

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>• Learn the verb “tener” and its uses</li> <li>• Learn emotions and health words (Example: I am angry. I have a stomach ache. I have a sore throat. Etc.)</li> <li>• Learn the differences between the verbs “ser”, “estar”, and “tener”</li> </ul>
<p><b>Materials:</b> What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> <li>• Zoom Whiteboard, Zoom ShareScreen, Zoom Breakout Rooms</li> <li>• Know what the students did for homework last class</li> <li>• Spanish beginner book pages 31-35, 62-73, and 116-130</li> </ul> <ul style="list-style-type: none"> <li>• “Lesson 10 – presentation” PowerPoint</li> <li>• “Lesson 10 – Guided Practice” worksheet</li> <li>• “Lesson 10 – Independent Practice”</li> <li>• “Lesson 10 – vocabulary” handout</li> </ul>
<p><b>Warm Up [We do]:</b> How will students review what they learned in previous lessons?</p>	<p>Go over the previous lesson’s homework:</p> <ul style="list-style-type: none"> <li>- From 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.</li> <li>- The Spanish beginner book has all the answers for each exercise within the book</li> </ul> <p>Ask the students if they have any questions.</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>Tell the students this lesson will be including topics from 3 different chapters of their books, specifically the pages 31-35, 62-73, and 116-130.</p> <p>Tell the students that the day’s lesson will focus on using “Estar” and “Tener” to express emotions and health.</p> <p>Using Zoom Share Screen, present the “Lesson 10 – presentation”. Go over each of the slides with the students.</p> <p>Then, using Zoom Share Screen, present the “Lesson 10 – vocabulary” handout. Go over the vocabulary of emotions and health words/phrases with the students. Go over which words would be best used with “Ser”, “Tener”, and “Estar” and what sentences would be used for all the words/phrases.</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>Tell the students that they will now practice what they have just learned. Using Zoom Share Screen with everyone together at once, present the “Lesson 10- guided practice” document. First go through the conjugation chart with the students at the top of the document. Use Zoom Annotate to type the answers in. Then go through the sentences. Help the students translate the sentences (since there won’t be much time for them to look it up themselves and answer you).</p> <p>Have each student try to answer the questions. Correct any pronunciation, grammar, or vocabulary mistakes.</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>Tell the students that they will now be in groups to work on the “Lesson 10 – independent practice”. Split the class into 2 groups using Zoom Breakout Rooms. Have a teacher in each group. Have each teacher present the “Lesson 10 – independent practice” sheet.</p> <p>Tell the students that they must identify which of the 3 verbs (ser, estar, and tener) will be used for each sentence. Then they must translate the sentences using a dictionary and each other for help. After 10-15 minutes, have each group go over the answers with the teacher within the group. Correct any pronunciation, grammar, or vocabulary mistakes.</p> <p>After another 10-15 minutes, have everyone come back together. Go through any questions the students may have.</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>Once everyone has had a chance to do the independent exercise, the class should have a 80-100% rate of good grammar, 60-75% rate on using vocabulary for the different verbs (ser, estar, and tener). If the whole class has not done that well, go over the lesson/guided practice again during the next class.</p> <p>Tell the students that for homework, each student must pick 10 different terms/phrases from this link: <a href="https://spanish.yourdictionary.com/spanish-language/learning-spanish/health-vocabulary-words-for-spanish-class.html">https://spanish.yourdictionary.com/spanish-language/learning-spanish/health-vocabulary-words-for-spanish-class.html</a> and write sentences with those words/phrases using either tener, ser, or estar. They can get more help from this link: <a href="https://www.thespanishexperiment.com/learn-spanish/pain">https://www.thespanishexperiment.com/learn-spanish/pain</a> .</p> <p>During the next class, everyone will go over the appropriate verb.</p>