demonstrate understanding by participating in discussion.
* Students can demonstrate understanding by completing the review sheet.

VI. Guided Practice

* Teacher will review examples of asking and answering the questions related to “School.”

VII. Independent Practice

* Students will complete the review sheet independently.

VIII. Closure

* Teacher will go over the review sheet together as a class.
* Teacher will answer final questions regarding tomorrow’s quiz.
* Teacher will give an overview of what the days leading up to break will look like regarding content.

**TUESDAY – December 11, 2012**

I. Anticipatory Set

* Warm-up
  + Answer the following questions from the beginning of the year:

¿Cómo te llamas?

¿Cómo estás?

¿De dónde eres?

¿Cuántos años tienes?

¿Qué te gusta hacer?

II. Objective

* Students will demonstrate comprehension and knowledge of the “School” section by completing the quiz.

III. Input

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

* + Students will need a writing utensil to complete the test.
  + Students will need knowledge of the “School” concepts we have covered in class.

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

* + Students will demonstrate comprehension and knowledge of the “School” section by completing the quiz.

IV. Check for Understanding

* Students will complete a quiz on the material covered in the “School” section.

V. Independent Practice

* Students will complete a quiz on the material covered in the “School” section.

VIII. Closure

* Wrap-up the “School” section.
* Overview of what the upcoming days are going to look like regarding content.

**WENDESDAY – December 12, 2012**

I. Anticipatory Set

* Warm-up
  + What are the 5 ways we have learned to say goodbye to one another?

II. Objective

* Students will complete a pre-test for the “Shopping” section.
* Students will learn the vocabulary for the “Shopping” section.
* Students will practice the vocabulary.

III. Input

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

* + Students will need a writing utensil to complete the pre-test and the vocabulary sheet.
  + Students will need to be able to copy the words from the vocabulary sheet to create flashcards.

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

* + Students will demonstrate knowledge of the vocabulary by answering questions and thumbs up/thumbs down when questions are asked (Example: “¿El champú es soap? ¿Sí o no?” Thumbs up for “Sí” and thumbs down for “No.”)

C. Method of Presentation

* + Vocabulary will be presented with a PowerPoint containing a picture and the word for each vocabulary word.

IV. Modeling

* Teacher will got through the vocabulary with the students with the assistance of a PowerPoint.

V. Check for Understanding

* Students can demonstrate understanding by answering questions and thumbs up/thumbs down when questions are asked (Example: “¿El champú es soap? ¿Sí o no?” Thumbs up for “Sí” and thumbs down for “No.”)

VI. Independent Practice

* Students will make flashcards for each of the vocabulary

VIII. Closure

* Overview of what the upcoming days are going to look like regarding content and activities.
* Final questions related to the content introduced today.

**THURSDAY – December 13, 2012**

I. Anticipatory Set

* Warm-up
  + Write the following questions in Spanish:

What is your name?

How are you?

How old are you?

What do you like to do?

Where are you from?

II. Objective

* Students will be able to write large numbers (specifically focusing on thousands).
* Students will be able to ask/answer how much things cost.

III. Input

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

* + Students will need a writing utensil for taking notes, and completing the worksheet.
  + Students will need their “Numbers” sheet.

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

* + Students will demonstrate comprehension by completing the worksheet asking questions about how much different items cost.

C. Method of Presentation

* + Teacher will present the information with the use of the whiteboard and PowerPoint.

IV. Modeling

* Teacher will give examples of how to write large numbers on the board.
* Teacher will give examples of how to ask/answer how much something costs.

V. Check for Understanding

* Teacher will ask the students how much something costs and call on students to answer.

VI. Guided Practice

* Teacher will start the worksheet with the class.

VII. Independent Practice

* Students will complete the worksheet independently.

VIII. Closure

* Overview of what the upcoming days are going to look like regarding content and activities.
* Final questions related to the content introduced today.

**FRIDAY – December 14, 2012**

I. Anticipatory Set

* Warm-up
  + Answer the following questions in Spanish?

¿Qué necesitas para la clase de matemáticas?

¿Cuánto cuestan dos pizzas? (una pizza = 20 pesos)

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.