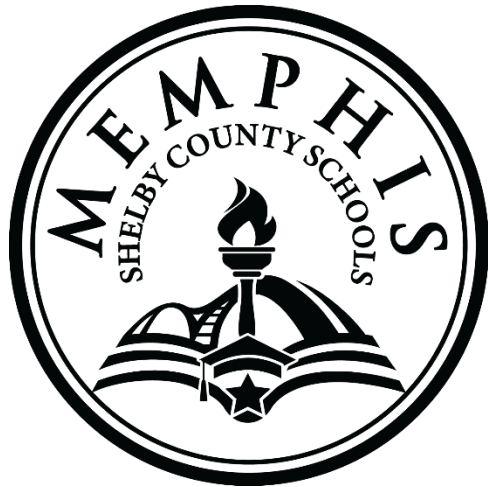


# SUMMER SCHOOL TEACHER GUIDE



## Spanish I

**Summer School  
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## Summer School Teacher Guide

The Summer High School Program will be **20 days** for full credit and **10 days** for semester half ( $\frac{1}{2}$  credit). First Semester will be days **1-10** and Second Semester will be days **11-20**. Breakdown of days will have the following per semester half ( $\frac{1}{2}$ ) credit:

- Ten (9) days of daily lessons
- One (1) day post-test review and post-test

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4<sup>th</sup> time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

**HS Classroom Schedule** – *Time below is an approximate breakdown of time.*

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes
- **Lesson Activities/Supplemental (We Do)** – 60 minutes
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review\*/Post-test (They Do) – 40 minutes
- **Closing/Wrap Up**– 5 minutes
- Total Time: 2 hours 10 minutes

**\*Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

**Graded Work** – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

## Summer School Lesson Plan

**Subject/Grade:** Spanish I

**Day:** 1

**Topic/Lesson Title & Grade Results #:** “Los fundamentos” and “Formas de escribir”- Lesson 1

**Objective(s):** Students will be able to give greetings and farewells, introduce oneself, ask and answer questions, exchange personal information.

**Guiding Question(s):** How do I introduce myself?

**TN Curriculum Standard(s):**

**M.L. C1.1. NH. a** exchange some personal information

**M.L. C1.1. NH. b** exchange information based on texts, graphs or pictures

**M.L. C1.1. NH. c** ask for and give simple directions

**M.L. C1.1. NH. d** make plans with others

**M.L. C1.1. NH. e** interact with others in everyday situations

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-countries

-adjectives of nationality

-greetings and farewells

-#'s 0-100

-personal pronouns

-the uses of the verbs “ser” and “estar”

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes)** The Teacher will introduce the following information in Lessons A & B. The teacher will introduce the verb “Ser”, Spanish speaking countries and nationalities. Use verb “ser” chart below can be used a reference to assist with the lesson. Last, the Teacher will explain the similarity between Spanish speaking countries and adjectives of nationality. Use Spanish-Speaking Countries and Adjectives of Nationality chart below as a reference to assist with the lesson.

### The verb “ser”=to be (permanent)

yo soy=I am	nosotros somos=we are
tú eres=you are(informal)	
él es=he is ella=she is Usted es=he is	ellos son=they are ellas son=they are ustedes son=they are

### Los países hispanohablantes(Spanish-Speaking Countries) y los adjetivos de nacionalidad (Adjectives of Nationality)

País(Country)	Masculino Singular Adjetivo de Nacionalidad	Femenino Singular Adjetivo de Nacionalidad	Masculino Plural Adjetivo de Nacionalidad	Femenino Plural Adjetivo de Nacionalidad
México	mexicano	mexicana	mexicanos	mexicanas

Costa Rica	costarricense	costarricense	costarricenses	costarricenses
Argentina	argentino	argentina	argentinos	argentinas
Panamá	panameño	panameña	panameños	panameñas
El Salvador	salvadoreño	salvadoreña	salvadoreños	salvadoreñas
Chile	chileno	chilena	chilenos	chilenas

**Vocabulary:** Discuss the key concepts, point out the similarity between the country and nationality for Spanish-speaking countries. Discuss the various greetings and farewells. Go over #'s 0-100, discuss the difference between the verbs “ser” and “estar”

**Lesson Activities (We Do):** (As a whole group, complete the Practice Activities. Discuss.)

**Lesson A (20 Minutes):**

**Slide 1-** The Teacher will introduce the objectives for the day.

**Slides 2-5** The teacher will go over the verb “ser, the Spanish speaking countries and nationalities on pages.

**Slide 6** Students drag and drop the adjectives of nationality in column A next to the correct country in column B. The students will do the remaining four by themselves and, then the Teacher will go over the remaining four aloud using cold calling.

**Slides 7-11** The Teacher will play the audio & explain concepts in further detail after the audio on each slide as necessary.

**Slides 12-13** The Teacher will play the audio for the two dialogues.

**Slide 14** The students will determine who was friends and who just met based on the two dialogues that they heard on

**Slides 12-13.** The Teacher may want to go back so that the students can hear the dialogues again to be able to give the correct answers.

**Slide 15** The students will select the expressions that they hear during the audio recording. They will select one expression, then click next, until they have gone through all 9 expressions and have a green check mark next to each one.

**Slide 16** The Teacher will click on each letter and have the students to repeat the letter aloud.

**Slide 17** The Teacher will click on the audio button and have the students to repeat each number aloud.

**Slide 18** SKIP

**Slides 19-20** The teacher will play the audio. This chart can be used as a reference for the students.

**Pronombres(Pronouns)**

singular	plural
yo=I	nosotros(as)=we
tú/usted=you informal/formal	Ustedes(Uds.)=you all
él/ella=he/she	ellos/ellas=they

**Slide 21** The teacher will play audio and explain if necessary.

**Lesson Review: 5 minutes (for Lesson A )**

Slide 22, have the students drag and drop the expressions under the correct categories: greetings, farewells, how to give your name, how to ask someone their name.

Slide 23 have the students to drag and drop the correct pronoun in each blank.

**Lesson Activities (We Do):** (As a whole group, complete the Practice Activities. Discuss.)

**Lesson B (20 minutes):**

**Slide 1-** The Teacher will introduce the objectives for the day.

**Slide 2** The Teacher will have the students to drag and drop the correct letter to the far right of column B. The students will match the situation(A) with the corresponding expression(B).

**Slide 3,** The Teacher will play the audio. The Teacher will review the Spanish alphabet using the chart below

**Slides 4-13** Have the students listen and spell the scrambled words in Spanish using the Spanish alphabet.

Feel free to use skip over some of the slides 4-13 as this may be more time consuming than is necessary.

**El alfabeto español(typed out phonetically with teenagers in mind)**

A=ah	B=bae	C=say	D=day	E=eh	F=ef-fay
G=hay	H=ah-chay	I=e	J=jota	K=cah	L=el=lai

M=em-may	N=en-nay	Ñ=en-yay	O=o	P=pay	Q=coo
R=er-ray	S=es-say	T=tay	U=oo	V=oo-vay	W=doble-oo-vay
X=eh-quis	Y=e-gree-ay-ga	Z=seta			

**Slide 14** Scroll over each profession, say each profession aloud having the students repeat after you.

**Slide 15** Point out the difference between masculine and feminine. Students should pronounce and repeat.

**Slide 16** Point out how the article changes (masculine/feminine) but the profession does not.

**Slide 17** Have the students to drag and drop based on the pictures given.

**Slides 18-22** The students match the English professions with the Spanish equivalent by dragging and dropping.

**Skip slide 23** because the exercise does not correspond to the answer options that are given and the audio recording.

**Slide 24** The students click on the red cards one at a time and put the profession in the correct column (un/una/un o una).

**Slide 25** Play the audio recording. While the audio recording plays, have the students to scroll over each expression to see the meaning of each.

### **Lesson Review: 5 minutes (lesson B)**

Have students review the slides and their notes to prepare for the Post Test

### **Lesson B**

**Slide 26** The students to match the question in Spanish in Column 1 with the Spanish answer in Column 2. The letter of the correct answer goes in the far-right column.

**Slide 27** The students will listen to the audio for each question. They will drag and drop the correct answer for each question.

**Slide 28** The students will match the question in Spanish in Column 1 with the Spanish answer in Column 2.

Review The Verb “ser,” Adjectives of Nationality, greetings, farewells, numbers 0-100 from Lesson A. Review the Spanish alphabet, the difference between “un” and “una” from Lesson B.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

### **Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 2

### Topic/Lesson Title & Grade Results #: "Atributos Físicos"-Lesson 2

**Objective(s):** Students will be able to describe people physically, recognize family members, talk about relationships, and identify customs of the Spanish-speaking culture

**Guiding Question(s):** How do I describe myself and others?

#### TN Curriculum Standard(s):

**M.L. C1.1. NH. a** exchange some personal information

**M.L. C1.1. NH. b** exchange information based on texts, graphs or pictures

**M.L. C1.1. NH. c** ask for and give simple directions

**M.L. C1.1. NH. d** make plans with others

**M.L. C1.1. NH. e** interact with others in everyday situations

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

#### Vocabulary:

- physical characteristics-age, height, weight
- gender and number agreement for adjectives
- The verb "ser"
- The verb "estar"
- The verb "tener"
- colors
- hair and eye color
- skin complexion

#### Attendance in PowerSchool – 5 minutes

**Lesson Introduction (I Do): (15 minutes) Slide1-2** The Teacher will introduce the objectives for the day to the students. Next, the Teacher will explain adjective agreement using the chart below. After explaining adjective agreement, the teacher will play the audio for slide 2 and hover over each expression as it is said aloud on the audio to reveal the meaning of each expression for the students. If the audio goes too fast, the Teacher can go back over each expression again.

