

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"> • Re-enforce previous lessons concerning Present tense and verb usage • Re-enforce creating, speaking, and writing complete sentences • Identify and comprehend new vocabulary to the students: sports, games, instruments/music • Comprehend the difference between the verbs “jugar” and “gustar” • Use both verbs according to the context given
<p>Materials: What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> • Lesson 14 – review story 1 • Lesson 14 – review story 2 • Lesson 14 – presentation • Lesson 14 – vocabulary • Lesson 14 – independent practice • Lesson 14 – story for homework
<p>Warm Up [We do]: How will students review what they learned in previous lessons?</p>	<p>This first part of class will use “lesson 14 – review story 1” and “Lesson 14 – review story 2”. Split the class into 2 groups using Zoom Breakout Rooms. The first group will go over Review Story 1 (online pdf file). The story is short and a kid’s book, however not only go over the story with the students, but go over pronunciation, the conjugation of the verbs, comprehension questions, direct objects, and indirect objects.</p> <p>The second group will go over Review Story 2 (online pdf file). This story is also a short kid’s book, but again, go through the whole story and all the grammar subjects discussed in class.</p> <p>After 10-20 minutes of each group going over the stories, have everyone come together in the middle. Ask the students if they learned anything new and to share it with the rest of the class. Ask one student from Group 1 to tell the Group 2 students what the story was about (in Spanglish if necessary, but they should try for as much Spanish as possible) and vice versa.</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>Open the document “lesson 14 – vocabulary” and present it to the students using Zoom ShareScreen. Go through the vocabulary list with the class; focus on pronunciation and what part of speech the words are.</p> <p>Open the document “lesson 14 – presentation” and present it to the students using Zoom ShareScreen. Go through the short lesson with the students. Be sure the students understand when to use “jugar” and “tocar” in context.</p> <p>At the end of the presentation, there is a slide with 6 images and a title “¿Jugar o Tocar?” This is the guided practice activity. Give the students a few moments to come up with a sentence for each picture using either jugar or tocar and some of the vocabulary from before. The students are free to ask the teacher questions or a dictionary to help them, but each student should come up with their own sentences.</p> <p>After 10-15 minutes, have each student tell the class one of their 6 sentences, everyone else will guess on which picture was used for that sentence (there may be more than answer). Allow everyone to go at least 1x.</p>
<p>Independent Practice [You do]: How will you provide varied opportunities for students to practice the objective? How will</p>	<p>Open “Lesson 14 – Independent Practice” and present it to the students using Zoom Share Screen. Go over the directions at the top and bottom of the page. Then stop presenting the document and share it using Zoom Chat – Share File.</p>

<p>the students interact with each other?</p>	<p>Split the class up into 3 groups. Breakout Room 1, 2, and 3 will have their respective “paragraphs” to write. Each group will help each other to write and present to each other. The teacher should rotate between all 3 groups to critique and offer assistance. Each student should have a final draft of their paragraph on a Microsoft Word document (or other similar program).</p> <p>After 20-30 minutes, all the students should come back together as one class. Each student should use Zoom ShareScreen to present their paragraph and read it aloud to the rest of the class. The other students should critique and give feedback. Then the teacher should critique and give feedback. Do this until all the students have presented their paragraphs. If not everyone can present in one class time, finish it in the next class.</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>Everyone should have 80-100% retention of present tense of verbs, 60-100% retention of the difference between jugar and tocar, and 40-100% retention of the vocabulary. All of this can be determined during the guided practice and independent practice exercises.</p> <p>For homework, have the students read “lesson 14 – story for homework” in preparation for the next class. Each student should have a summary of the story and what they liked about the story ready for the next class (simply in oral form, not necessary to be written)</p>