**Course: Spanish 1 Teacher: Pratt**

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| **Date** | Week 5 Semester 2 |
| **Unit Title** | Present Tense |
| **Lesson Title** | Los Verbos Regulares |
| **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** | telling time vocab, classroom activities, subjects |
| **H.O.T.**  **Guiding Questions** | Why is it important to change the form of the verb when creating sentences? |

**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** | Expansion of regular verbs in the present tense. Supplemental vocabulary used for crating more complex sentneces. |
| **Tuesday** | In class activity in small groups practicing conjugations of regular verbs along with use of supplemental vocabulary. |
| **Wednesday** | Quiz on supplemental Vocabulary. Practice test Activity on Quía. Students may work in small groups on practice test. |
| **Thursday** | Test on Regular Verbs in Present Tense with Supplemental Vocabulary. Introduction of use of estar and ir. Revisit use of ser. |
| **Friday** | Introduce estar - to be and ir - to go. Discuss basic differences between her and estar. |

**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, Test | | | |
| **Informal Assessment** | | Monitoring, listening, peer reactions | | | |
| **Reflection** | |  | | |  |