**Lesson Plans**

**January 7-11, 2013**

**Monday, January 7, 2013**

I. Anticipatory Set

* Warm-up
  + What were we studying before the break?
  + What did the snow day on Thursday get you of doing in this class?
  + Answer the following questions:
    - ¿Cuánto cuesta un peine? (1 peine = 20 pesos)
    - ¿Cuánto cuestan tres hamburguesas? (1 hamburguesa = 50 pesos)
  + When do we use “cuesta” and when do we use “cuestan?”

II. Objective

* Students will be able to discuss how much items cost.
* Students will be able to tell what items they want from the pharmacy, the store, and the cafeteria.

III. Input

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

* + Students will need their quiz review.
  + Students will need a pencil.
  + Students will need their “Shopping Vocabulary.”
  + Students will need their notes.

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

* + Students will demonstrate comprehension of the “Shopping” unit by completing the review sheet and participating in the class review.

C. Method of Presentation

* + Teacher will create a review guide to prepare students for the post quiz.

IV. Check for Understanding

* Students will demonstrate comprehension of the “Shopping” unit by completing the review sheet and participating in the class review.

V. Guided Practice

* Students may use any necessary notes and previous work to help them complete the review sheet once they have completed as much as possible on their own.
* Teacher will go over the review sheet with the class to ensure the students have the correct answers to study.

VI. Independent Practice

* Students will work independently on completing the review guide.

VII. Closure

* Final questions regarding the post quiz tomorrow.
* An overview of the next couple weeks leading up to the end of the semester.
* A trip to the library.

**Tuesday, January 8, 2013**

I. Anticipatory Set

* Warm-up
  + Study your flashcards to prepare for your quiz today.

II. Objective

* Students will demonstrate understanding of the “Shopping” unit by completing the post quiz.
* Students will be introduced to the concepts of Chapter 1 topics by completing the “Chapter 1 – Pre-Test.”
* Students will be introduced to the vocabulary in Chapter 1 by completing the “Chapter 1 Vocabulary Sheet” and creating flashcards.

III. Input

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

* + Students will need a copy of the “Shopping – Post-Test.”
  + Students will need a copy of the “Chapter 1 – Pre-Test.”
  + Students will need a copy of the “Chapter 1 Vocabulary Sheet.”
  + Students will need a writing utensil to complete all activities.

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

* + Students will be evaluated on their comprehension of the “Shopping” unit by completing the “Shopping – Post-Test.”
  + Students will apply the “Chapter 1 Vocabulary” by creating flashcards.

C. Method of Presentation

* + Teacher will create a test which evaluates the key vocabulary and concepts of the “Shopping” unit and covers the material reviewed in the previous lesson.
  + Teacher will create a “Chapter 1 – Pre-Test” that will evaluate understanding of the key vocabulary and concepts in “Chapter 1.”
  + Teacher will create a “Chapter 1 Vocabulary Sheet” that introduces key vocabulary in “Chapter 1.”

IV. Modeling

* Teacher will show the students a PowerPoint introducing “Chapter 1 Vocabulary.”

V. Check for Understanding

* Students will demonstrate understanding by completing the “Chapter 1 Vocabulary Sheet.”

VI. Guided Practice

* Teacher will show the students a PowerPoint introducing “Chapter 1 Vocabulary.”
* Students will complete flashcards with the “Chapter 1 Vocabulary.”

VII. Independent Practice

* Students will practice the flashcards by flipping through the flashcards and quizzing themselves.

VIII. Closure

* Overview of the rest of the week.
* Last minute announcements.
* Clean up materials from creating flashcards.

**Wednesday, January 9, 2013**

I. Anticipatory Set

* Warm-up
  + What are the 5 modes of transportation in the Chapter 1 Vocabulary? (in Spanish)
  + What are 3 activities, from the vocabulary, that you enjoy doing in the city? (in Spanish)
  + What are 5 locations, from the vocabulary, that you like to visit? (in Spanish)

II. Objective

* Students will demonstrate understanding of the Chapter 1 vocabulary by drawing a town of their own.

III. Input

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

* + Students will need to be able to draw, have appropriate materials at hand, and have their Chapter 1 Vocabulary sheet.

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

* + Students will demonstrate understanding of the Chapter 1 vocabulary by drawing a town of their own.

C. Method of Presentation

* + Teacher will give an example of what the town should look like.
  + Teacher will give detailed directions for the assignment.

IV. Modeling

* Teacher will show the students an example of a town.

V. Check for Understanding

* Students can demonstrate understanding by meeting all of the requirements for the drawing.
* Students can demonstrate understanding of Chapter 1 Vocabulary by labeling all the items on the map in Spanish.

VI. Independent Practice

* Students will work independently drawing their own town.

VIII. Closure

* Clean up materials used to draw the town.
* An overview of the rest of the week and important deadlines.

**Thursday, January 10, 2013**

I. Anticipatory Set

* Warm-up
  + What items (in English) did you have to label when you drew your town yesterday?
  + When you have answered the question start practicing your flashcards by yourself.

II. Objective

* Students will understand how to give directions around Mancelona and around the town they drew yesterday.

III. Input

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

* + Students will need their map from yesterday.
  + Students will need a pencil to complete the notes and practices sheets.

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

* + Students will demonstrate the ability to give directions around a town by completing two (2) worksheets one giving directions.

C. Method of Presentation

* + Teacher will give examples of how to give directions by using the whiteboard and PowerPoint.

IV. Modeling

* Teacher will show the students examples of giving directions by using the whiteboard and PowerPoint.

V. Check for Understanding

* Students can demonstrate understanding by completing the worksheets.

VI. Guided Practice

* Teacher will go through examples and give feedback using the whiteboard and PowerPoint.

VII. Independent Practice

* Students will work independently on the worksheet asking for directions around their town.

VIII. Closure

* Final statements and questions regarding giving directions.
* Reminder to bring books tomorrow.
* Overview of next week.

**Friday, January 11, 2013**

I. Anticipatory Set

* Warm-up
  + Give directions from the church to the library based on the town map you drew on Wednesday.

II. Objective

* Students will be introduced to the verb “Ir” meaning “to go” and its many uses.

III. Input

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

* + Students will need to bring a pencil to complete the notes.

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

* + Students will complete notes on the verb “Ir” and its uses. Complete with conjugation and examples.

C. Method of Presentation

* + Teacher will lead discussion about the verb “Ir” and how it is similar or different to the verbs we have already discussed.
  + Teacher will give notes and examples with the help of the whiteboard and PowerPoint.

IV. Modeling

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

V. Check for Understanding

* Students can demonstrate understanding by answer a few questions on a half sheet of paper at the end of the lesson.

VIII. Closure

* Review the answers for the questions mentioned above.
* Last minute questions related to “Ir.”
* Announcements and overview of next week.
* A trip to the library.