**Course: Spanish 1 Teacher: Pratt**

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| **Date** | Week 22 |
| **Unit Title** | Puerto Rico |
| **Lesson Title** | Comer en familia |

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

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| **Objective** | **Students should be able to** talk about their daily schedule |
| **TEKS** | 1A, 1E, 2A, 2C |
| **Vocabulary**  | Daily Activities |
| **H.O.T. Guiding Questions** | How much Spanish do you know now compared to day 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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| **Monday** | Introduction of food and beverage vocabulary. Presentation of blue words pp 140-141. Práctica de vocabulario p. 142 Acts 1-2. Workbook HW pp. 99-100 all activities |
| **Tuesday** | Review HW from workbook. Discussion of interrogatives in English. Introduction of 10 key interrogatives in Spanish (some will be already known words) Review words for tomorrow’s  |
| **Wednesday** | Quiz on Vocab words. Workbook vocab review p. 101 together in class. Review use of “gustar” Introduce the likes/dislikes rules for upcoming project. HW from workbook p. 102 all activities. |
| **Thursday** | Students will work on rough drafts for gustar project. Towards the end of class, we will review for tomorrow’s quiz on interrogatives. |
| **Friday** | Quiz on interrogatives. After quiz, students will continue working on their projects. Rough drafts MUST be approved before beginning final draft. |

**Media/Materials**

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| **Grouping** | X- Whole \_\_\_ Pairs X-Small  | **Differentiation** | Tiered acts, peer groups, online sup materials, teacher assistance |
| **Formal Assessment** | TEST |
| **Informal Assessment** | Monitoring, listening, peer reactions |