#### Los adjetivos

Masculino singular	Femenino Singular
bajo	baja
alto	alta
delgado	delgada

**Vocabulary:** Discuss the key concepts, point out gender and number agreement for adjectives is based on the nouns that they modify, difference between the verbs "ser" and "estar," the use of the verb "tener," colors-adjective agreement, hair and eye color, skin complexion

#### Lesson Activities (We Do): (40 minutes)

As a whole group, complete the Practice Activities. Discuss.

Slides 3-5, The Teacher will explain to the students that they need to drag and drop the correct expression above the people underneath the picture that matches the expression. The Teacher will give the students time to select their answers and then have them share their answers aloud before moving on to the next slide.

**Slide 6** The students will need to categorize the 9 expressions. The three categories are stature(estatura), weight(peso), and age(edad). The students will drag and drop the expressions to the correct category. The Teacher will then go over the answers with the students.

**Slide 7** The Teacher will play the audio and discuss with the students how certain expressions are offensive in Spanish when describing people.

**Slide 8** The Teacher will play the audio and remind students about gender and number agreement with nouns.

**Slide 9** The students will complete the exercise by dragging and dropping the adjectives under the correct category to practice with the concept from slide 8.

**Slide 10** The Teacher will play the audio. Then, the Teacher will discuss the two bullet points with the students to ensure they understand how to use “ser” in bullet point 1 and how to ask and answer about someone’s physical characteristics in bullet point 2.

**Slide 11** The Teacher will play the audio recording. After playing the audio recording, the Teacher can cold call on individual students to have them read the passage aloud to practice with pronunciation of the language.

**Slide 12** The students will match the subject pronouns with the conjugated forms of ser by dragging and dropping.

**Slide 13** The Teacher will play the audio to listen to the difference between childhood, youth, and adulthood. Then, the Teacher will discuss the difference between the three with the students.

**Slide 14** The Teacher will play the audio. The students will repeat along with the audio as the Teacher hovers over each expression.

**Slide 15** The Teacher will instruct the students to drag and drop the expressions under the correct pictures.

**Slide 16** The Teacher will play the audio, then discuss the two bullet points: 1) specific age 2) age range.

**Slide 17** The Teacher will instruct the students to listen to the audio. As they listen, they will drag and drop the correct forms of estar for each blank based on what they hear.

**Slide 18** The Teacher will instruct the students to drag and drop the correct form of estar with the correct pronoun.

**Slide 19** The Teacher will play the audio. After the students have listened to the audio, they will drag and drop the correct form of “tener” based on the subject given for each blank.

**Slide 20** The Teacher will play the audio and then discuss with the students the difference between: tener for age, ser to describe age, and estar for age range.

**Slide 21** The students will repeat after the audio as the Teacher hovers over each color.

**Slide 22** The Teacher will play the audio then, discuss with the students how colors in Spanish agree with the noun that they are modifying.

**Slide 23** The Teacher will play the audio and then discuss the 3 bullet points: age, hair color, and eye color.

**Slide 24** The Teacher will instruct the students to listen to the audio. As they listen, they will drag and drop the correct forms of tener for each blank.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

Review the following key concepts: gender and number agreement of adjectives, ser v. estar, tener, colors, hair color, eye color, skin complexion.

**Slide 25** The Teacher will instruct the students to drag and drop the correct conjugation of “tener” based on the pronouns given.

**Slide 26**, The Teacher will play the audio and then discuss the 4 cultural bullet points with the students.

**Slide 27** The Teacher will play the audio and then discuss skin complexion.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?



## Summer School Lesson Plan

**Subject/Grade:** Spanish I

**Day:** 3

**Topic/Lesson Title & Grade Results #:** “En una clase de español”-Lesson 3

**Objective(s):** Students will describe routine, ask and answer questions about routines, describe objects, ask and give the time

**Guiding Question(s):** What goes on in a Spanish class?

**TN Curriculum Standard(s):**

**M.L. C1.2. NH. a** comprehend basic questions or statements on familiar topics.

**M.L. C1.2. NH. b** understand simple information when presented with pictures, graphs, and other visual supports.

**M.L. C1.2. NH. c** indicate the main idea of a simple conversation on familiar topics.

**M.L. C1.2. NH. d** follow the narrative of a simple story being read aloud.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-affirmative v. negative sentences

-classroom items

-gender of nouns

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1-2** The Teacher will introduce the objectives for the day to the students. Next, the Teacher will play the audio of the conversation twice on slide 2. The Teacher will encourage the students to hover over the words in blue to get a complete understanding of the dialogue.

**Slides 3-6** The Teacher will play the audio and then ask the class which answer they think is correct one slide at a time. A possible way to gauge reading comprehension is to have the students that are virtual to put their answer selection for each page(slide) in the chat/posts and those students that are in person to give their answers aloud for each slide.

**Slides 7-8** The Teacher will play the audio and then discuss with the students the differences between affirmative and negative sentences regarding sentence structure(order).

**Vocabulary:** Discuss the key concepts, “hay,” noun gender and number, indefinite articles

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 9-13** The Teacher will play the audio for slides 9-13, the students will select the correct answer for each slide. The Teacher will have the students to give the correct answer for each page(slide) and explain why it is the correct answer to check for understanding.

**Slide 14** The Teacher will play the audio. As the audio plays, the students will listen and repeat after each word is said aloud to practice with pronunciation.

**Slide 15** The Teacher will play the audio, then discuss the meaning and uses of “hay.”

**Slide 16** The Teacher will play the audio. The students will match the pictures in column A with the descriptions in column B by dragging and dropping “ilustración 1 o 2” to the correct description. The students can hover over the words in blue to help them get a complete understanding of each description. The Teacher can have the students do the exercise independently and, then discuss the answers as a whole group to check for understanding.

**Slide 17** The students will drag and drop the expressions up top under the correct illustration. This exercise can be completed together aloud.

**Slide 18** The Teacher will play the audio. The students will listen as they drag and drop based on what they hear. The Teacher may want to play the recording twice.

**Slide 19** The Teacher will play the audio. The students will drag and drop the expressions onto the Venn diagram based on what they hear. The Teacher may want to play the recording twice for the students.

**Slide 20** The Teacher will play the audio recording then discuss in detail the concept being described. The Teacher may want to use the chart below to assist in explaining the concept to the students.

**Los Sustantivos(Nouns)**

Masculino singular	Femenino Singular
un alumno	una alumna
un cuaderno	una hoja
un borrador	una lección

**Slide 21** The students will drag and drop the nouns under the correct category(masculino/femenino).

**Slide 22** The Teacher will play the audio recording and then discuss all of the concepts with the students.

**Slides 23-28** The students will complete these pages(slides) to determine their understanding of noun and indefinite article agreement.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

The Teacher will play the audio for Slide 29. Then, the Teacher will discuss the difference between masculine/feminine and singular/plural nouns.

**Slide 30** The Teacher will play the audio so the students can hear how each correct/incorrect answer sounds. The students will then go back and choose the correct answer between the two choices given to form the plural of each noun.

**Slides 31-32** The Teacher will play the audio and then discuss the rules that govern singular v. plural nouns. The chart below can be used a reference.

**Los sustantivos singulares y plurals(Singular and Plural Nouns)**

Masculino singular	Masculino plural	Femenino Singular	Femenino Plural
un compañero	unos compañeros	una compañera	unas compañeras
un bolígrafo	unos bolígrafos	una pluma	unas plumas
un reloj	unos relojes	una canción	unas canciones
un alemán	unos alemanes	una alemana	unas alemanas
un lápiz	unos lápices (when the noun ends with “z,” change the “z” → “c” and add “es” to make it plural)		

**Note\*** When a noun ends with a consonant, add “es” to make it plural

**Slide 33** The students will drag and drop the word/expression to the correct box “un” or “una” based on the rules from **Slides 31-32** The teacher will review affirmative v. negative sentences, classroom items, the meaning and uses of “hay,” noun gender, indefinite articles

**Independent Work – Posttest (They Do) (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 4

Topic/Lesson Title & Grade Results #: “Describiendo mi mundo”-Lesson 4

Objective(s): Students will be able to describe colors, things, and objects using articles

Guiding Question(s): How do I describe my world?

TN Curriculum Standard(s):

**ML.C1.2.NH.a** comprehend basic questions or statements on familiar topics.

**ML.C1.2.NH.b** understand simple information when presented with pictures, graphs, and other visual supports.

**ML.C1.2.NH.c** indicate the main idea of a simple conversation on familiar topics.

**ML.C1.2.NH.d** follow the narrative of a simple story being read aloud.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

- Agreement of colors with nouns
- possessions
- indefinite v. definite articles
- prepositions of location
- infinitives

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes)**

**Slide 1** The Teacher will have a student to read the objectives aloud.

**Slide 2** The Teacher will hover over each color as the students listen and repeat.

**Slide 3** The teacher will play the audio recording and then explain in detail how the colors have to agree with the gender and number of the nouns they modify.

Here is a copy of the chart from slide 3 to better assist the students in understanding the concept.

### Sustantivos singulares y plurals(singular and plural nouns)

Masculino singular	Masculine plural	Femenino singular	Femenino Plural
El papel <b>es</b> blanco	Los papeles <b>son</b> blancos	La mochila <b>es</b> blanca.	Las mochilas <b>son</b> blancas.

**Slide 4** The Teacher will play the audio recording and then explain how some colors are neutral and can only be made plural.

**Vocabulary:** The teacher will discuss each key concept in detail with the students pointing out color and noun agreement, possessions, the difference between definite v. indefinite articles, prepositions of location, infinitives

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slides 5-7** The Teacher will have the students to complete and, then discuss each page(slide) one at a time.

**Slide 8** The Teacher will play the audio recording then discuss with the students how the colors agree with the nouns they modify for examples 2-6.

