

SUMMER SCHOOL TEACHER GUIDE



Spanish II

**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 4th 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 lesson 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 II

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1 – Somos lo que somos

Objective(s): Students will

- Be able express basic information about themselves.
- Be able to ask basic questions in Spanish.
- Be able to express likes and dislikes in Spanish.

Guiding Question(s):

- How can I provide basic information about myself to others in Spanish?
- How can I ask basic information to others in Spanish?
- How can you express your likes and dislikes to others?

TN Curriculum Standard(s): ML.C1.1.IL. a-d

- a) have a conversation on a number of everyday topics.
- b) ask and answer questions about familiar factual information.
- c) meet basic needs in familiar situations.
- d) begin to indicate various time frames.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Note for the teacher: This lesson, have 28 slides in Grade Results, indicate to students to take notes of the vocabulary as they will need this information to answer questions throughout the lessons.

Key Vocabulary/Terms:

- **My name is** – Me llamo... Mi nombre es...
- **I am from** – Yo soy de
- **I am...** – Yo soy
- **I like (to)...** – Me gusta
- **I do not like (to)....** – No me gusta
- **My Is....** – Mi ... es
- **I have...** – Yo tengo
- **What is your name?** - ¿Como te llamas?
- **Where are you from?** - ¿De donde eres?
- **What do you like to do?** - ¿Que te gusta hacer?
- **What is your family like?** - ¿Cómo es tú familia?
- **What is your school like?** - ¿Cómo es tú escuela?
- **What is your house like?**- ¿Cómo es tú casa?
- **And** - y
- **But** - pero
- **Also** - tambien
- **because** – por que
- **according to** – acuerdo a

- **Sometimes** – a veces

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 10 minutes:

- Greet the students, and after asking their names, engage the students with the following question to initiate discussion: **¿Cómo eres? How you are like? Can you provide at least two information about you in Spanish?** can be personality trait, physical description, or any information related to you or a family member. Follow, proceed to establish meeting procedures for the online and in person students. Share briefly Teacher’s Expectations Students’ Expectations. Follow continue with the lesson identifying personality traits. Based on student’s responses do a review of terms. If the students cannot share terms of personality traits, provide the following: sociable, responsible, reservado, orgnizado, inteligente, estudioso, deportista, generoso, or ask them to use the one they provided for you. Use as many cognates as possible.

Vocabulary: Family members

- Madre – mother; Esposa – wife; esposo/marido – husband, Padre – father; mujer- woman; hombre- man
- hija – daughter; hijo – son; nieto – grandson; nieta- granddaughter; abuelo- grandfather; abuela-grandmother
- cuñado – brother in law; cuñada – sister-in-law; suegro- father-in-law; suegra-mother-in-law.
- Tío – uncle; tía- aunt; primo – male cousin; prima- female cousin; hermano/a – brother/sister; Amigos – friends;
- Novio-boyfriend; novia- girlfriend, mejor amigo – best male friend; mejor amiga- best female friend;
- Amables- friendly; abnegada – selfless/Self-sacrificing
- Familia pequeña – small family; familia grande – big family,
- Las madres solteras – single mothers; Los padres solteros – single parents or single fathers
- Se divirtió – s/he had fun; valió la pena – it was worth it, it was worth the effort
- El apoyo – support; el refugio - shelter
- Review days of the week.
- Personality traits

Lesson Activities (We Do): 55 minutes

As a whole group, complete the Practice Activities in Grade Results by discussion.

