

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"> • The students will learn: <ul style="list-style-type: none"> ○ the difference between “ser” and “estar” ○ how to conjugate –ar, -er, and –ir verbs in Present tense ○ how to conjugate irregular verbs in Present tense
<p>Materials: What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> • Zoom Whiteboard, Zoom Breakout Rooms • “Lesson 9 – vocabulary homework” handout • “Lesson 9 – review” worksheet • “Lesson 9 - presentation” PowerPoint • “Lesson 9 – guided practice” worksheet • “Lesson 9 – independent practice” worksheet • Spanish Beginner book – pages 83-90/94-98/116-130
<p>Warm Up [We do]: How will students review what they learned in previous lessons?</p>	<p>Ask the students if they have any questions concerning previous lessons.</p> <p>Open “Lesson 9 – Review” worksheet. This worksheet will go over the conjugation of “ser”, “los pronombres sujetos”, “las preguntas”, and “las respuestas”.</p> <p>Go over these 4 subjects until you determine the students understand everything and can recall everything very well.</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>Tell the students that today’s lesson will be going over verbs in the present tense for Spanish. The subject in the class will be going over the same principles and exercises found in “Spanish Beginner book – pages 83-90/94-98/116-130”.</p> <p>Open “Lesson 9 – presentation” and present it to the students using Zoom Share Screen. Go over the whole PowerPoint, be sure to pause for questions at every Section Header since this lesson will be long.</p> <ol style="list-style-type: none"> 1. Difference between Ser and Estar <ol style="list-style-type: none"> a. The first slide covers the conjugations of “estar” b. 2nd slide goes over the uses of “estar” c. 3rd slide goes over the differences between “ser” and “estar” d. 4th slide goes over examples of both “ser” and “estar” in a comparison format 2. How to conjugate regular verbs <ol style="list-style-type: none"> a. 1st slide explains that “ser” and “estar” are irregular verbs, just like the English verb “To go” b. 2nd slide explains that there are regular verb conjugations just like in English verb “cook” c. 3rd slide goes over the “-ar conjugaciones” d. 4th slide goes over the “-er, -ir conjugaciones” e. 5th slide goes over different verbs that follow the rules for regular conjugations of both and examples 3. How to conjugate irregular verbs <ol style="list-style-type: none"> a. 1st slide explains again that “ser” and “estar” are irregular verbs b. 2nd slide explains common irregular conjugations of “-ar” verbs

	<ul style="list-style-type: none"> c. 3rd slide explains common irregular conjugations of “-er, -ir” verbs d. 4th slide covers completely irregular wacky conjugations e. 5th slide gives the list of all irregularly conjugated verbs (in present tense only)
<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>Ask the students if they have any questions....</p> <p>Tell the students that you will split everyone into 2 groups with Zoom Breakout Rooms. Make sure there is 1 teacher per group. Have Breakout Room 1 go over “Lesson 9 – guided practice 1” and have Breakout Room 2 go over “Lesson 9 – guided practice 2”. Once each group is done going over their first guided practice sheet, have them begin the next one. Make sure to go over both documents, have each person participate. If a student makes a mistake, use Zoom Annotate and a verbal explanation to go through why a certain conjugation is the way it is.</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>Bring all the students back together. Ask the students if they have any questions...</p> <p>Open all 4 independent practice documents. Using Zoom Breakout Rooms, split the class into 4 groups. Share the 4 different documents to each group once they ARE ALREADY IN THE BREAKOUT ROOMS using Zoom Chat – Share File option. Tell the students that each group will complete each worksheet on their own as a group without the teacher’s help. They will need dictionaries and their notes to help them.</p> <p>Once each group has split up. Wait 15-20 minutes for the students to work together and try to figure out the sentences.</p> <p>Then bring all the students together. Have each student go through a sentence, reading it aloud and giving the answer. If wrong, ask them why it is wrong. If correct, correct them on any pronunciation errors and move on. Once every student has a chance to go once, have the students who had the most trouble with pronunciation and conjugations to finish saying out loud the rest of the answers. (If you don’t have enough time, don’t bother answering every single sentence from all 4 worksheets, just make sure each student has a chance to answer)</p> <p>Ask the students if they have any questions about the lesson.</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>Tell the students again that the Spanish Beginner book has the lesson on pages 83-90/94-98/116-130. Tell the students that for homework they are to go through all these pages, completing any of the practice exercises within it. Also share the “Lesson 9 – vocabulary homework” handout. Tell the students that you want all of them to review/study the verbs, the conjugation form for each word, the meaning of the verb, and an example of how it is used in Spanish. Tell the students that they must choose any 5-10 verbs on the list to present and talk about next class.</p> <p>Next class, go over the homework, if the students have shown understanding and replication of conjugating irregular and regular verbs, then they are ready for the next lesson.</p>

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