**Slides 9-10** The Teacher will play the audio recording as the students will drag and drop the correct answers.

**Slides 11-12** The students will drag and drop the correct words with the pictures given.

**Slides 13-14** The Teacher will play the audio then discuss definite articles.

**Slide 15** The students will click on the deck of words and match the word with the correct definite article(la/las/los/el).

**Slide 16** The students will drag and drop the definite and indefinite articles in the sentences given for #1-4.

**Slides 17-18** The Teacher will play the audio recording then discuss with the students, prepositions of location in detail.

**Slide 19** The Teacher will play the audio recording. The students will listen to the dialogue and drag and drop the answers based on what they hear. The Teacher may want to play the recording twice to ensure the students were able to get all of the answers.

The Teacher can play the audio recording on page slide 20 or have 3 students read the 3 parts of the conversation aloud.

**Slide 21** The Teacher will play the audio recording then discuss with the students. The chart below can be used as a reference.

**Ejemplos de Infinitivos(Examples of Infinitives)**

Verbos de <b>-ar</b>	Verbos de <b>-er</b>	Verbos de <b>-ir</b>
hablar→ <b>to talk</b>	comer→ <b>to eat</b>	escribir→ <b>to write</b>
nadar→ <b>to swim</b>	beber→ <b>to drink</b>	vivir→ <b>to live</b>

**Slide 22** The Teacher will play the audio recording, then discuss with students.

**Slides 23-24** The students will drag and drop the infinitives in English to match the infinitives in Spanish.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slides 26-32** The students will listen to the audio recording and drag and drop the correct answer in the blank based on the context of the sentence to review infinitives.

The Teacher will review all of the key concepts from the lesson: Agreement of colors with nouns, possessions, indefinite v. definite articles, prepositions of location, infinitives

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2)How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 5

Topic/Lesson Title & Grade Results #: – “Bienvenidos a Mi Casa” Lesson 5

**Objective(s):** Students will be able to describe their homes and with whom they live.

**Guiding Question(s):** How is my family unique?

**TN Curriculum Standard(s):**

**M.L. C1.1. NH. a** exchange some personal information

**M.L. C1.1. NH. b** exchange information based on texts, graphs or pictures

**M.L. C1.1. NH. e** interacts with others in everyday situations

**M.L. C1.2. NH. a** comprehend basic questions or statements on familiar topics.

**M.L. C1.2. NH. b** understands simple information when presented with pictures, graphs, and other visual supports.

**M.L. C1.2. NH. c** indicates the main idea of a simple conversation on familiar topics.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-To describe the house and its location

-To understand the various terms used for the rooms of the house with their components

-To understand the use of the verb Hay

-To describe the family and the members of the family

-To understand adjectives and their use

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes)**

**Slide 1** The Teacher will introduce the objectives for the day to the students on.

**Slides 2-3** The Teacher will play the audio. The Teacher will say each word aloud and then have the students to repeat.

Discuss with the students the different rooms that they have in their homes and the rooms they do not have

**Vocabulary:**

La familia (The Family) I Live in a house/apartment in (community)\*myhouse/apartment/room is (big,small,pretty,etc)\* rooms of the house\* there is/there are\* # of rooms in house/apartment\*Where do you live?\*How many people live in your home?\*What is your family like?\*Adjectives

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities, Discuss.

**Slides 4-7** The Teacher will play the audio. The Teacher will say each word aloud and then have the students to repeat.

Discuss each page (slide) one at a time. The teacher will discuss with the students the different items that they have in their homes and the items they do not have in their homes.

**Slides 8-9** The Teacher will play the audio recording then discuss the verb Hay and its uses along with the examples.

**Slides 10-11** The teacher will play the audio recording and together with students discuss the appropriate answers for Slide 11.

\*\*Supplemental Assignment- If time permits, teachers can have students create a scale model of their “Dream House” Label the rooms and a piece of furniture in Spanish if time permits in class before Posttest. \*\*

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test. The Teacher will review “La Casa” vocabulary and the examples.

**Slides 12-13** The Teacher will play the audio. The students will drag and drop the correct answers for the items of the house for Slide 12 and parts of the house for Slide 13.

**Independent Work – Posttest (They Do): (50 minutes)**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 6

### Topic/Lesson Title & Grade Results #: “Expresiones Comunes”-Lesson 6

**Objective(s):** Students will be able to describe a day in my life, use expressions to ask for forgiveness, ask and tell time, use expressions to talk about routines, use regular and irregular verbs

**Guiding Question(s):** How do I describe a day in my life?

**TN Curriculum Standard(s):**

**ML.C1.3.NH.a** understand short, simple texts on familiar topics.

**ML.C1.3.NH.b** understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs).

**ML.C1.3.NH.c** comprehend simple descriptions with visual support.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

- being polite (showing good manners)
- asking and telling time
- daily routine expressions
- adverbs of frequency
- regular and irregular verbs in the present tense

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15-20 minutes) Slide 1** The Teacher will introduce the objectives for the day.

**Slide 2** The Teacher will play the audio then, discuss with the students the uses for each example given.

**Slides 3-6** The Teacher will play the audio recordings as the students drag and drop the correct answer for each. The Teacher will discuss the answer for each page with the students before moving on the next page(slide).

**Slides 7-9** The Teacher will introduce telling time to the students using the chart below. Additionally, the Teacher will play and discuss the audio recordings for clarity.

#### La hora

¿Qué hora es?	What time is it?
Es la una.	It is 1:00.
Son las dos y media.	It is 2:30.
Es el mediodía.	It is noon(midday).(12:00 p.m.)
Es la medianoche.	It is midnight. (12:00 a.m.)
Son las tres en punto.	It is 3:00(on the dot).
Son las cinco y cuarenta y cinco.	It is 5:45.
temprano	early
a tiempo	on time
tarde	late

**Vocabulary:** The Teacher will discuss each key concept in detail: being polite, time, daily routine, expressions of frequency, regular and irregular verbs in the present tense

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 10** The Teacher will play the audio recording for and discuss with the students to review the information from the chart above. The students can hover over the expressions for clarity in meaning.

**Slides 11-15** The students will listen to the audio recordings. As they listen to the audio recordings for each slide, they will choose the correct answer to drag and drop.

**Slide 16** The Teacher will play the audio recording and point out that *de la mañana*, *de la tarde*, and *de la noche* are used to indicate a.m. and p.m.

**Slide 17** The Teacher will play the audio recording and explain each time expression (15 minutes past the hour(*cuarto*), 30 minutes past the hour(*media*) and 15 minutes until the next hour (*faltan 15 minutos para las* + next hour).

**Slide 18** The Teacher can either play the audio recording or have students to read the dialogue aloud.

**Slide 19** The Teacher will play the audio recording and discuss the concepts on the slide.

**Slide 20** The students will match the times in column A with the times in column B. There are two answers for each time.

**Slide 21** The Teacher will play the audio recording and discuss the concepts.

**Slides 22-23** The Teacher will play the audio recording. The students can hover over the expressions as they are played on the audio recording.

**Slide 24** The Teacher will play an audio recording of a dialogue between two people. The students will drag and drop based on the activities they hear about person 1 and person 2. The Teacher may want to play the audio twice.

**Slides 25-27** The Teacher can either play the audio recording or have the students read the daily routine aloud and then select the correct information based on what is given in each scenario. The Teacher will have the students to give their answers aloud to check for understanding.

**Slides 28-29** The students listen to the audio recording, they will drag and drop the daily routine activities Andrea gives for page slide 28 and the activities Mariana gives for slide 29.

**Slide 30** The Teacher will play the audio recording. The students can hover over any unfamiliar words for clarification. Then, the Teacher will discuss the expressions with the students.

**Slide 31** The Teacher will play the audio recording as the students look at the chart for adverbs of frequency. This chart may be useful.

**Adverbios de frecuencia(Adverbs of frequency)**

Siempre	Always (100%)
Casi Siempre	Almost always (75%)
Algunas veces(a veces)	Sometimes (50%)
Casi nunca	Almost never(seldom)(25%)
Nunca	Never (0%)

**Slides 32-34** The Teacher will play the audio recording. Based on the conversation heard for each slide, the students will drag and drop the correct adverb of frequency to the blank for slide 32, the name of the correct person for slide 33, the correct time of day for slide 33.

**Slide 35** The Teacher will play the audio recording. The students will drag and drop the correct activities to the correct times based on what they hear.

**Slides 36-40**, The Teacher will play the audio for each slide and discuss the use of the present tense for regular -ar verbs.

**Slides 41-43** The Teacher will play the audio for each slide and discuss the use of the present tense for regular -er verbs.

**Slides 44-45** the Teacher will play the audio for each slide and discuss the use of the present tense for irregular verbs (*ver*, *hacer*, and *tener*).

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slide 46** The Teacher will have the students to complete by dragging and dropping the correct conjugated verb to each blank to review the present tense of regular -ar verbs, regular -er verbs, and three irregular verbs (*ver*, *hacer*, and *tener*).



**Slide 47** The Teacher will have the students to complete to review daily routine by putting the activities in logical order #1-7 based on the information that was on slide 46.

Slide 48, the students will drag and drop the correct conjugated verb to the correct blank based on the subject given and context of the sentence to show their ability to conjugate regular -ar verbs, regular -er verbs, and ver, hacer, and tener. The Teacher will review expressions used to be polite and time.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today's lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 7

### Topic/Lesson Title & Grade Results #: “Cultura en el restaurante”-Lesson 7

**Objective(s):** Students will be able to talk about foods and drinks from Spanish-Speaking Countries, describe recipes, describe steps for a recipe, order food in a restaurant, give food recommendations, express opinions

**Guiding Question(s):** What does food tell me about culture?

#### TN Curriculum Standard(s):

**ML.C3.1.NR.e** identify the various systems (i.e., measurement and time) used throughout the target countries and in one’s own to compare time, distance, and size.

