

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>	<p>Students will perfect their pronunciation, tone, and speech flow of vocabulary terms and sentences. Students will understand and identify the verbs “poder, poner, and ponerse” in reading and speech. Students will use the verbs “poder, poner, and ponerse” in speech and writing.</p>
<p>Materials: What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> • Lesson 16 – vocabulary • Lesson 16 - presentation • Lesson 16 – guided practice • Lesson 16 – guided practice answers • Lesson 16 – bingo#1-15 • Lesson 16 – bingo callout sheet • Spanish Beginner book
<p>Warm Up [We do]: How will students review what they learned in previous lessons?</p>	<p>Using Zoom Whiteboard and Zoom Annotate tool, go over the last lesson with the students.</p> <p>Review the verbs “necesitar, querer”, “gustar”, and “jugar, tocar”. Review how to use each verb in context/conversation.</p> <p>Open “Lesson 16 – vocabulary” review the terms with the students. Some of the terms will be review from “Lesson 15 – vocabulary” because talking about airports/travel with planes in each.</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>Open “Lesson 16 – presentation” and present it to the class using Zoom ShareScreen. It is a short lesson, but it introduces a reflexive verb for the first time. Be sure to emphasize the differences in all the verbs and the different meanings each verb if certain indirect object pronouns are used in a sentence.</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 and present to the class “Lesson 16 – guided practice” using Zoom Share Screen. Have “Lesson 16 – guided practice answers” also open. The students will not be able to see both documents as long as they are in 2 different windows (aka if both documents are pdfs, make there are 2 different pdf windows to show both documents at once to you and only the worksheet to the students). Go through the document with the students. Some of the sentences are difficult, but show the students what some real sentences in Spanish look like and sound like. Emphasize what the subject is, what the verb/verb phrase is, and what the direct and indirect objects of the sentences are.</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>Bingo</p> <p>There are 15 different pdf files for Lesson 16 – independent practice bingo”. Give each student a bingo card. Use the document called “Lesson 16 – independent practice callout” to call out the words. Do not bother using B+term, just call out the terms on the callout list. There are too many terms randomly placed throughout all the cards to worry about that. However if time needs to be stretched out, go ahead and do so but run the risk of students becoming bored really quickly.</p> <p>This is not only a bingo matching game, but also a translation game. Call out only the English translation of all the terms on the callout document. Have the students tell you the Spanish term for it, then claim the tile on their bingo cards if they have it.</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>Students should have 40-100% retention of the vocabulary from lesson 14, 15, and now 16. Students should have 70-100% retention of the grammar usage of present tense verbs, particularly for gustar, querer, necesitar, poner, ponerse, and poder.</p> <p>For homework: students should watch this video for more help on poner and ponerse; students should watch this video for more help on poder; students should go through their book, pages 130-132.</p> <p>Next class the students will go over the verb “ir” and the grammar form “ir + a + infinitive”, if the students want to get ahead, they should go to their books and read ahead 145-154.</p>
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