**Course: Teacher:**

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| **Date** | Week One |
| **Unit Title** | Pronunciation |
| **Lesson Title** | I can say that!!! |
| **Bell Ringer** | See Google Classroom |

**Lesson Objectives, Common Core Standards and/or Grade Level Expectations**

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| **Objective** | **Students should be able to** properly pronounce any Spanish word that they see and should be able to greet and say good-bye to people. |
| **TEKS** |  |
| **Vocabulary**  | Greetings and Good-byes |
| **H.O.T. Guiding Questions** | Why do these letters sound different than how I think they should sound? What if I do not know some one? |

**Teaching/Learning Activities**

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| **1.** | Teacher lecture/online explanation and practice |
| **2.** | Student guided practice with questions and answers |
| **3.** | Informal and formal assessments and monitoring |

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| **Remediation** | Google Classroom Notes as well as links to supplemental videos. |
| **Enrichment** | All students will move to Dueling and/or Rocket Spanish once all assigned work is complete. |
| **Modifications** | All modifications are found on file and will meet requirements per individual student. |

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| **Monday** | Introduction of Spanish alphabet as well as sounds all letters make. |
| **Tuesday** | Small group activity creating a phonetic pronunciation chart for short dialogs. |
| **Wednesday** | Activities on quizlet to assist with comprehension of Spanish pronunciation. |
| **Thursday** | Quiz on sounds letters make followed by introduction of basic greetings and goodbyes. |
| **Friday** | Group work on small group greetings and good-byes dialog. |

**Media/Materials**

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| **Grouping** | X- Whole \_\_\_ Pairs X-Small  | **Differentiation** | Tiered activities, peer groups, online supplemental materials, teacher assistance |
| **Formal Assessment** | Quiz |
| **Informal Assessment** | Monitoring, listening, peer reactions |
| **Reflection** |   |  |