**ML.C3.1.NR.f** discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services.

**ML.C3.1.NR.g** observe climate around the world, giving reasons for weather patterns based on location and time of year.

**ML.C3.1.NR.h** compare typical food items from the target countries and one’s own.

**ML.C3.1.NR.i** explore people from the past and present who have had an influence locally and/or globally.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

#### Vocabulary:

- Food and Drink vocabulary
- reading comprehension
- direct and indirect objects

#### Attendance in PowerSchool – 5 minutes

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day.

**Slides 2-3** Next, the Teacher will play the audio recordings of the food and drink vocabulary lists for. Then, the Teacher will go over the 2 food and drink vocabulary lists on slides 2-3 again by saying each word/expression aloud and having the students repeat aloud.

**Slides 4-6** The Teacher will have the students drag and drop the foods in column A next to the correct food picture in column B. Then, the Teacher will cold call on students to give the answers for slides 4-6 after the students complete each slide.

**Vocabulary:** The teacher will discuss key concepts related to food and drink.

#### Lesson Activities (We Do): (40 minutes)

As a whole group, complete the Practice Activities. Discuss.

**Slides 7-9** The students will drag and drop the correct expressions to the correct sentence using context clues to figure out the answers.

**Slides 10-13** The Teacher will play the audio of the reading passage.

**Slides 14-19** The students will choose Verdadero/Falso based on the reading passages from slides 10-13.

**Slides 20-21** the students will drag and drop the (palabras) on the left to the correct blank on the right based on the context of the sentence.

**Slide 22** The Teacher will play the audio.

**Skip slides 23-24** because there isn't a video.

**Slides 25-26** The Teacher will play the audio. The Teacher will have the students listen to the audio recording and then select three students to play the roles of the three characters (Verónica, Sebastian, Mesero).

**Slide 27** The students will use the word bank to complete page. They will drag and drop their answers to the correct line.

**Sides 28-32** The students will unscramble the words given on. Please feel free to bypass these exercises.

**Slide 33** The Teacher will play the audio for the menu.

**Slides 34-36** The Teacher will play the audio.

**Lesson Review: (5-10 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slides 37-43** The students will complete to practice with direct and indirect objects. The Teacher will review the food and drink vocabulary from pages slides 2-3.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can today's lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 8

### Topic/Lesson Title & Grade Results #: "En el restaurante"-Lesson 8

**Objective(s):** Students will be able to talk about things in a restaurant, understand the use of adjectives, understand how to ask for food in a restaurant, understand how to recommend food in a restaurant

**Guiding Question(s):** How do I order food in a restaurant?

**TN Curriculum Standard(s):**

**ML.C1.5.NH.a** describe daily life in a letter, email, blog, or discussion board.

**ML.C1.5.NH.b** describe a familiar experience or event using practiced material.

**ML.C1.5.NH.c** ask for basic information.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-expressions used when ordering in a restaurant

-expressions used to make suggestions

-placing food orders

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1.** The Teacher will introduce the objectives for the day to the students.

**Slide 2** The Teacher will play the audio or have a student to read it aloud.

**Slide 3** The Teacher will go over the necessary vocabulary (restaurant vocabulary) for this exercise using the vocabulary list below. The Teacher will say each word aloud and then have the students to repeat. Then, the students will drag and drop the words to match the pictures in #1-9.

#### Vocabulario de la página 3

Mesas	tables
meseros(as)	server(waiter/waitress)
Menú	menu
Sillas	chairs
plato principal	main dish
Postre	dessert
Orden	order
Aperitivos	appetizers
Bebidas	drinks
Ensaladas	salads
propina	tip

**Slide 4** The Teacher will play the audio for Slide 4.

**Slide 5** The Teacher will play the audio for Slide 5. As the students listen, they may want to hover over any unfamiliar words.

**Slides 6-7** The students will read the two descriptions on pages). They will drag and drop the correct food based on the descriptions given.

**Vocabulary:** The Teacher will discuss all the key concepts with the students: expressions used when ordering in a restaurant, expressions used to make suggestions, placing food orders

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 8** The Teacher will play the audio. The students can hover over any unfamiliar words.

**Slides 9-10** The Teacher will play the audio. As the students listen to the audio, they can hover over any unfamiliar words. Then, the Teacher will select 2 students to read the parts of Kevin and Alicia aloud.

**Slide 11** The Teacher will play the audio and then discuss it with the students. The students may want to hover over the unfamiliar words.

**Slides 12-13** The students will read each statement and drag and drop the correct number in the blanks. The numbers correspond to the expressions in #1-7 on each slide.

**Slide 14** The Teacher will play the audio. Then, the Teacher will select two students to read the parts of Guillermo and Ximena.

**Slide 15** The Teacher will play the audio and then discuss the expressions with the students. The chart below can be used to discuss.

**“expresar deseos en un restaurante”** (expressing wants in a restaurant)

Yo quiero comer...	I want to eat...
Yo quiero tomar...	I want to drink...
Yo tengo ganas de probar...	I feel like trying...
Yo prefiero ordenar...	I prefer to order...

**Slide 16** The Teacher will play the audio.

**Slide 17** The students will drag and drop the correct answers for #1-4.

**Slide 18** The Teacher will play the audio then, explain positive, comparative, and superlative.

**Lesson Review: (5-10 minutes) Slides 19-28** The students review the slides and their notes to prepare for the Post Test., the Teacher will play the audio. The students can hover over unfamiliar words. The Teacher will explain the ideas on each slide.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 9

Topic/Lesson Title & Grade Results #: “Los familiares”-Lesson 9

**Objective(s):** Students will be able to describe themselves and members of their family, understand how to use possessive adjectives.

**Guiding Question(s):** How do I describe myself and my family?

**TN Curriculum Standard(s):**

**ML.C1.4.NH.a** describe a familiar event, experience, or topic.

**ML.C1.4.NH.b** present basic information about a familiar person, place, or thing.

**ML.C1.4.NH.c** give basic instructions.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-family members

-“de” instead of apostrophe “s” in English

-possessive adjectives

-the verb “parecerse”

-irregular verbs: almorzar, jugar y salir

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day to the students. Next, the Teacher will go over the vocabulary list below on family.

### “La familia” (family)

1. mi papá	1. my dad
2. mi mamá	2. my mom
3. mi abuelo	3. my grand-father
4. mi abuela	4. my grand-mother
5. mi tío	5. my uncle
6. mi tía	6. my aunt
7. mi hermano	7. my brother
8. mi hermana	8. my sister
9. mi cuñado	9. my brother-in-law
10. mi cuñada	10. my sister-in law
11. mi sobrino	11. my nephew
12. mi sobrina	12. my niece
13. mi primo	13. my cousin(male)
14. mi prima	14. my cousin(female)
15. mi esposo	15. my husband
16. mi esposa	16. my wife
17. mi hijo	17. my son

18. mi hija	18. my daughter
19. mi nieto	19. my grandson
20. mi nieta	20. my granddaughter
21. mi yerno	21. my son-in-law
22. mi yerno	22. my daughter -in-law
23. mi suegro	23. my father-in-law
24. mi suegra	24. my mother-in-law

**Vocabulary:** The Teacher will discuss the vocabulary, “de” in place of the apostrophe “s,” possessive adjectives, the verb parecerse, irregular verbs: almorzar, jugar, salir

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 2** The Teacher will play the audio. The students will drag and drop the letter of the correct answers to the questions in column A with column B.

**Slide 3** The Teacher will play the audio. The students will choose Verdad/Falso for each statement based on the picture.

**Slide 4** The students will choose Verdad/Falso for each statement based on the picture of Gilberto.

**Slides 5-6** The Teacher will play the audio for slides 5-6, the Teacher will play the audio for the reading passage.

**Skip slide 7** because it does not correspond to the reading passage from slides 5-6

**Slide 8** The students will drag and drop the correct answer to the blank based on the context of the sentence.

**Slide 9** The students will drag and drop the correct answer to the blank based on the context of the sentence.

**Slide 10** The students will drag and drop the correct answer to the blank based on the context of the sentence.

**Slide 11** The students will drag and drop the two correct words to the blanks for #1-8.

**Slide 12** The Teacher will play the audio and then explain how in Spanish “de” since apostrophe “s” does not exist in Spanish like it does is in English.

**Ejemplos(examples)**

Spanish	English Equivalent
1. La mamá de Felicia es Beatriz	1. Felicia’s Mom is Beatriz.
2. El hermano de Iris es Eric.	2. Iris’ brother is Eric.
3. La casa de mis abuelos es muy grande.	3. My grandparents’ house is very large.

**Slide 12** The Teacher will play the audio of the reading passage. The students can hover over the unfamiliar words to see what they mean.

**Slide 13** The students will complete the family tree based on the information given from the reading passage on slide 12.

**Slide 14-15** The Teacher will play the audio.

**Slides 16-23** The students will choose the correct answer from the 4 choices given based on the description given on each slide.

**Slides 24-25** The Teacher will play the audio and then discuss possessive adjectives.

**Slides 27-33** The students will listen to the audio then drag and drop the correct sentence from the 3 choices given based on the question being asked for each slide.

**Slide 34** The Teacher will play the audio. Teacher will explain the verb parecerse.

**Slides 35** The students will listen to the audio then drag and drop the correct answer form for each blank.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

The Teacher will review “La familia” vocabulary and the examples from the chart above.

**Slides 37-39** The Teacher will play the audio for and discuss each irregular verb in detail.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today's lesson be used in your daily life?