- **Slides 1:** The student will state objectives. Tell students that they will be working on a lesson about themselves, their family, what their likes and dislikes are, and their neighborhood.
- **Slide 2:** The teacher will go over some of the key vocabulary that will be used in the lesson.
- **Slides 3:** The teacher will discuss the information that one can share when introducing themselves to someone for example their name, age, where they are from etc.
- **Slide 4:** The teacher will also discuss the two different ways that someone can say what their name is when introducing themselves.
- **Slide 5:** The teacher will discuss how to state ones age and how to provide physical descriptions of themselves.
- **Slides 6-7:** The teacher will provide vocabulary for the family members and discuss the question “**Cómo debo llamar** al padre de mi...” The teacher can also discuss how masculine words end in “o” and feminine end in “a”. The students will then complete activity on slide 7 classifying family members if they are masculine or feminine.
- **Slides 8:** The teacher will discuss the gender of words when talking about professions, if a word is masculine it will end in an -o, if it is feminine it will end in an -a and the ones that end in an -e can go for either gender.
- **Slides 9-10:** The teacher will provide vocabulary terms that name different professions. The teacher can explain/review the use of definite articles being used with the professions.
- **Slides 11:** The teacher will explain that there are some exceptions to the rules of gender-based words, even though they may be referring to the masculine form of they will not end in -o but they will end in -e; however, for the feminine form they will still end in -a.

- **Slide 12:** The teacher will review how to make a word feminine or masculine before students begin activity. The students will then change the terms provided to the opposite gender.
- **Slide 13:** The teacher will discuss how to state where you are from and how when saying the name of the country that one is from may be slightly different. The teacher will talk about the example given “Yo soy de España” and how one will say where they are from. The teacher will call on students and ask them “De donde eres?” and have the students respond.
- **Slide 14:** The teacher will go over the list of countries provided and how to pronounce the countries where people can be from. The teacher can also call on students to volunteer in reading out the countries. The teacher can also assign students a country and practice saying that they are from that country.
- **Slide 15-16:** The teacher will explain to students how to say/write where you live. Students will then complete the activity translating the sentences to Spanish.
- **Slide 17-18:** The teacher will discuss/explain how likes and dislikes are expressed in Spanish. The teacher will provide examples of what they like and dislike and call on students to state what their likes and dislikes are. The teacher will also explain how to say when you/ he/she/we/ they like is said. Also, when you like an action or something singular “gusta” is used and when you like something plural “gustan” is used.
- **Slide 19:** The teacher and students will listen to the dialog. The teacher will ask comprehension questions.
- **Slide 20:** The teacher will present vocabulary terms and explain how each one can be used.
- **Slide 21 -27:** The teacher will introduce transition words/phrases that can be used when having a conversation/writing and in the different ways that they can be used.
- **Slides 28-29:** The students will complete the activity by using the correct transition term from the word bank on slide 28.

Lesson Review: 10 minutes Before the students begin their post-test, review the vocabulary and grammar for this lesson. Summarize the lesson, review terms and concepts and address student misconceptions.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask students the following: How can you teach someone what you learn today? How can you talk about your personality in Spanish?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 2

Topic/Lesson Title & Grade Results #: Lesson 2 -Mis amigos y yo

Objective(s): Students will

- Be able to introduce their friend/s and be able to describe them
- Be able to make comparisons

Guiding Question(s):

- What information will do you need to introduce a friend/family member?
- How will you compare yourself to someone else?
- How can you discuss someone else's likes and dislikes?

TN Curriculum Standard(s): ML.C1.1.IL. a-d

- a) have a conversation on a number of everyday topics.
- b) ask and answer questions about familiar factual information.
- c) meet basic needs in familiar situations.
- 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, Timer.

Key Vocabulary/Terms:

- **My friend's name is** – Mi amigo/a se llama...
- **He/She is from** – El/ Ella es de...
- **He/She is ...** – El/ Ella es
- **He/She likes (to)...** – El/ Ella le gusta..
- **He/She does not like (to)....** – El/ Ella no le gusta
- **His/Her Is....** – Su... es...
- **He/she is... but I am...** – El/Ella es ... pero yo soy...
- **He/she likes.. however I like..** – El/Ella le gusta ... pero a mi me gusta..
- **What is his/her name?** - ¿Cómo se llama?
- **Where is he/she from?** - ¿De donde es el/ella?
- **What does he/she like to do?** - ¿Qué le gusta hacer a el/ella?
- **What is his/her family like?** - ¿Cómo es su familia?
- **How is he/she different from you?** - ¿Cómo es el/ella diferente a ti?

