

Element	Description
<p>Objective: What will students know and be able to do by the end of the lesson? ***<i>This comes directly from the teacher's guide.</i></p>	<ul style="list-style-type: none"> • Readily know how to create simple sentences with the verb “ser” • Tell time in Spanish • Identify and relay numbers 1-20 in Spanish
<p>Materials: What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> • Spanish beginner book • “lesson 6 – review worksheet” • “lesson 6 – number presentation” PowerPoint • “lesson 6 – telling time presentation” PowerPoint • “Lesson 6 – guided practice” document • “Lesson 6 – independent practice” document • Paper and writing utensil
<p>Warm Up [We do]: How will students review what they learned in previous lessons?</p>	<p>Present “Lesson 6 – Review Worksheet” with Zoom Share Screen. Tell the students to individually write down the answers. After 10-15 minutes. Have the students go into Zoom Breakout Rooms to review the answers with each other (try to have a teacher in each breakout room, if not possible, as the Zoom Host, attend each Break out Room to see if any of the students have questions).</p> <p>Have the students come back together in the main Zoom classroom. Ask the students if they have any questions. If not, continue to the lesson.</p>
<p>Introduction [I do]: How will you model what students are expected to do? How will you engage students with the new material?</p> <p>Guided Practice [We do]: How will you deliver the lesson? How will you address multiple learning styles? How will the students interact with you and each other?</p>	<p>Present “Lesson 6 – number presentation” PowerPoint using Zoom ShareScreen. If the students have their books, have them start on page 40 (22%, page 40 of 222, Location 798 of 3682). Tell the students that the lesson will focus on pages 40 – 45. Tell the class that the other “number” sections will be discussed later on in the semester.</p> <p>Go over the PowerPoint presentation with the students.</p> <ul style="list-style-type: none"> • For numbers 1 – 29, explain to the students that it is similar to how in English, we say numbers differently from 1-19 (one, two, eleven, twelve, thirteen, etc.) In English, once you hit 20 and numbers beyond it, it is pronounced twenty-one, twenty-two, etc. In Spanish, the individual words are from 1-29 instead of English 1-19. In Spanish, once someone hits 30, it is similar to English where it is the 10s number plus “y” or and, then the first digit numeral. • Make sure to emphasize pronunciation of each of the numbers by saying the number in normal speed, very slowly, then normal speed again. Do this until the whole PowerPoint has been explained and enunciated. <p>Next play the “Virtual Number Hopscotch”. To play, tell the students the directions:</p> <ol style="list-style-type: none"> 1. Going down the “line” (your zoom video feed), using your fingers to depict #1, have the first student call out “Uno”. 2. Call on another student and using your fingers to depict #2, have the second student call out “Dos”. 3. Continue this until numbers 1-20 have been spoken. 4. Play it again, only this time the teacher says all the odd numbers then calls on an individual student each time to say the even numbers.

	<p>5. Play it again, only this time the teacher says all the even numbers then calls on an individual student each time to say the odd numbers.</p>
<p>Introduction [I do]: How will you model what students are expected to do? How will you engage students with the new material?</p> <p>Guided Practice [We do]: How will you deliver the lesson? How will you address multiple learning styles? How will the students interact with you and each other?</p>	<p>Once the teacher thinks the students are adequately pronouncing and listing the numbers, begin the next presentation “Lesson 6 – Tell Time presentation” by presenting it to the class through Zoom Share Screen. Tell the students that this point of the lesson will be going over pages 55-59 (29%, page 55 of 222, location 1029 of 3682 – 31%, page 59 of 222, location 1098 of 3682).</p> <p>This presentation is focusing on telling time and days of the week. Once you have gone through all the slides on the PowerPoint and explaining everything to the students...</p> <p>Open “Lesson 6 – Guided Practice” worksheet. Have the worksheet presented through Zoom Share Screen. Have the students write/type down their answers. Go through 1-3 together as a class. Then let everyone work individually. After 10 minutes, have the students come together and share the answers person by person.</p>
<p>Independent Practice [You do]: How will you provide varied opportunities for students to practice the objective? How will the students interact with each other?</p>	<p>Using the Zoom Chat – Share file feature, share the document “Lesson 6 – independent practice” with the students. Then tell the students they will all work on this page with each other.</p> <p>Break the students into 2-3 groups with Zoom Breakout Rooms. Give the students 15-20 minutes to complete this activity. Regularly check in on the groups, but a teacher does not need to keep an active presence in each group for this part.</p> <p>Before class ends or by the end of the time limit, have the students come back together in the main room. Let the students share their answers to the class. Correct anything that is wrong.</p>
<p>Evaluation [We do]: How will you know that students can <i>independently</i> complete the objective? How will you determine that students are ready to move on to the next objective?</p>	<p>Once the students have completed the independent practice (whether in class or as homework) and the teacher determines them doing well, they are ready to go to the next lesson.</p> <p>For extra practice, have the students go over pages 40-45 and 55-59 of the Spanish beginner book as homework and review.</p>