## Summer School Lesson Plan

**Subject/Grade:** Spanish I

**Day:** 10

**Topic/Lesson Title & Grade Results #:** Final Post-Test Review & Post-Test

**Objective(s):**

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do):**

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

**Lesson Activities/Supplemental (We Do) – 30-60 minutes.**

**Lesson Activities and Review (We Do):**

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Independent Work – Posttest (They Do):**

Students will review and complete any incomplete/missed/failed coursework.

**Closing/Wrap Up:**

Students should utilize any additional time to ensure all activities and post-tests have been completed with passing scores (score 70% or above). Any items that remain should be completed at this time in preparation for the close of the course and the final Post-test/Final Exam. Lastly, review all previous vocabulary and previous post-tests to ensure success and mastery of the course Final Exam. Do Your Best!

# SEMESTER 2

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 11

### Topic/Lesson Title & Grade Results #: “Mente Sana en Cuerpo Sana”-Lesson 1

**Objective(s):** Students will be able to identify and use vocabulary related to the body and sports, recognize and use vocabulary related to ailments and illnesses, describe hygiene habits, give recommendations to better one’s health, describe home remedies, use the present progressive correctly, use the simple conditional.

**Guiding Question(s):** How do I take care of my physical and mental health?

#### TN Curriculum Standard(s):

**ML.C1.5.NH.a** describe daily life in a letter, email, blog, or discussion board.

**ML.C1.5.NH.b** describe a familiar experience or event using practiced material.

**ML.C1.5.NH.c** ask for basic information.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

#### Vocabulary:

- idiomatic expressions
- activities related to physical health vocabulary
- present progressive
- reflexive verbs
- sports

#### Attendance in PowerSchool – 5 minutes

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day. Then, the Teacher will go over vocabulary related to body parts and health from the vocabulary list below.

#### “el cuerpo y la salud”(body and health)

el cuerpo	body
saludable	healthy
hacer ejercicio/ejercitarse	to exercise
tenga en mente	to keep in mind
evitar las lesiones	to avoid injuries
levantar pesas	to lift weights
terminar	to finish
consejo	advice
beber agua	to drink water
bajar gradas	to go downstairs(steps)
subir gradas	to go up stairs(steps)
trotar	to jog
correr	to run
caminar	to walk
patinar	to skate
nadar	to swim
la cara	face
la nariz	nose

las piernas	legs
los oídos	ears
las manos	hands
el cabello	hair
la barba	beard
afeitarse	to shave
depilarse	to remove hair(wax)
los dientes	teeth
el hilo dental	dental floss
las uñas	nails
un baño	bathroom
una ducha	shower
el maquillaje	make-up
desodorante	deodorant
soplarse	to blow
cortarse	to cut oneself
tomar	to take
peinarse	to comb
lavarse	to wash
cepillarse	to brush
usar	to use
secarse	to dry
gárgara	gargle

**Slides 2-3** The Teacher will play the audio and discuss each of the idiomatic expressions.

**Slide 4** The Teacher will play the audio. The students can hover over the words in blue to help with comprehension of the reading passage.

**Vocabulary:** The teacher will discuss in detail the key concepts: idiomatic expressions, activities related to physical health, present progressive, reflexive verbs, sports

### Lesson Activities (We Do): (40 minutes)

As a whole group, complete the Practice Activities. Discuss.

**Slide 5** The students will flip over the cards one at a time and drag them to the correct category (antes, durante, después) based on the reading passage from slide 4. The students will know right away whether their answer is correct or incorrect because if it is incorrect, the student will not be able to place the card in that category and it will make a boing sound. If the answer is correct, it will make a different sound and allow the card to be placed in that category.

**Slide 6** The students will flip over the cards one at a time and drag them to the correct category (antes, durante, después). The students will know right away whether their answer is correct or incorrect.

**Slide 7** The Teacher will play the audio or simply have students to read each expression aloud in #1-4. The students will drag and drop the correct numbers to the correct sentence based on the pictures.

**Slides 8-12** The Teacher will play the audio to introduce the present progressive. Then, the Teacher will explain in detail how to form the present progressive. The present progressive is formed by first using a form of estar. (estoy, estás, está, estamos, están) + (-ar verbs=-ando,- er/-ir verbs=-iendo). See the examples below.

### “ejemplos del presente progresivo”(examples of the present progressive)

Yo <b>estoy jugando</b> .=I am playing	Nosotros <b>estamos jugando</b> .=We are playing.
Usted <b>está jugando</b> .=You(formal) are playing	Ustedes <b>están jugando</b> .=You all are playing.
Ella <b>está jugando</b> .=She is playing.	Ellas <b>están jugando</b> .=They(females) are playing.

Él <b>está durmiendo</b> . =He is sleeping	Ellos <b>están sirviendo</b> la comida. =They are serving the food
Tú <b>estás leyendo</b> un libro. =You(informal) are reading a book.	

**Slides 13-14** The students will drag and drop the nouns with the correct verb for daily routine expressions.

**Slide 15** The Teacher will play the audio and then explain the use of reflexive verbs with the examples that are given.

**Slides 16-17** The students will drag and drop the correct sentence to the picture describing the daily routine activity.

**Slide 18** The students will drag and drop the sport to its description.

**“deportes”(sports)**

halterofilia	weightlifting
natación	swimming
fútbol	soccer
boxeo	boxing
asfalto	asphalt
campo	court/diamond/course
cancha	court/field
cuadrilátero	ring
montaña	mountain
piscina	swimming pool
pista	court/track

**Skip slide 19** The audio does not go with the activity given and the activity does not function right.

**Slide 20** The students will drag and drop the correct sentence to the correct picture in #1-5.

**Slide 21** The students will drag and drop the place next to the correct picture.

**Lesson Review: (5-10 minutes)** Have students review the slides and their notes to prepare for the Post Test.

The Teacher will review the body and health vocabulary list and the sports vocabulary list. Then, the Teacher will review the present progressive and reflexive verbs formation.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 12

### Topic/Lesson Title & Grade Results #: “Conversación en el hospital”-Lesson 2

**Objective(s):** Students will be able to understand and use expressions used in a hospital, understand how to ask and answer in the hospital.

**Guiding Question(s):** How do I talk about hospital visits?

**TN Curriculum Standard(s):**

**ML.C1.5.NH.a** describe daily life in a letter, email, blog, or discussion board.

**ML.C1.5.NH.b** describe a familiar experience or event using practiced material.

**ML.C1.5.NH.c** ask for basic information.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-illnesses

-medical recommendations

-home remedies

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day to the students on. The Teacher will introduce the students to vocabulary related to illnesses from the list below.

#### **“Las enfermedades” (illnesses)**

el remedio	remedy
la gripe	flu
el reposo	rest
tener dolor de cuerpo	to have body aches
el vómito	vomit
una fiebre	fever
una tos	cough
los remedios caseros	home remedies
una cucharada	spoonful
miel de abeja	honey
Aliviar	to relieve
los secreciones nasales	runny nose
síntomas	symptoms
consultorio medico	Doctor’s office
se siente bien	feels well
no se siente bien	Doesn’t fell well
recetar	to prescribe
tratamiento	treatment
saca la lengua	sticks the tongue out
un bajalenguas	tongue depressor

pone una inyeccion	give an injection(shot)
pastillas	pills
sopa de pollo	chicken noodle soup
té con limón/té de manzanilla	tea with lemon/tea with chamomile
Sábila	aloe
Sanar	to heal
las quemaduras de la piel	sunburn
caído del cabello	hair loss
una hemorragianasal	a bloody nose
un ojo morado	a black eye
mareos	dizziness
Hipo	hiccups
una pomada/un ungüento	ointment

**Slide 2** The Teacher will play the audio. The students can hover over the words in blue to help with comprehension of the reading passage.

**Slides 3-4** The students will drag and drop the illnesses to the correct picture.

**Slide 5-6** The Teacher will play the audio on Slide 5 as the students listen and drag and drop the expressions to the correct category (examen médico/recomendación médica) for Slide 6.

**Vocabulary:** The Teacher will discuss in detail with the students all of the key concepts for this lesson.

### **Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 7** The Teacher will play the audio then explain the various recommendation types from the examples.

**Slides 8-9** The students will drag and drop the recommendations based on the symptoms given in #1-5.

**Slide 10** The Teacher will play the audio to go over more illnesses.

**Slides 11-12** The students will drag and drop the illnesses to the correct picture for each number.

**Slides 13-14** The students will listen to passages about home remedies.

**Slide 15** The students will drag and drop the home remedies to the blanks.

**Slide 16** The Teacher will play the audio about more home remedies.

**Slide 17** The students will drag and drop the home remedies to the blanks.

**Slide 18** The Teacher will play the audio examples of additional ways to give suggestions for remedies to illnesses.

**Slide 19** The students will drag and drop the remedy suggestions to the illnesses.

**Slide 20** The students will drag and drop the illnesses to the remedy that most makes sense.

**Slides 21-23** The students will listen to the audio on another way to give suggestions for remedies using “deber”.

**Slide 24** The students will listen to the audio on how to express illnesses another way using “padecer de.”

**Slide 25** The students will drag and drop the illnesses to the correct remedy.

**Slides 26-27** Skip activities on because they do not work.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

The Teacher will review illnesses, ways to give medical recommendations, and home remedies.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

### **Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 13

Topic/Lesson Title & Grade Results #: “Una visita por mi comunidad”(Describiendo un día en mi vida)-Lesson 3

**Objective(s):** Students will be able to describe a day in their life, use expressions to be polite/apologetic, ask and tell time, use expressions to talk about daily routine, use regular and irregular verbs.

