

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 form a question and answer in proper grammatical structure. Students will identify interrogative words in Spanish, and other key vocabulary.</p>
<p>Materials: What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> • Spanish Beginner book (pages 133-137) • “Lesson 7 – prelesson vocabulary” • “Lesson 7 – presentation” PowerPoint • “Lesson 7 – guided practice” • “Lesson 7 – Independent practice”
<p>Warm Up [We do]: How will students review what they learned in previous lessons?</p>	<p>Start the class asking how the students think they did on the test. Ask the students if they want to review anything from the test.</p> <p>Open Zoom Whiteboard and go over “Ser” and “Pronombres de sujeto” very quickly with the students. Go over pronunciation and correct grammar of these two topics.</p> <p>Open “Lesson 7 – prelesson vocabulary” and present it to the students using Zoom Share Screen. Tell the students that this is a list of vocabulary they will see throughout the lesson today. Go through the list of words, practicing with everyone the proper pronunciation and meanings/situations that each term would be used. (You can do this in Zoom Breakout Rooms if you have enough teachers).</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 7 – presentation” document and use Zoom Share Screen to present it. Go over the lesson in the PowerPoint.</p> <ol style="list-style-type: none"> 1. Interrogative words and their proper spelling 2. Grammatical structure of questions 3. Response words and their proper spelling 4. Grammatical structure of response in statement formats <p>Go over the difference between sentences telling the time and normal response sentences. Go over the similarities as well.</p> <p>Tell the students that this lesson is also on pages 133-137 of the Spanish beginner book by Matthew Swank.</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>(If there is more than one teacher) = Have the students broken into 2 groups with Zoom Breakout Rooms. Once everyone is in the groups, have each teacher use Zoom Share Screen and present “Lesson 7 – guided practice”. Go over the worksheet with all the students.</p> <p>(If there isn't more than one teacher) Keep all the students together in the main classroom, present the document “Lesson 7 – guided practice”. With everyone together, take turns asking each student the answers to the directions on the worksheet. Skip over the boxes of translations to save time. Send the worksheet to the students after the class as homework to figure out the translations.</p>
<p>Independent Practice [You do]: How will you provide varied opportunities for students to practice the objective? How will</p>	<p>Once you are done with the Guided Practice. Using Zoom Share Screen, open the document that says “Lesson 7 – Independent Practice”. This worksheet has every single question from the previous lessons. Have the students work on the worksheet individually by sharing the document with Zoom Chat –</p>

<p>the students interact with each other?</p>	<p>Share File or have the students write their answers individually. This is their time to practice amongst themselves.</p> <p>After 15 minutes, tell the students that you will call on each of them to give the answers. Do this until all the answers have been answered correctly or given an explanation to.</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>This lesson is beginner but important to spend time on. Make sure each student has a good understanding of how to grammatically structure questions and “statement” sentences. This is a lesson that will be expanded upon many times in the future. The focus is on the grammar, not the vocabulary for this lesson.</p> <p>Have the students review the Interrogative words vocabulary as homework and practice on pages 133-137 too (if they have the book).</p>