Note to the teacher: Each slide has an audio; the audio is a read aloud feature that will read any information shown on the pages that appear.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes

- **Slides 1-** The teacher will share the lesson objective. Review phrases used when talking about yourself.
- **Slides 2:** The teacher will introduce the key vocabulary terms that will be used in the lesson.
- **Slide 3-5:** The teacher will discuss how a person is introduced and how the verb “**ser**” is used. The teacher will also explain the difference between formal introductions and informal introductions and when it is proper to use each one. The teacher will also talk further about relations that a person may have with oneself or other as part of a description of who they are.

Lesson Activities (We Do): 55 minutes. (Use a timer to pace the class and yourself. There are 19 **Slides** students will see that includes the objective and vocabulary)

- **Slides 6:** The teacher will practice with students how to properly introduce someone, then the teacher will ask for volunteers to translate the sentence provided in the activity to Spanish.
- **Slide 7:** The teacher will discuss and explain how to state where someone is from.
- **Slides 8-9:** The teacher will discuss/explain how likes and dislikes are expressed in Spanish. The teacher will provide examples of what they like and dislike and call on students to state what their likes and dislikes are. The teacher will also explain how to say when you/ he/she/we/ they like is said. Also, when you like an action or something singular “gusta” is used and when you like something plural “gustan” is used. Practice with students and have them ask each other what their likes and dislikes are in Spanish.
- **Slides 10:** The teacher will present vocabulary terms and examples.
- **Slides 11-12:** The teacher will discuss family members and how to express relation to self. The teacher will need to provide family vocabulary terms. The teacher will explain how you can compare preferences with others (family/friends)
- **Slides 13-14:** The teacher will discuss with students the use of transition words that aide when expressing yourself when talking or writing.
- **Slides 15:** The student will complete the activity by completing the sentences with the correct transitional term.
- **Slide 16:** The students will complete the activity by completing the dialog with the correct vocabulary term from the lesson.
- **Slide 17:** The student will complete the activity by completing the sentence with the correct transition from the choices provided.
- **Slide 18:** The students will complete the activity by matching the terms with the correct translation.
- **Slide 19:** The student will complete the activity by restating the sentence provided in a negative way, for example: “Me gustan los chocolates” (I like chocolate) – “No me gustan los chocolates” (I don’t like chocolate).

Lesson Review: 10 minutes Before the students begin their post-test review the vocabulary about introductions, where someone is from, likes and dislikes, family members, comparison terms, and transition words. Provide students with some examples of how comparison and transition words can be used.

Independent Work – Posttest / Notes Review (They Do): 35 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) Ask students the following: How do you feel about today’s work? What did you learn? Can you introduce me to one of your friends/ family members?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 3

Topic/Lesson Title & Grade Results #: Lesson 3 - Miembros de la familia

Objective(s): Students will

- Identify and understand family names in Spanish.
- Identify and understand the relationship between family members in Spanish.
- Identify and understand the names of friends in Spanish.

Guiding Question(s):

- How can I identify and understand family names in Spanish? How can I identify and understand the relationship between family members in Spanish?
- How can I describe my personality to others? How can I provide information of friends and family?
- How do personality traits can shape relationships with others?

TN Curriculum Standard(s): ML.C1.1.IL. a-d

- a) have a conversation on a number of everyday topics.
- b) ask and answer questions about familiar factual information.
- c) meet basic needs in familiar situations.
- d) begin to indicate various time frames.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Note for the teacher: This lesson, have 27 slides in Grade Results and a Supplemental lesson, indicate to students to take notes of the vocabulary as they will need this information to answer questions throughout the lessons.