**Guiding Question(s):** How do I talk about my daily activities?

**TN Curriculum Standard(s):**

**ML.C1.5.NH.a** describe daily life in a letter, email, blog, or discussion board.

**ML.C1.5.NH.b** describe a familiar experience or event using practiced material.

**ML.C1.5.NH.c** ask for basic information.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-expressions used to show good manners

-time

-daily activities

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day to the students on.

**Slides 2-6** The Teacher will play the audio and discuss the slides with the students. The students can hover over the words in blue to help with comprehension of the reading passage.

**Slides 7-17** The Teacher will play the audio and practice “time” with the students.

**Vocabulary:** The Teacher will discuss all of the key concepts in detail with the students (expressions used to show good manners, time, daily activities).

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 18** The Teacher will have two students read Dialogue 1 and two students to read Dialogue 2 aloud practicing with pronunciation. The Teacher will point out how the dialogue uses expressions to show good manners and asking and telling time.

**Slide 19** The Teacher will play the audio and then discuss in detail with the students.

**Slide 20** The students will drag the Time sentences from column B to the correct numerical times in column A.

**Slide 21** The Teacher will play the audio then discuss with the students the various ways to politely ask for the time.

**Slides 22-23** The students will listen to and repeat each daily activity given.

**Slide 24** The Teacher will play the audio of a conversation. As the students listen to the audio, they will drag and drop the expressions that they hear for person 1, then person 2.

**Slide 25** The Teacher will play the audio and review with students.

**Slides 26-27** The students will drag and drop the correct sentence to the question based on the information given from the paragraph.



**Slide 28** The Teacher will play the audio of a conversation. Then, the students will drag and drop the activities that they hear in chronological order for each day of the week. The audio may need to be played several times, in order for the students to get all of their answers.

**Slide 29** The Teacher will play the audio of another conversation. As the conversation plays, the students will drag and drop the activities that they hear for each day of the week.

**Slides 30-31** The students will play the audio then discuss the concepts with the students.

**Slides 32-34** The Teacher will play the audio. As the students listen to the audio, they will drag and drop their answers based on what they hear.

**Slide 35** The Teacher will play the audio. As the audio is played, the students will listen to the conversation and drag and drop their answers based on what they hear.

**Slides 36-45** The Teacher will play and discuss the present tense of regular -ar verbs, -er verbs, -ir verbs, and irregular verbs.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test. Before doing the exercise on slide 46, the Teacher will go over the following expressions to assist the students with the exercise.

**expresiones de página 46**

Hacer	to do, to make
Tener	to have
tener que + infinitive	to have to do something
Ayudar	to help
Cocinar	to cook
Ver	to see(watch)
Iniciar	to start, begin
Conversar	to converse
Llegar	to arrive
Levantarse	to wake up
desayunar	to eat breakfast

**Slide 46** The students will read each sentence from the paragraph, then drag and drop the correct answers based on the subjects given and context of the sentences.

**Slide 47** The students will drag and drop the numbers 1-7 to put the sentences in chronological order based on the daily activities of Ricardo from slide 46.

**Slide 48** The students will drag and drop the correct conjugated forms of the verbs to the correct sentence based on the subjects and context of each sentence.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today's lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 14

Topic/Lesson Title & Grade Results #: Nuestro Legado-Lesson 4

**Objective(s):** Students will be able to explain vocabulary related to fables and short stories, use the imperfect tense.

**Guiding Question(s):** How do I describe things that happened in the past?

**TN Curriculum Standard(s):**

**ML.C1.5.NH.a** describe daily life in a letter, email, blog, or discussion board.

**ML.C1.5.NH.b** describe a familiar experience or event using practiced material.

**ML.C1.5.NH.c** ask for basic information.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-preterit

-imperfect

-short stories

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day to the students.

**Slides 2-3** The Teacher will play the audio of the vocabulary.

**Slide 4** The students will be given four questions to make predictions about the imperfect. The students can put their predictions for each bullet point in the chat/posts on Teams for those that are virtual. For those that are in person, they can give their predictions to the Teacher aloud. The Teacher will go over the formation of the Imperfect using the charts below.

For -ar verbs, remove the -ar then plug in the following endings based on the subjects used (-**aba**, -**abas**, -**aba**, -**ábamos**, -**aban**)

### ejemplos de los verbos -ar en el imperfecto

yo jug <b>aba</b> (jugar)	nosotros bail <b>ábamos</b> (bailar)
tú habl <b>abas</b> (hablar)	
él, ella, Ud. cant <b>aba</b> (cantar)	ellos, ellas, Uds. camin <b>aban</b> (caminar)

For -er/-ir verbs, remove the -er/-ir then plug in the following endings based on the subjects used (-**ía**, -**ías**, -**ía**, -**íamos**, -**ían**)

### ejemplos de los verbos -er/-ir en el imperfect

yo com <b>ía</b> (comer)	nosotros escrib <b>íamos</b> (escribir)
tú beb <b>ías</b> (beber)	
él, ella, Ud. corr <b>ía</b> (correr)	ellos, ellas, Uds. viv <b>ían</b> (vivir)

**Slides 5-6** The Teacher will play the audio of the two reading passages. The Teacher can ask questions to check for understanding.

**Vocabulary:** The Teacher will discuss all of the key concepts in detail with the students (preterit, imperfect, short stories).

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 7** The student will drag and drop the sentences based on the reading passage from slide 6 and context clues from the pictures to help them.

**Slide 8** The Teacher will play the audio on how the imperfect is formed. The Teacher will discuss the 3 examples with the students for clarity.

**Slide 9** The Teacher will play the audio of expressions of time used with the imperfect, then discuss with the students.

**Slide 10** The students will drag and drop the words given in the correct blank given.

**Slides 11-12** The Teacher will play the audio and then explain the difference between the preterit and imperfect tenses.

**Slides 13-14** The Teacher will play the audio for the imperfect of -ar verbs in the imperfect.

**Slide 14** The students will listen and repeat each sentence given.

**Slide 15** The students will drag and drop the correct -ar imperfect endings to the correct sentence paying attention to the subjects given in each sentence.

**Slides 16-17** The Teacher will play the audio for the imperfect of -er verbs in the imperfect.

**Slide 17-18** The students will listen and repeat each sentence given. The students will drag and drop the correct verb conjugations to the correct sentence. The students will need to know what each verb means in order to choose the correct answer.

**Slides 19-20** The Teacher will play the audio for the imperfect of -ir verbs in the imperfect. The students will listen and repeat each sentence given.

**Slide 21** The students will put the sentence fragments in the correct order to form a sentence.

**Slides 22-23** The Teacher will play the audio of the verb “ser” in the imperfect.

**Slide 23** The students will listen and repeat each sentence.

**Slides 24-25** The Teacher will play the audio for the verb “ir.” Slide 25, the students will listen and repeat each sentence.

**Slides 26-27**, the Teacher will play the audio for the verb “ver.” The students will listen and repeat each sentence.

**Slide 28** The students will tap/click on the cards one at a time and place them in the correct pile (Verbos Regulares/Verbos Irregulares).

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slide 29** The Teacher will play the audio to review expressions used with the imperfect.

**Slide 30** The students will drag and drop the correct imperfect ending to the correct sentence based on the subjects given.

**Slide 31** The Teacher will play the audio for the students to listen to a story that uses both the preterit and imperfect tense.

**Slide 32** The students will drag and drop the sentence fragments to form a sentence based on the reading passage from slide 31.

**Slide 33** The Teacher will play the audio.

**Slide 34** The students will drag and drop the correct conjugated form of the verb in parentheses based on the subject given and context of each sentence. This exercise has students practice using both the preterit and imperfect.

**Slide 35-43** (OMIT)

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 15

Topic/Lesson Title & Grade Results #: La infancia un viaje en tiempo-Lesson 5

**Objective(s):** Students will be able to use vocabulary related to childhood memories and past events, use the preterit tense of irregular verbs.

**Guiding Question(s):** How do I talk about events that happened in the past?

**TN Curriculum Standard(s):**

**ML.C4.1.NR.e** identify features of language specific to the target language that may not exist in one's own language (e.g., gender, tense, character components).

**ML.C4.1.NR.f** compare word order between one's own and the target language.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-vocabulary related to the past tense

-expressions used with the preterit

-irregular verbs in the preterit (tener, ir/ser, querer, saber, decir, hacer)

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day to the students.

**Slides 2-3** The Teacher will play the audio to introduce vocabulary for this lesson.

**Slides 4-5** The Teacher can play the audio and then discuss the preterit with the students.

**Vocabulary:** The Teacher will discuss all of the key concepts in detail with the students: vocabulary related to the past tense, expressions used with the preterit, irregular verbs in the preterit (tener, ir/ser, querer, saber, decir, hacer) .

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 6** The students will drag and drop only the sentences in the preterit tense to the box.

**Slides 7-8** The Teacher can have the students listen to the audio or pick two students to read the passage aloud.

**Slide 9** The students can drag and drop the expressions to the correct sentence based on the passage they heard from slides 7-8.

**Slides 10-11** The Teacher will play and discuss the audio on the preterit formation.

**Slides 12-13** The Teacher will play and discuss the preterit formation and use of the verb "ser."

**Slide 14** The students will drag and drop the correct form of "ser" in the preterit based on the subjects given for each sentence.

**Slides 15-16** The Teacher will play and discuss the audio on the preterit formation and use of the verb "estar."

**Slide 17** The students will drag and drop the correct form of "estar" in the preterit based on the subjects given for each sentence.

**Slides 18-19** The teacher will play the audio and discuss the preterit formation and use of the verb "decir."

**Slide 20** The students will have to form sentences using the sentence fragments given and put the sentences in chronological order.

**Slides 21-22** The Teacher will play the audio and discuss the preterit formation of the verb "querer."

**Slide 23** The students will drag and drop the sentence fragments to form complete sentences using the preterit of “querer.”

