

Wednesday March 2, 2015

A. Warm-up: Mrs. Hatfield promptly gives class instructions on warm-up. Stds are to read *La Crema Catalana* recipe and answer questions regarding ingredients, servings and cooking steps. Timer is set and she moves throughout the room while stds are working quietly. When review of answers begins, Mrs. Hatfield discusses “tricks” to understanding like looking for clues, information in margins, titles, etc. (7:40-7:55)

*Recommendation: none

B. Flashitas: Mrs. Hatfield prompts stds to take out their flashcards to begin a partner study session. Timer is set for students to continuously quiz each other on vocabulary meaning for quiz tomorrow. While stds are working collaboratively Mrs. Hatfield begins passing out materials for the follow up activity. Great transition! (7:55-8:00)

*Recommendation: none

C. Rompecabeza: To follow up vocab study session Mrs. Hatfield directs stds to take out vocabulary puzzle pieces and begin solving the puzzle by matching up Spanish words with their English translations. To influence engagement, after each group had completed the puzzle she then directed the class to race to see which group could complete the puzzle a second time the fastest. (8:00-8:15)

*Recommendation: Ensure that all groups have mixed up their pieces prior to racing. Perhaps ask groups to get up and find a new puzzle to complete to eliminate and “cheating”.

D. Los Premios: Mrs. Hatfield reminds stds of their work yesterday in which they voted on “most/least” qualities. Example: Twix is the best candy bar. Stds are then to create an award for each groups winning nominee and write a complete sentence in Spanish stating who won and what category. (8:15-8:25)

*Recommendation: Ask all groups to share their sentences. Perhaps they could stand up when sharing similar to really giving an Oscar Award to a winning nominee.

E. Práctica: Mrs. Hatfield passes out a worksheet with 8 English sentences using comparisons. Example: Blue is the worst color. Stds are asked to work with their partner to translate each sentence in Spanish. When finished, stds are to turn in their work. (8:25-8:41)

*Recommendation: One way to give stds immediate feedback on their work is to check it after finishing for accuracy. It allows you as a teacher to have less grading and stds can see what they did well at and need to improve.

Wednesday 11.3.15

include 2 boxes for Tener & Venir

5-10 A. Compara 7 : Students conjugate P.T.

chuck: 5
do: 5

regular AR, ER, IR Verbs

15-20 B. Apuntes : Irregular Yo Form

Students will fill out verb charts

* ask for signatures when done

10 C. Juego/Practica : Battleship

*** Rethink directions to game**

10 D. 10 min Tarea to do when finished

↳ write it on the homework log

*** How will HW be reviewed?**

TEAM Meeting —

more music added to classes —

*** Be sure
to check
Spelling
before signing**

Viernes 13, Friday 2015

Target: I can use "Go Verbs" to describe what I'm doing

10 A. Compañeros - Sentences in Spanish
yo - go verbs
they conjugate

10 B. Think - Pair - Share
↳ as many "Go Verbs" as possible & ^{their} meaning.

20 C. Sentence Scramble
2 sentence / 4 slide / Answers & Go Verbs

20 D. ~~Comics~~ Exit Pass
↳ make pics & sentences w/ pareja.
↳ Exit Pass

Fake! 😊 E. Tarea!

* Watch pacing
to ✓ for
understanding
of whole
group

Thursday, March 17, 2015

10m A. Campana #11: Word Search of fútbol terms

10m B. Practica de vocabulario - new way to review/study

15m C. Cultura de fútbol

1. Building background

↳ 5-10 qs about sports in the US. (share w/friend)

2. Pg. 124 Read Silently

↳ 3 sentence summary w/ T&F

↑ great way
to connect

15m D. Video

↳ while watching write 3 interesting things

↳ 5-10 comprehension questions

15m E. iTicket Out!

for stds. that missed mark.
what will do now?

↳ Group work: students work in groups to read
short paragraphs about famous ppl in Latin America

↳ 1 min presentation

↑ ¡creativo!

Tuesday

~~Thursday~~, March 23, 2015

- A. changes on vocab sheet
- B. Campana #2 → vocab sheet
- C. Tarea ✓ → NOT notes
- D. Flashitas → need out purple hwk log
- E. Yo Tengo... Quién... → to stamp in
- F. Trenes
- G. Review Exams (?)

2nd HR

5th Hour

Dajanae
Marcus

This didn't work out right. Let's
✓ our materials to find error
and try again tomorrow.

U4 #1 EXAM

Listening: Test B pg 191 in Descubre 1

Reading: Test E pg 201 Lectura #8

Fernanda is going to eat lunch

T 1. w/ her family.

F 2. Fernanda thinks Marcos' team will lose. ^{Swimming is}

Vocab:

T 3. Fernanda thinks ^{exciting} de

F 4. Mañana hay un partido football.

5. Which of these is ^{Fernanda} Christina

NOT doing this weekend?

grammar:

• sun bathe

* • go on a hike

• pasear en bici

• swimming

culture:

* Be sure to watch them
during testing! They can be
sneaky!

April, 1, 2015
Wednesday

Spanish 1

15 A. Campana #7 → 5 questions for reflexión
visual learning

10 B. Tarea ✓

C. "Juego"

D. "Preverbix" de practica

↳ 10-15 "yo/to think"
conjugate, switch w/ partner, check w/ mine

What does it mean when I say a verb is a
stem-changing verb?

How do I know a verb is a stem-changer?

1. What's special about NOS/VOS?

What are the 3 steps to ~~conjugate~~ conjugate a stem
changing verb

What if 2 "E"

Can you conjugate a verb in all 6 forms?

Visual thinking is a great
strategy to ✓ for understanding

I can conjugate E:IE stem-changing verbs

Monday -

→ Housekeeping

10 A. Campana #5 → Review of jugar

3 B. Flashitas (put notes up on board)

20 C. Apuntes: Stem-Changing p.129-130

↳ general notes: E → IE

↳ use conjugation sheet

15 D. Whiteboards ← * Great review!

10 * E. U4 Pt.1 Tests → Make sure to collect

fantástico!

Tuesday - Quiz Thursday

Review of

10 A. Campana #6 → E:IE stem conjugations

10 B. Pop Quiz → use previous format

20 C. Scoot (30 sentences - type & print & directions

↳ check work ↳ answer key)

10 → Exam Review ^{score}

10 D. Tarea #3 → EN6/Spanish

↳ use previous format

Sentence in Spanish

english at END.