Key Vocabulary/Terms:

- **Los quehaceres** – chores; Lavar la ropa – to wash clothes,
- **planchar la ropa** – to iron clothes
- **Pasar la aspiradora – to vacuum**; trapear el piso – mop the floor; barrer el piso – to sweep the floor
- **Sacar la basura** – to take out the garbage
- **Limpiar** – to clean; limpiar la habitación – to clean the room; sacudir los muebles – to dust the furniture
- **Planchar** – to iron; fregar los platos – to wash the dishes; **lavadoras de platos** - dishwasher
- **Ollas** – pots; la alfombra – carpet; el fregadero – sink; la habitación – room/bedroom
- **tradiciones** – traditions, **tradicional** - traditional
- **estructura familiar** – family structure
- **infancia, niñez** – childhood
- **No recuerdo** – I don't remember
- **Los lazos familiares** – family ties
- **La familia en Latinoamerica** – The family in Latin America
- **Fuertes**- strong
- **¡Sale y vale!** – you got it! / all right! Sure!
- **Me toca a mi** – to be one's turn
- **Donde se mantienen** – where they are kept/ where they are maintained
- **Cuáles son algunos cambios** - What are some of the changes

- **Desintegración familiar/desintegración de las familias**
- **Que tiene ahora** – that has now
- **Viven mas tiempo** – live longer/ They live longer, longer time of living.
- **Los adultos mayores** – elderly, older adults
- **Áreas rurales**– rural areas
- **Areas urbanas**- urban areas
- **La ciudad** – the city
- **Centro de refugio y apoyo** – Shelter and support center
- **Asociación de madres** – mother’s association
- **Lugar principal para comer** – main place to eat
- **Según el articulo**- according to the article
- **El centro de diversión** – Entertainment center
- **Reunir** – to gather, to meet up
- **Donde se reúnen las madres** – where the mother gather
- **Dictadores** - dictators
- **Cómo debo llamar al padre de mi ...** - What should I call the father of my..

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 10 minutes:

- Greet the students, and after asking their names, Engage the students with the following question to initiate discussion: **¿Cómo eres? How you are like? Can you provide at least two information about you in Spanish?** can be personality trait, physical description, or any information related to you or a family member. Continue with the lesson identifying personality traits. Based on student’s responses do a review of terms. If the students cannot share terms of personality traits. Provide the following: sociable, responsible, reservado, orgnizado, inteligente, estudioso, deportista, generoso, or ask them and use the one they provide you. Use as much cognates as possible. Now, ask the students how they will describe a member of their family.

Vocabulary: Family members

- Madre – mother; Esposa – wife; esposo/marido – husband, Padre – father; mujer- woman; hombre- man
- hija – daughter; hijo – son; nieto – grandson; nieta- granddaughter; abuelo- grandfather; abuela-grandmother
- cuñado – brother-in-law; cuñada – sister-in-law; suegro- father-in-law; suegra-mother-in-law.
- Tío – uncle; tía- aunt; primo – male cousin; prima- female cousin; hermano/a – brother/sister; Amigos – friends.
- Novio-boyfriend; novia- girlfriend, mejor amigo – best male friend; mejor amiga- best female friend.
- Amables- friendly; abnegada – selfless/Self-sacrificing
- Familia pequeña – small family; familia grande – big family,
- Las madres solteras – single mothers; Los padres solteros – single parents or single fathers
- Se divirtió – s/he had fun; valió la pena – it was worth it, it was worth the effort
- El apoyo – support; el refugio - shelter
- Review days of the week.
- Personality traits

Lesson Activities (We Do): 55 minutes

As a whole group, complete the Practice Activities in Grade Results by discussion.

- **Slides 1-2:** Student will state objectives. Tell students that they will be working on a lesson about family. Teacher will explain that besides naming each family member in Spanish they will have to indicate how each family member is related and describe them.