**Slides 24-25** The Teacher will play the audio and discuss the preterit formation of the verb “saber.”

**Slide 26** The students will drag and drop the correct preterit form of “saber” to each blank based on the subject given for each blank.

**Slides 28-29** The Teacher will play the audio and discuss the preterit formation of the verb “hacer.”

**Slide 30** The students will listen to the audio. Then, they will drag and drop each statement to the True or False boxes based on what they heard.

**Slides 30-31** The Teacher will play the audio and discuss the preterit of the verb “ir.”

**Slides 32-33** The Teacher will play and discuss the preterit of the verb “tener.”

**Slide 34** The students will read each sentence and select the correct form of “tener” based on the subjects given for each sentence.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slide 35** The Teacher will play the audio to review the preterit of irregular verbs.

**Slide 36** The students will practice with the preterit by dragging and dropping the correct form of the conjugated form to each blank.

**Slide 37** The Teacher will play the audio for the students to listen to games traditionally played by kids in Latin America. The Teacher can ask the students which games students in the U.S. play as kids and compare the two.

**Slide 38** The Teacher will play the audio of a memory from Ricardo’s childhood.

**Slide 39** The students will drag and drop the correct sentence next to the correct picture using the pictures as clues as well as the reading passage from slide 38.

**Slide 40-44** (OMIT)

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today’s lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 16

Topic/Lesson Title & Grade Results #: “Vocabulario relacionado con las compras y la ropa”-Lesson 6

**Objective(s):** Students will be able to use vocabulary related to shopping and clothing, use adjectives to describe clothing and personal items correctly, form interrogative sentences and interrogative pronouns, use direct object pronouns.

**Guiding Question(s):** How do I communicate my clothing preferences?

**TN Curriculum Standard(s):**

**ML.C1.1.IL.a** have a conversation on a number of everyday topics.

**ML.C1.1.IL.b** ask and answer questions about familiar factual information.

**ML.C1.1.IL.c** meet basic needs in familiar situations.

**ML.C1.1.IL.d** begin to indicate various time frames.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

- clothing
- how to use interrogative pronouns in Spanish
- giving clothing recommendations
- politely asking for another article of clothing
- direct object pronouns
- clothing trends of the 80s, 90s, and 2000s

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day to the students.

**Slides 2-3** The Teacher will play the audio on clothing. Then, the Teacher will go back through the vocabulary on clothing a second time having the students listen and repeat after hearing each expression. Next, the Teacher will go over additional clothing vocabulary from the lesson but not in the lists given on slides 2-3.

### **“La ropa y los accesorios”(Clothing and accessories)**

una chaqueta	jacket
unas medias	socks
una bufanda	scarf
unas botas	boots
de lana	wool
Licra	lycra
un vestido corto	short dress
Discrete	modest
color brillante o llamativo	bright or flashy color
de seda	silk
bandas para el cabello	headbands
calentadores de piernas	legwarmers
jeans a la cintura	low cut jeans

jeans a la cadera	high cut jeans
agujeros	holes
atuendos gótico	gothic attire
minifaldas	mini skirts

### Pronombres Interrogativos(Interrogative Pronouns)

¿Qué?	What?-to ask for general questions
¿Cuál?	Which?-to choose between possibilities
¿Cómo?	How?-to ask for a description, method or way
¿Para qué?/¿Por qué?	Why?-to ask for a purpose or reason
¿Qué tipo de?	What kind of?-to ask for specific information

**Vocabulary:** The Teacher will discuss all of the key concepts in detail with the students: clothing, how to use interrogative pronouns in Spanish, giving clothing recommendations, politely asking for another article of clothing, direct object pronouns, and clothing trends from the 80s, 90s, and 2000s.

#### Lesson Activities (We Do): (40 minutes)

As a whole group, complete the Practice Activities. Discuss.

**Slides 4-6** The students will drag and drop the clothing expressions to the correct picture.

**Slide 7** The students will look at row of items and look for the one that does not belong and drag and drop it.

**Slides 8-9** The Teacher will play and discuss the audio with the students.

**Slide 10** The Teacher will discuss the use of interrogative pronouns.

**Slide 11** The students will read the questions in Spanish and select the English interrogative pronoun translation.

**Slide 12** The Teacher will read the passage as the students listen aloud. The students can hover over the words in blue for better understanding of the passage. The Teacher will discuss the passage with the students to check for comprehension.

**Slide 13** The students will select True/False based on the information read by the Teacher from the passage on slide 12.

**Slide 14** The Teacher will play the audio of the newspaper article.

**Slide 15** The students will drag and drop the correct words to the sentences based on the information heard in the news article on slide 14.

**Slides 16-17** The Teacher will play the audio then discuss with the students about asking for clothing recommendations.

**Slide 18** The students will drag and drop the clothing recommendation questions to the correct statements.

**Slides 19-20** The Teacher will play the audio. The students can scroll over the words in blue for the meaning to help with understanding.

**Slide 21** The students will drag and drop the expressions to column B that correspond to column A based on the passage heard from slides 19-20.

**Slides 22-23** The Teacher will play and discuss using the examples given how to give clothing recommendations.

**Slide 24** The students will drag and drop the questions and answers. Andrés asks his friend Carlos for clothing recommendations. The students will drag the questions A-D in order under Andrés name. Then, the students will drag the corresponding answers for questions A-D under Carlos' name.

**Slides 25-26** The students will read the descriptions and drag and drop the correct article of clothing to the description.

**Slides 27-28** The Teacher will play the audio and discuss with the students how to politely ask for another article of clothing.

**Slide 29** The Teacher will play the audio.

**Slide 30** The students will choose Verdadero/Falso for each statement based on the passage they heard from slide 29.

**Slides 31-32** The Teacher will play the audio and discuss direct object pronouns with the students.

**Slide 33** The students will drag and drop the correct translation to the Spanish sentence.

**Slides 34-35** The Teacher will play the audio and further discuss direct object pronouns.

**Slide 36** The students will click on the direct object pronouns for each sentence.

**Slide 37** The students will drag and drop the correct direct object pronouns to each sentence.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slide 38** The Teacher will play the audio to review interrogative pronouns.

**Slide 39** The Teacher will play the audio to review the direct object pronouns.

**Slides 40-41** The Teacher will play the audio for a reading passage on clothing trends from the 80s, 90s and 2000s.

**Slides 42-43** The students will drag and drop the answers to the correct sentences based on what they heard from the audio from slides 40-41.

**Slide 44-54** (OMIT)

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today's lesson be used in your daily life?



## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 17

Topic/Lesson Title & Grade Results #: "Viajes"-Lesson 7

**Objective(s):** Students will be able to show agreement and disagreement, give recommendations to travelers, use adverbs of future, analyze differences between Spanish-Speaking countries, use vocabulary related to luggage, means of transportation, hotels, and clothes.

**Guiding Question(s):** How do I talk about my trips?

**TN Curriculum Standard(s):**

**ML.C1.1.IL.a** have a conversation on a number of everyday topics.

**ML.C1.1.IL.b** ask and answer questions about familiar factual information.

**ML.C1.1.IL.c** meet basic needs in familiar situations.

**ML.C1.1.IL.d** begin to indicate various time frames.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMs meeting (if applicable)

**Vocabulary:**

- travel vocabulary
- giving travel recommendations
- expressing agreement
- expressing disagreement
- adverbs of future
- means of transportation
- similarities and differences between countries in Latin America

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day to the students.

**Slides 2-3** The Teacher will play the audio. The Teacher will go back through the audio a second time and have the students repeat to practice with the vocabulary. The Teacher will introduce the vocabulary list to the students.

### Vocabulario de viajes(Travel Vocabulary)

el río	river
el parque de diversiones	amusement park
la catarata	waterfall
la montaña	mountain
la isla	island
la playa	beach
el volcán	volcano
arena blanca	white sand
el bosque	forrest

### medios de transporte(means of transportation)

a pie	by foot
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en bicicleta	by bicycle
en carro	by car
en bus	by bus
el metro	subway
los trenes de alta velocidad	high speed trains
en scooter	by scooter
en motocicleta	by motorcycle
en tren	By train
el tranvía	streetcar
el avión	plane
el helicóptero	helicopter
el ultraligero	glider aircraft
la avioneta	light aircraft
la lancha	powerboat
el crucero	cruise
el barco	ship
el yate	yacht
el bote	small boat

**Slide 4** The Teacher will play the audio and then discuss the 2 questions given on the slide with the students.

**Vocabulary:** The Teacher will discuss all the key concepts in detail with the students: travel vocabulary, giving travel recommendations, expressing agreement, expressing disagreement, adverbs of future, means of transportation, and similarities and differences between countries in Latin America.

**Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slides 5-6** The students will drag and drop the correct country to each blank.

**Slide 7** The students will drag and drop the words to the pictures.

**Slides 8-9** The students will drag and drop the three words that describe each picture.

**Slide 10** The Teacher will play the audio of the conversation between Luciana and Fiorella.

**Slide 11** The Teacher will drag and drop the correct places based on the conversation from slide 10.

**Slide 12** The Teacher will play the audio.

**Slide 13** The students will drag and drop the correct answers based on the conversation from slide 12.

**Slide 14** The Teacher will play the audio.

**Slides 15-16** The students will drag and drop the correct answers based on the information from the email from slide 14.

**Slide 17** The Teacher will play and discuss the audio for giving recommendations.

**Slide 18** The students will drag and drop the correct answers based on the email from slide 13.

**Slide 19** The Teacher will play and discuss the audio on expressing agreement.

**Slide 20** The Teacher will play and discuss the audio.

**Slide 21** The Teacher will play the audio and discuss with the students how to express disagreement.

**Slide 22** The Teacher will play the audio.

**Slide 23** The students will click on the cards and drag them to the correct category True/False.

**Slide 24** The Teacher will play the audio. As the students listen, they can hover over the blue words to help with understanding the passage.

