

Element	Description
<p><b>Objective:</b> 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"> <li>• Students will identify the verbs “querer” and “necesitar” in speech and writing</li> <li>• Students will use the 2 verbs with competency in both speech and writing</li> <li>• Students will understand the context in using both verbs in speech and writing</li> <li>• Students will understand and use vocabulary for grocery stores and airports</li> </ul>
<p><b>Materials:</b> What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> <li>• Lesson 14 – <a href="#">homework story</a></li> <li>• Lesson 15 – presentation</li> <li>• Lesson 15 – vocabulary list</li> <li>• Lesson 15 – guided practice</li> <li>• Lesson 15 – <a href="#">homework video</a> <u>1</u></li> <li>• Lesson 15 – <a href="#">homework video</a> <u>2</u></li> <li>• Spanish beginner book – pages 112-114 (querer focus)</li> </ul>
<p><b>Warm Up [We do]:</b> How will students review what they learned in previous lessons?</p>	<p>Review the “Lesson 14 – homework story” with the students. The story had a Spanish and English version side by side, so the students should have read through it easily.</p> <p>Ask the students story comprehension questions:</p> <ol style="list-style-type: none"> <li>1. What was the story about?</li> <li>2. How many different geckos were in the story?</li> <li>3. Which gecko was your personal favorite?</li> <li>4. Can you list off the times you saw Indirect Object Pronouns used? <b>7x</b></li> <li>5. Can you list off the times you saw Direct Object Pronouns used? <b>3x</b></li> <li>6. What was the most commonly used verb? <b>Haber (explain why haber is used so often)</b></li> <li>7. How many adverbs/adjectives were used and what were they?</li> </ol> <p>Try to have the students only respond in Spanish.</p>
<p><b>Introduction [I do]:</b> How will you model what students are expected to do? How will you engage students with the new material?</p>	<p>Open and present the vocabulary list “Lesson 15 – vocabulary” using Zoom Share Screen. This list will cover words and phrases common in a grocery store and in/about an airport. The students should have a chance to review the list and try pronouncing/saying some of the most important words and phrases.</p> <p>After the vocabulary:        Tell the students that the day’s lesson will focus on the present conjugation and use of the verbs “necesitar” and “querer” along with learning how to add another verb in the infinitive form after the conjugated one.</p> <p>Open and present “Lesson 15 – presentation” using Zoom Share Screen. Focus on the context/situation when using both verbs and the proper conjugation for necesitar (regular verb) and querer (irregular verb).</p>
<p><b>Guided Practice [We do]:</b> 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>Review using necesitar, querer, and 2 verbs followed right after each other using “Lesson 15 – guided practice” worksheet. Open and present the document using Zoom Share Screen. Then have the students work on the document individually for 5-10 minutes. Then go over the document as a class. Answer any questions the students may have.</p>

<p><b>Independent Practice [You do]:</b> How will you provide varied opportunities for students to practice the objective? How will the students interact with each other?</p>	<p>This is an exercise that everyone will work on individually. Everyone should write a paragraph (5-7 sentences) of what they need from the grocery. This should be typed so that each student can present their work using Zoom Share Screen once they complete the paragraph.</p> <p>The students should use “necesitar” for items like toilet paper, milk, etc. and use “querer” to express the want for different snacks or brands of items.</p> <p>After 15-20 minutes, the students should present their paragraphs to the class. Allow the other students to ask questions and critique other students paragraphs. Then give feedback for each student.</p> <p>Add in suggestions for different vocabulary or verbs that would better fit the context of the conversation.</p>
<p><b>Evaluation [We do]:</b> 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>The students should have 80-100% retention on what the verbs “necesitar” and “querer” mean and how to conjugate the verbs. The students should have 50-100% retention on how to use more than 1 verb next to each other in a sentence (conjugated verb &gt; infinitive verb or conjugated verb + que + infinitive verb). The students should have 20-80% retention on the vocabulary list from this lesson.</p> <p>For homework, have the students review the 2 videos (in class material) and the pages from the book (Spanish beginner by Matthew Swank, pages 112-114).</p>