

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"> • Students should prove their retention of all lessons up to now • Students should have 50-80% retention of all vocabulary up to this point • Students should have proper pronunciation of the alphabet, numbers, common verbs and phrases
<p>Materials: What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> • Lesson 12 – Review 1 <ul style="list-style-type: none"> ○ Lesson 8 - presentation • Lesson 12 – Review 2 <ul style="list-style-type: none"> ○ Lesson 10 - presentation • Lesson 12 – Spanish Alphabet Marching Song
<p>Warm Up [We do]: How will students review what they learned in previous lessons?</p>	<p>Spanish Alphabet Marching Song by (/oDo)/</p> <p>Open this song on your web browser. Using Zoom Share Screen, present the web page to the students. Have each of them search for the song themselves. Have each student listen to the video by themselves.</p> <p>After 3 minutes, have everyone pay attention to your screen. Sing the song with the whole class, where the teacher is the leader and the students are the repeaters. The teacher can have the music in their background, but be sure that you have the sound not presenting to the students (the voice of the video and the teachers voice will drown each other out and students will not hear you). The students will only hear the teachers voice.</p> <p>Try to go through all 3 speeds.</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>Once the Warmup activity is over, open up Zoom Whiteboard. Tell the students that you are going to play a conjugation game. On the Zoom Whiteboard, write every students' name in a numbered list.</p> <p>Then write the conjugation chart on the screen, with only the subject pronouns written. Then write the verbs in a bullet list:</p> <ul style="list-style-type: none"> • Hablar • Comer • Vivir • Ser • Estar • Tener • Hacer • Ir • Corregir <p>Tell the students that you will give them 1 minute to prepare themselves/find/remember the conjugations of all these verbs. Tell them to remember that some are irregular verbs and to be careful.</p> <p>Once the 1 minute is up, tell the students that you will go in order of the list on the whiteboard screen of all the students. The first person will give the first conjugation in the chart for Hablar. And it will continue from there until all the verb conjugations have been spoken. If someone makes a mistake, they have to correct themselves before the next person can go.</p>

Your screen should look like this:

- | | |
|--------------|-------------|
| 1. Sarah | a. Hablar |
| 2. Ronald L. | b. Comer |
| 3. Randolph | c. Vivir |
| 4. Duane | d. Ser |
| 5. Natanel | e. Estar |
| 6. Raechelle | f. Tener |
| 7. Sydney | g. Hacer |
| 8. ...etc | h. Ir |
| | i. Corregir |

Los pronombres sujetos	Las conjugaciones
Yo	
Tú	
Él, Ella, Usted	
Nosotros, Nosotras	
Ellos, Ellas, Ustedes	

And when the students start it should sound like this:

1. Sarah says Yo Hablo
2. Ronald L says Tú Hablas
3. Randolph says él, ella, usted habla
4. Duane says Nosotros, Nosotras Hablamos
5. Natanel says Ellos, Ellas, Ustedes Hablan
6. Raechelle says Yo Como
7. Sydney says Tú Comes
8. ...etc.

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?

Independent Practice [You do]: How will you provide varied opportunities for students to practice the objective? How will the students interact with each other?

If there is more than 1 teacher (if you don't, nominate one of the students to help you), split everyone into 2 groups using Zoom Breakout Rooms. Breakout Room 1 will review Lesson 8 and then work on Lesson 12 – Review 1 worksheet.

- Directions for Review 1 document is on the document

Breakout Room 2 will review Lesson 10 and then work on Lesson 12 – Review 2 worksheet.

- Part 1 directions for Review 2 is on the document
- Part 2 directions for Review 2: The teacher should record some of the details from the students on their own. Once everyone has given out their name, their feeling or state, and their physical location, the teacher will give the directions for the second part of the game
 - The teacher will call out “Quién tiene hambre?” and the students will have to guess/remember who said that phrase. The students can work together on this, but they have to try to talk in Spanish.
 - Example: One of the students had said, “Mi nombre es Brian. Tengo hambre. Estoy en mi cuarto,” when the students were all giving their names and feelings/state/location. The teacher will write down one of those sentences. Then once everyone has gone, the teacher will ask the class “Quién tiene hambre?” and the students have to figure out together which one of them said that.

Give each group 10-15 minutes to work on this, then have the teachers switch groups.

	<p>Give each group another 10-15 minutes to work and review, then have the whole class come together.</p> <p>If you still have time, review Lesson 11 (formal vs informal; prepositions) as a group until the end of class. **Hangman would be a good game for this part**</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>If the entire class has 80-100% retention of all the subjects covered in this review, then they are ready for the Test for this section and to start the next lesson. Tell the students to review and be ready for the test.</p>