**Course: Spanish 1 Teacher: Pratt**

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| **Date** | Week 14 |
| **Unit Title** | What do you have/What are you? |
| **Lesson Title** | I am…uh I have…No, I am… |
| **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** create coherent sentences using tener expressions. |
| **TEKS** | 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2C, |
| **Vocabulary** | Numbers 0-100, tener, things that people possess |
| **H.O.T.**  **Guiding Questions** | How can you “have hot/cold?” |

**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 Duolingo, Busuu, Memrise, or Rocket Spanish once all work is complete. |
| **Modifications** | All modifications are found on file and will meet requirements per individual student. |

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| **Monday** | Introduction of idiomatic expressions that require the use of tener. |
| **Tuesday** | Slide # 2-3 rough draft for family book must be completed, Quia practice test, Memrise with tener expressions |
| **Wednesday** | Slide #4-5 rough draft must be completed Memrise with tener expressions, review Quia practice test |
| **Thursday** | TEST…tener, tener expressions, and numbers. Slide #’s 6-8 must be completed based on time. |
| **Friday** | Begin Review for cumulative exam. (Rules for pronunciation) Students will complete slides 3-8 rough draft of family book. Cumulative Exam Practice test will be ready |

**Media/Materials**

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