**Slide 25** The Teacher will play the audio of a conversation between Carlos and Jessica.

**Slide 26** The students will drag and drop the words to the correct sentence based on what they hear from slide 25.

**Slide 27** The Teacher will play the audio for adverbs of future.

**Slides 28-29** The Teacher will play the audio of 3 conversations then discuss each conversation with the students.

**Slides 30-31** The students will practice with adverbs of future by dragging and dropping the correct expression based on the context of the sentence.

**Slides 32-33** The teacher will play the audio for means of transportation on the road.

**Slides 34-35** The students will match the means of transportation on the road from column B with their descriptions in column A.

**Slide 36** The Teacher will play the audio on means of transportation in the air.

**Slide 37** The students will drag and drop the correct means of transportation in the air to the correct blank based on the context of the sentence.

**Slide 38** The Teacher will play the audio on means of transportation in the water.

**Slide 39** The students will drag and drop the correct means of transportation in the water to the correct sentence.

**Slide 40** The students will turn over the cards and put them in the correct category. There are 4 categories for the students to choose from.

**Slides 41-43** The Teacher will play the audio on Latin America.

**Slide 44** The students will drag and drop the expressions to the correct category: similarities or differences based on slides 41-43.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slides 45-46** The Teacher will play the audio to recap some of the concepts from the lesson.

**Slides 47-48** The students will form sentences based on the sentence fragments given.

**Slide 49** The students will drag and drop the word that does not belong for each set of words.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today's lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 18

Topic/Lesson Title & Grade Results #: “Lugares in Nuestra Comunidad” -Lesson 8 -

**Objective(s):** Students will be able to discuss and describe different components that make up my neighborhood and city.

**Guiding Question(s):** How is my community/neighborhood/city unique?

**TN Curriculum Standard(s):**

**ML.C1.2.IL.a** determine the main idea of texts and interactions related to everyday life.

**ML.C1.2.IL.b** follow questions and simple statements on familiar topics when participating in a conversation.

**ML.C1.1.IL.c** meet basic needs in familiar situations.

**ML.C1.1.IL.d** begin to indicate various time frames.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

- to describe a community or city/town
- to describe the people and places in the community
- to inform about places to visit in the community
- to understand the various summer activities of Spain

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 mins)**

**Slide 1** The Teacher will introduce the objectives for the day to the students.

**Slide 2** The Teacher will play the audio and explain importance language plays in the describing people, places, and things. Have a student try to describe something without words.

**Lesson Activities (We Do): (40 mins)**

**Slide 3-5** The Teacher will play the audio. Discuss each slide one at a time.

**Slide 3** discusses description of things.

**Slide 4** discusses description of places.

**Slide 5** discusses description of persons.

**Slide 6** The Teacher will play the audio. The students will properly categorize the type of description.

**Slide 7** The teacher will play the audio. Discuss the layout of the community and the Map Key before the reading.

**Slide 8** The students will drag and drop the locations based on the map from slide 7 \*\*Students can create a map of their community and a key\*\*

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slides 9-11** The teacher will play the audio, discuss the Tomatina Festival with the Students and festivals in their neighborhood and here in Memphis.

**Slides 10-11** The teacher will play the audio as well as the reading. On Slide 11, the students will draw lines to the appropriate pictures that are being described.

**Independent Work – Posttest (They Do): (50 minutes)**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can today's lesson be used in your daily life?

## Summer School Lesson Plan

Subject/Grade: Spanish I

Day: 19

Topic/Lesson Title & Grade Results #: “Expresiones utilizadas para negociar precios”-Lesson 9

**Objective(s):** Students will be able to use expressions to negotiate prices, use adjectives to describe clothing, prices, and textures, describe past actions, use numbers for prices.

**Guiding Question(s):** How do I negotiate prices when shopping?

**TN Curriculum Standard(s):**

**ML.C1.1.IL.a** have a conversation on a number of everyday topics.

**ML.C1.1.IL.b** ask and answer questions about familiar factual information.

**ML.C1.1.IL.c** meet basic needs in familiar situations.

**ML.C1.1.IL.d** begin to indicate various time frames.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Vocabulary:**

-shopping vocabulary

-#’s 0-1,000,000

-asking how much something costs

-describing prices

-The verb “costar” in the present and past tense

-The verb “gustar” in the present and past tense

-The verbs “pagar, comprar, and probar” in the past tense

-The verb “ir” in the past tense

-asking for discounts

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): (15 minutes) Slide 1** The Teacher will introduce the objectives for the day to the students.

**Slides 2-3** The Teacher will play the audio of vocabulary related to shopping.

**Slide 4** The Teacher will review #’s 0-1,000,000 using the two charts below.

### los números 0 a 100 (numbers 0-100)

0=cero	11=once	30=treinta
1=uno	12=doce	40=cuarenta
2=dos	13=trece	50=cincuenta
3=tres	14=catorce	55=cincuenta y cinco
4=cuatro	15=quince	60=sesenta
5=cinco	16=dieciséis	66=sesenta y seis
6=séis	17=diecisiete	70=setenta
7=siete	18=dieciocho	80=ochenta
8=ocho	19=diecinueve	90=noventa
9=nueve	20=veinte	99=noventa y nueve
10=diez	22=veinte y dos	cien=100

### los números 100 a un millón (numbers 100-a million)

100=cien	600=seiscientos
101=ciento uno	<b>*700=setecientos</b>
102=ciento dos	800=ochocientos
200=doscientos	<b>*900=novecientos</b>
300=trescientos	1.000=mil
400=cuatrocientos	2.000=dos mil
<b>*500=quinientos</b>	1.000.000=un millón

**\*\*Point out to students that 500, 700, and 900 do not follow the pattern like 100-400, 600, and 800. Also, point out to the students that decimals are used in Spanish instead of commas for number places as is used in English.**

**Vocabulary:** The Teacher will discuss all the key concepts in detail with the students: shopping vocabulary, #'s 0-1,000,000, asking how much something costs, describing prices, The verb “costar” in the present and past tense, The verb “gastar” in the present and past tense, The verbs “pagar, comprar, and probar” in the past tense, The verb “ir” in the past tense, and asking for discounts.

#### **Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

**Slide 4** The students will review numbers by dragging and dropping the correct numbers to the corresponding words.

**Slides 5-9** The Teacher will play the audio then explain.

**Slide 10** The students will drag and drop the correct answers to the blanks based on the context of the sentences.

**Slides 11-16** The students will review articles of clothing by using the letters provided to spell the item in the picture. Feel free to skip some of these slides.

**Slide 17** The Teacher will play the audio.

**Slide 18** The students will select Verdadero/Falso for each statement based on what they heard from the passage from slide 17.

**Slides 19-20** The Teacher will play and discuss the audio on asking how much something costs.

**Slide 21** The students will drag and drop the questions to complete the dialogue.

**Slides 22-24** The Teacher will play the audio on describing prices and discuss with the students.

**Slide 25** The students will read the situations, then drag and drop the expression that corresponds to the situation.

**Slides 26-27** The Teacher will play the audio on the verb “costar” in the past and present.

**Slide 28** The students will drag and drop the sentences paying attention to the verb tense and quantity given.

**Slides 29-30** The Teacher will play the audio on the verb “gastar” in the past and present.

**Slide 31** The students will drag and drop the correct conjugated form of “gastar” based on the subject given for each sentence.

**Slide 32** The Teacher will play the audio and discuss the past tense for the verbs “pagar, comprar, and probar.”

**Slide 33** The Teacher will play the audio of a text. Based on the text heard from slide 33, the students will complete the exercises on slides 34-35 by choosing the correct picture to complete each sentence.

**Slides 36-37** The Teacher will play and discuss the audio for the past tense of the verb “ir.”

**Slide 38** The students will drag and drop the correct form to each blank based on the subject for each sentence.

**Slide 39** The Teacher will play the audio of the conversation.

**Slide 40** The students will drag and drop the expression to the correct sentences based on the conversation heard from slide 39.

**Slides 41-43** The Teacher will play the audio and discuss asking for discounts when shopping.

**Slides 44-45** The Teacher will play the audio of a conversation between Sara and the saleswoman.

**Slides 46-47** The students will drag and drop the correct answers to each blank based on the conversation heard from slides 44-45.

**Lesson Review: (5 minutes)** Have students review the slides and their notes to prepare for the Post Test.

**Slide 48** The Teacher will play the audio and discuss the lesson.

**Slides 49-50** The Teacher will play the audio of the passage.

**Slide 51** The students will read each statement then select Verdadero/Falso based on what they heard from the passage from slides 49-50.

**Independent Work – Posttest (They Do): (50 minutes)** Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

**Closing/Wrap Up/Notes Review: (5 minutes)**

The students will answer the following questions for the Exit Ticket:

- 1) Did you meet the objectives for the day?
- 2) How do you know you met the objectives for the day, be specific.
- 3) How can the today's lesson be used in your daily life?



## Summer School Lesson Plan

**Subject/Grade:** Spanish I

**Day:** 20

**Topic/Lesson Title & Grade Results #:** Final Post-Test Review & Post-Test

**Objective(s):**

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do):**

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes.

**Lesson Activities and Review (We Do):**

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Independent Work – Posttest (They Do):**

Students will review and complete any incomplete/missed/failed coursework.

**Closing/Wrap Up:**

Students should utilize any additional time to ensure all activities and post-tests have been completed with passing scores (score 70% or above). Any items that remain should be completed at this time in preparation for the close of the course and the final Post-test/Final Exam. Lastly, review all previous vocabulary and previous post-tests to ensure success and mastery of the course Final Exam. Do Your Best!