- **Slides 3:** The teacher will discuss the home and some of the vocabulary terms from the house. Discuss cognates and provide examples.
- **Slide 4:** The teacher will discuss/ review how to express likes/dislikes and preferences. The teacher will go over the examples and ask students to provide their own likes and dislikes.
- **Slide 5:** The teacher will read passage and check for understanding. The students will then complete the activity by answering the questions.
- **Slide 6:** The students will watch the video “**Las familias somos diferentes**”. Students will take notes while watching a video. Before students start the video, advise them the video will be a little fast, but it has close captions to see the words to help them recognize the terms through cognates.
- **Slide 7:** The teacher will discuss the family tree and have students discuss the terms in the pink rectangle. Students will identify the members by clicking the family names in pink and seeing the family's relationship through the family tree.
- **Slides 8-10:** The teacher will discuss the question “**Cómo debo llamar** al padre de mi...” follow the students will complete the activity by unscramble the family.
- **Slides 11-14:** The teacher will ask for six volunteers. Each volunteer will read aloud one sentence. After the reading aloud, the teacher will ask for students to share any cognate they found on the reading, and share any sentence they did or did not understand. After the passage, on slides 12-14 the students will answer questions based on the passage on slide 11.
- **Slide 15:** The teacher will discuss the plural and gender rule, before students begin this activity.
- **Slide 16-20:** Students will match family members with the opposite gender. For example, **madre** will match with **padre**. Note: slide 18 letter “a” Grade Results misspelled **cuñado (brother-in-law)** with **cuitado**.
- **Slide 21:** Students will sort the terms classifying them by non-family members and family members.
- **Slide 22:** The teacher will discuss the vocabulary and ask for volunteers to read aloud the sentences. The students will complete the activity by drop down a letter to complete the sentence.
- **Slide 23:** The teacher will ask students about chores and will guide students to drag a chore term and drop it to the matching picture. Student will complete the drag and drop activity.
- **Slide 24:** The students will complete the activity by selecting the term in English that best translate the word in bold.
- **Slide 25:** The students will complete the matching activity by selecting the terms in Spanish to complete the sentences or expressions. This is the last slide of activity for students before their review and posttest.
- **Slide 26 -27:** Those are informational slides.

Supplemental (optional): BrainPOP - La Casa en Mango Street.

Lesson Review: 10 minutes Before the students begin their post-test review the vocabulary for this lesson. Summarize the lesson, review terms and concepts and address student misconceptions.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask students the following: How can you teach someone what you learn today? How can you talk about your personality in Spanish?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 4

Topic/Lesson Title & Grade Results #: Lesson 4 – Apariencia Física

Objective(s): Students will

- Understand the various physical expressions.
- Distinguish animals through descriptions.
- Use vocabulary related to shopping and clothing.
- Match adjectives to describe clothing and personal items.

Guiding Question(s):

- How can you describe yourself and others?
- How can we express our personality through clothes?

TN Curriculum Standard(s): ML.C1.1.II. a-d

- a) have a conversation on a number of everyday topics.
- b) ask and answer questions about familiar factual information.
- c) meet basic needs in familiar situations.
- d) begin to indicate various time frames.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

- ¿Cuál es el significado del texto dado? - What is the meaning of the given text?
- ¿Qué transmite la imagen? - What does the image convey?
- Identifique la imagen de la frase. - Identify the image of the phrase.
- ¿Qué frase describe la imagen? - What phrase describes the image?
- ¿Cuál se ve mejor?- Which one looks better?
- ¿Cómo me veo? - How do I look?

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes

Explain students in this lesson they will learn about descriptions, clothes, and animals. Ask the students how they describe themselves. ¿Cómo eres? Or ¿Cómo te describes? Follow ask them if they recall the name of any animal in Spanish. Ask the students ¿Cómo describes tu mascota? How do you describe your pet? How do you describe a dog? ¿Cómo describes un perro? Tell the students the appearance of a person conveys the basic information about them. Basic information such as whether the person is old or young, happy or sad can be transmitted by appearance. Therefore, it is important to understand the expression toward appearance. Understand how to buy and select multiple dresses, and the adjectives used to describe clothing and personal items. The teacher will do the supplemental lesson before direct students to Grade Results.

