

PCSD Lesson Planning Template

Grade Level: 11-12				
Teacher/Room: T. Russo / 427		Course(s)/ Period(s): Spanish I / 2 nd , 3 rd		Week of: 8-7-17
Unit Vocabulary: continue pronunciation, the alphabet, begin numbers with calendar vocabulary				
Instructional Strategies Used: Group discussion; teacher modeling; pronunciation repetition; note-taking; cultural exposure; large group/paired work/individual work				
Day 1	Day 2	Day 3	Day 4	Day 5
GSE/GPS Standard(s): ML1.CCC3A – Language similarities Pronunciation (Span. vs Engl.) Spelling in Spanish Listening Comprehension Basic Grammar Relation to English Number/Gender agreement Numbers/Dates Culture Verb conjugation Connects to Language Arts, Math, History/Geography	GSE/GPS Standard(s): ML1.CCC3A – Language similarities Pronunciation (Span. vs Engl.) Spelling in Spanish Listening Comprehension Basic Grammar Relation to English Number/Gender agreement Numbers/Dates Culture Verb conjugation Connects to Language Arts, Math, History/Geography	GSE/GPS Standard(s): ML1.CCC3A – Language similarities Pronunciation (Span. vs Engl.) Spelling in Spanish Listening Comprehension Basic Grammar Relation to English Number/Gender agreement Numbers/Dates Culture Verb conjugation Connects to Language Arts, Math, History/Geography	GSE/GPS Standard(s): ML1.CCC3A – Language similarities Pronunciation (Span. vs Engl.) Spelling in Spanish Listening Comprehension Basic Grammar Relation to English Number/Gender agreement Numbers/Dates Culture Verb conjugation Connects to Language Arts, Math, History/Geography	GSE/GPS Standard(s): ML1.CCC3A – Language similarities Pronunciation (Span. vs Engl.) Spelling in Spanish Listening Comprehension Basic Grammar Relation to English Number/Gender agreement Numbers/Dates Culture Verb conjugation Connects to Language Arts, Math, History/Geography
Essential Question: How does Spanish pronunciation differ from English?	Essential Question: What is meant by "gender" in a foreign language and why is it important?	Essential Question: How can we use the internet to help us learn?	Essential Question: How do Hispanic calendars differ from our calendar?	Essential Question: Who will you work with for your project?
Mini Lesson: <ul style="list-style-type: none"> • Review pronunciation Activating Strategies: <ul style="list-style-type: none"> • Practice pronunciation and oral spelling in Spanish Lesson: <ul style="list-style-type: none"> • Spelling quiz: first set of class items on the list • Sing our alphabet for practice • Review what we learned about singular/plural and masculine/feminine • Oral practice with stating names and asking names Resource/Materials: <ul style="list-style-type: none"> • teacher • board • eraser • markers 	Mini Lesson: <ul style="list-style-type: none"> • Review pronunciation and spelling aloud Activating Strategies: <ul style="list-style-type: none"> • Spelling words aloud and pronouncing new words Lesson: <ul style="list-style-type: none"> • Go over Monday's quiz • Sing the alphabet • Recap plurals - worksheet to practice • Discuss gender and what it means for nouns and articles • Parts of speech review Resource/Materials: <ul style="list-style-type: none"> • teacher • board • eraser • markers 	Mini Lesson: <ul style="list-style-type: none"> • Review pronunciation Activating Strategies: <ul style="list-style-type: none"> • Quick sing along for the ABC's Lesson: <ul style="list-style-type: none"> • Spelling quiz 2: next set of class items • Calendar puzzle • Cognate reading about Madrid • Set up www.quia.com accounts together and do a practice activity Resource/Materials: <ul style="list-style-type: none"> • Teacher • board • eraser • markers 	Mini Lesson: <ul style="list-style-type: none"> • Sing and review pronunciation Activating Strategies: <ul style="list-style-type: none"> • Go over Wednesday's quiz and discuss tomorrow's quiz Lesson: <ul style="list-style-type: none"> • Orally review days and months • Begin numbers 1-31 • Put together dates and birthdays aloud • Calendar worksheet • Finish quia.com work from yesterday or do a study activity for tomorrow's quiz Resource/Materials: <ul style="list-style-type: none"> • teacher • board • eraser • markers 	Mini Lesson: <ul style="list-style-type: none"> • Discuss the layout for the first Test next Monday Activating Strategies: <ul style="list-style-type: none"> • Greetings and salutations practice aloud Lesson: <ul style="list-style-type: none"> • Spelling quiz 3: next set of class items • Recap days, months and numbers aloud • Go over the last set of class items for Monday • Discuss poster projects and choose partners Resource/Materials: <ul style="list-style-type: none"> • teacher • board • eraser • markers

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<ul style="list-style-type: none"> • alphabet song • quiz • notes • pen/pencil • Promethian board 	<ul style="list-style-type: none"> • worksheet • partner • pen/pencil • notes • Promethian board • alphabet song 	<ul style="list-style-type: none"> • pen/pencil • notes • Promethian board • quiz • reading material • chromebooks • www.quia.com 	<ul style="list-style-type: none"> • graded quizzes • notes • pen/pencil • calendar sheet • quia.com • chromebooks • promethian board 	<ul style="list-style-type: none"> • pen/pencil • notes • quiz • project notes • partners
<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • process <p>Grouping Strategy:</p> <ul style="list-style-type: none"> • whole group • individual <p>Assessment:</p> <ul style="list-style-type: none"> • formative 	<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • process <p>Grouping Strategy:</p> <ul style="list-style-type: none"> • whole group • paired activity for peer help and teacher help as needed <p>Assessment:</p> <ul style="list-style-type: none"> • formative 	<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • process <p>Grouping Strategy:</p> <ul style="list-style-type: none"> • individual • whole group • partners for reading <p>Assessment:</p> <ul style="list-style-type: none"> • formative 	<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • process <p>Grouping Strategy:</p> <ul style="list-style-type: none"> • whole group • paired calendar activity <p>Assessment:</p> <ul style="list-style-type: none"> • formative 	<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • process <p>Grouping Strategy:</p> <ul style="list-style-type: none"> • whole group • individual • project work in pairs <p>Assessment:</p> <ul style="list-style-type: none"> • formative
<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> oral review discussion quiz</p> <p>Summative: <i>Performance Based:</i> singing</p>	<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> question/answer oral review corrections</p> <p>Summative: <i>Performance Based:</i> singing and worksheet</p>	<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> oral review quiz puzzle quia.com</p> <p>Summative: <i>Performance Based:</i> singing and online game</p>	<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> oral review calendar sheet</p> <p>Summative: <i>Performance Based:</i> Singing and saying birthdays in Spanish</p>	<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> quiz oral review</p> <p>Summative: <i>Performance Based:</i></p>
<p>Homework: Practice pronunciation and start studying for Wednesday's quiz</p>	<p>Homework: Study for tomorrow's quiz!</p>	<p>Homework: Finish the puzzle if you didn't turn it in already.</p>	<p>Homework: Study for tomorrow's quiz and practice numbers, days and months.</p>	<p>Homework: Study for Monday's test</p>

Resources and Reflective Notes: Lesson plans are subject to change at any time.