**Lesson Plans**

**December 17-21, 2012**

**Monday, December 17, 2012**

I. Anticipatory Set

* Warm-up
  + Write the following times in Spanish (include a.m. and p.m.)

12:45 am 6:15 pm

1:20 pm 4:30 am

10:40 am 3:00 pm

II. Objective

* Students will be able to ask how much an item costs.
* Students will be able to answer how much an item costs.

III. Input

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

* + Students will need a pencil to complete the notes and the worksheet.
  + Students will need to know the vocabulary necessary to ask their classmates how much items cost and answer how much an item costs.

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

* + Students will demonstrate comprehension by having conversation with their classmates about how much different items cost.
  + Students will demonstrate comprehension by completing a practice worksheet.

C. Method of Presentation

* + Teacher will give notes on the whiteboard with the help of PowerPoint teaching students how to ask how much items cost and answer how much items cost.

IV. Modeling

* Teacher will demonstrate orally and in writing how to ask how much items cost and how to answer.

V. Check for Understanding

* Students can demonstrate understanding by asking classmates how much an item costs.
* Students can demonstrate understanding by answering their classmates when asked how much an item costs.
* Students can demonstrate understanding by completing the practice worksheet.

VI. Guided Practice

* The students will take turns asking/answering how much items cost.
* Teacher will complete the first couple questions of the worksheet with the students.

VII. Independent Practice

* Students will complete the worksheet independently.

VIII. Closure

* A final example of the concepts taught today.
* Announcements about what the rest of the week is going to look like.

**Tuesday, December 18, 2012**

I. Anticipatory Set

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

¿Cuánto cuesta un peine? (un peine = 40 pesos)

¿Cuánto cuestan tres pizzas? (una pizza = 100 pesos)

* + When do you use “cuesta?”
  + When do you use “cuestan?”

II. Objective

* Students will learn how to ask of things they want.
* Students will learn how to conjugate the verb “Querer.”

III. Input

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

* + Students will need a pencil and their folder for their notes and worksheets.

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

* + Students will demonstrate knowledge by completing the practice sheet.

C. Method of Presentation

* + Teacher will give notes and examples on the whiteboard with the help of PowerPoint.

IV. Modeling

* Teacher will give notes and examples on the whiteboard with the help of PowerPoint.

V. Check for Understanding

* Students can demonstrate understanding by completing the worksheet.

VI. Guided Practice

* Teacher will complete the first few examples of the worksheet with the students as examples.

VII. Independent Practice

* The students will complete the worksheet independently.

VIII. Closure

* Review examples from today’s lesson.
* Give an overview of how the rest of the week is going to look.

**Wednesday, December 19, 2012**

I. Anticipatory Set

* Warm-up:
  + What are the 5 forms of “Querer” and what does it mean?
  + Answer the following questions in Spanish:
    - ¿Qué quieres en la farmacía?
    - ¿Qué quieres en la tienda?
    - ¿Qué quieres en la cafetería?
* Vocab Review

II. Objective

* Students will be able to write both sides of mini-dialogs that might occur in a store.

III. Input

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

* + Students will need their notes from the past two days.
  + Students will need lined paper to write their mini-dialogs.

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

* + Students will demonstrate knowledge by writing mini-dialogs that might occur in different scenarios during shopping.

IV. Modeling

* Teacher will show the students an example of what the mini-dialogs should look/sound like.

V. Guided Practice

* Teacher will show the students an example of what the mini-dialogs should look/sound like.

VI. Independent Practice

* Students will work individually to complete their mini-dialogs.

VII. Closure

* Students will volunteer to read one of their mini-dialogs.
* An overview of end of the week and what to expect after the winter break.

**Thursday, December 20, 2012**

I. Anticipatory Set

* Warm-up:
  + What questions do you have before the quiz?
  + What topic should be reviewed that would best help you with the quiz.

II. Objective

* Students will demonstrate comprehension of the “Shopping” section of this unit by completing the post-test.

III. Input

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

* + Students will need a pencil and their “Numbers” sheet to complete the post-test.

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

* + Students will demonstrate comprehension of the “Shopping” section of this unit by completing the post-test.

IV. Check for Understanding

* + Students will demonstrate comprehension of the “Shopping” section of this unit by completing the post-test.

V. Closure

* Teacher will ask how the students feel about how they did on the post-test.
* Students will complete the “Student Survey” for this week.
* Students will be given an overview of what to expect when they come back from break.

**Friday, December 21, 2012**

\*\*I will only see 4th hour and have 5th hour for half the hour.\*\*

I. Anticipatory Set

* Warm-up:
  + What are the regions of Spain discussed in the last class?
  + What are the capitals of those regions?
  + What is one interesting thing you remember from the lesson?

II. Objective

* Students will learn about regions of Spain and the capitals of each region (due to Friday schedule changes, all the classes have made different progress through the map of Spain).

III. Input

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

* + Students will need a pencil and their map of Spain.

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

* + Students will demonstrate comprehension by filling in their map of Spain with the name of each region and the capitals.

C. Method of Presentation

* + The teacher will give a PowerPoint presentation with information about each region of Spain.

IV. Modeling

* The teacher will show the students where each region is and the capital of each region on a map on the PowerPoint.

V. Check for Understanding

* Students will demonstrate comprehension by filling in their map of Spain with the name of each region and the capitals.

VIII. Closure

* A review of the regions covered in this lesson.
* The teacher will give an overview of what the students can expect to be learning in the weeks following Christmas Break.