**Lesson Plans**

**January 14-18, 2013**

**Monday, January 14, 2013**

I. Anticipatory Set

* Warm-up
  + What does “ir” mean? What are the 5 forms of “ir?”

II. Objective

* Students will demonstrate their ability to use “ir” to ask and answer questions.

III. Input

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

* + Students will need a writing utensil.
  + Students will need their notes on “ir.”

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

* + Students will demonstrate comprehension of the uses of “ir” by completing a worksheet.

C. Method of Presentation

* + Teacher will do a review of the uses of “ir” on the whiteboard with the help of PowerPoint.

IV. Modeling

* Teacher will do a review of the uses of “ir” on the whiteboard with the help of PowerPoint.

V. Check for Understanding

* Students will answer questions and participate in the teacher lead review.

VI. Independent Practice

* Students will demonstrate comprehension of the uses of “ir” by completing a worksheet.

VII. Closure

* Final questions over “ir.”
* Announcements and overview for the rest of the week.
* Test Thursday.

**Tuesday, January 15, 2013**

I. Anticipatory Set

* Warm-up
  + Answer the following questions in Spanish:
    - ¿A dónde vas a ir para comprar un disco compacto?
    - ¿Con quién vas al centro comercial?
    - ¿Qué vas a hacer en el parque?

II. Objective

* Students will learn how to conjugate “-ar” verbs.
* Students will demonstrate understanding of how to use “-ar” verbs in sentences.

III. Input

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

* + Students will need a writing utensil.
  + Students will need the notes sheet for “-ar” verbs.
  + Students will need their vocabulary sheets.
  + Students will need a copy of the worksheet.

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

* + Students will demonstrate comprehension of conjugating “-ar” verbs by conjugating two “-ar” verbs on a half sheet of paper.
  + Students will apply the ability to conjugate “-ar” verbs by completing the worksheet.

C. Method of Presentation

* + Teacher will go through notes and examples on the whiteboard while students follow along with their notes and answer questions.

IV. Modeling

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

V. Check for Understanding

* Students will demonstrate comprehension of conjugating “-ar” verbs by conjugating two “-ar” verbs on a half sheet of paper.

VI. Guided Practice

* Teacher will go through the first question in each section of the worksheet to guide the students.

VII. Independent Practice

* Students will apply the ability to conjugate “-ar” verbs by completing the worksheet.

VIII. Closure

* Final questions regarding “-ar” verbs.
* An over view of the rest of the week.
* Test Thursday.

**Wednesday, January 16, 2013**

I. Anticipatory Set

* Warm-up:
  + Conjugate the verbs “caminar” and “patinar.”

II. Objective

* Review for the Chapter 1 Test.

III. Input

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

* + Students will need a writing utensil.
  + Students will need their notes.
  + Students will need their vocabulary sheet.
  + Students will need a copy of the test review.

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

* + Students will demonstrate comprehension of the Chapter 1 concepts by completing the Chapter 1 Test Review and participating in the classroom discussion of the review.

C. Method of Presentation

* + Teacher will create a review guide that will give examples of key concepts in Chapter 1.

IV. Independent Practice

* Students will demonstrate comprehension of the Chapter 1 concepts by completing the Chapter 1 Test Review and participating in the classroom discussion of the review.

V. Closure

* Final questions regarding the test on Thursday.

**Thursday, January 17, 2013**

I. Anticipatory Set

* Warm-up:
  + What questions do you have before the test today?
  + Once you have answered the question above please quietly flip through your flashcards to review your vocabulary for the test.

II. Objective

* Students will demonstrate comprehension of the Chapter 1 concepts by completing the Chapter 1 Test.

III. Input

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

* + Students will need a writing utensil.
  + Students will need a copy of the test.
  + Students will need a silent reading book to read after they have completed the test.

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

* + Students will demonstrate knowledge, comprehension, and application of Chapter 1 concepts by completing the Chapter 1 Test.

C. Method of Presentation

* + Teacher will create a test that covers the key concepts in Chapter 1.

VII. Independent Practice

* Students will demonstrate knowledge, comprehension, and application of Chapter 1 concepts by completing the Chapter 1 Test.

VIII. Closure

* Remind students to bring their library books on Friday.
* Final announcements and an overview of next week’s activities.

**Friday, January 18, 2013**

I. Anticipatory Set

* Warm-up
  + What country have we been studying during our culture lessons?
  + What were the last 3 regions we studied?
  + What are the capitals of those regions?

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).

II. 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.
* An over view of what next week will look like.
* Announcements regarding exams.
* Trip to the library.