Vocabulary

- Grande – big
- Bajo/a – short
- Alto/a – tall
- Gordo/a – fat
- Delgado/a – skinny, thin
- Viejo/a – old

- Joven – Young
- Bonito/a – pretty
- Feo/a – ugly
- Calvo/a – bald
- Peludo/a – hairy
- Guapo/a – handsome
- Rubio/a – blonde, fair hair/skin
- Moreno/a – dark hair/skin
- Pelirrojo/a – red/ginger
- Cariñoso/a – affectionate
- Atractivo/a – attractive
- Prudente – cautious
- Pequeño/a – small
- Trabajador/trabajadora – hardworking, worker
- Borracho/a – drunk
- Cobarde – coward
- Eufórico/a- ecstatic
- Malo/a – bad
- Serio/a – serious
- Tímido/a – shy
- Cansado/a – tired
- Estricto/a – strict
- Desordenado/a – unorganized
- Enérgico- energetic
- Ambicioso/a – ambitious
- Engreído/a – conceited
- Confundido/a – confused
- Disciplinado/ a – disciplined
- Angustiado/a – distressed, anxious
- Coqueto/a – flirtatious
- Ingenuo/a – gullible, naïve
- Celoso/a – jealous
- Travieso/a – mischievous, naughty
- Posesivo/a – possessive
- Orgullosa/a – proud
- Triste – sad
- Enfermo/a – sick
- Sobrio/a – sober
- Terco/a – stubborn
- Comprensivo/a – sympathetic
- Débil – weak
- Sorprendido/a – surprised
- Dudoso/a – doubtful, dubious
- La camiseta- t-shirt
- Las botas- boots
- Los pantalones – pants
- Los zapatos – shoes
- La chaqueta- jacket
- El sombrero – hat
- El abrigo – coat
- La camisa – shirt
- La corbata – tie
- Los guantes- gloves
- El cinturón – belt
- El vestido rojo – red dress
- Las sandalias – sandals
- El reloj – watch
- Empate – tie (a game is tie)
- Parece – looks like
- Cuero – leather
- Pobre – poor
- Rico – rich
- Difícil – difficult
- Fácil – easy
- La tarea - homework
- La bruja – the witch
- El edificio – the building
- El siguiente - the following
- Los animales – animals
- Transmite – to transmit
- Tren- train
- Autobús – bus
- Avión – airplane
- Coche - car

Lesson Activities (We Do): (55 minutes)

As a whole group, complete the Practice Activities in Grade Results. The teacher will discuss the guiding questions.

- **Slide 1-2:** The teacher will discuss with the students the objective of the lesson and go over the introduction. The teacher can ask probing questions having students describe themselves.
- **Slide 3-9** The teacher will discuss with the students about the physical descriptions video. Mention the video are flashcards of the vocabulary the students will write the terms. Indicate to students that they will flip each slide to see the watch, take notes from the video. The teacher will explain to the students that adjectives are used after that is being described, example: the red car – el carro rojo, the color red describes the car and it is placed after the word car. Ask the students to describe themselves using the adjective presented.

- **Slides 10- 22:** These are the slides the students will complete different activities. Indicate the students will click on the circle to match the picture with the words or complete the sentences with the correct vocabulary term.
- **Slides 23- 27:** These are only vocabulary slides, no activities in there.

Supplemental activity:

- The teacher will use Quizlet with the vocabulary above before the students begin to work in Grade Results, as the material in Grade result is not complete. The teacher will share the Quizlet link and students will do one of the activities, such as match, write or spell. (10 minutes) follow the teacher will share the link for Quizlet live. (5 minutes)
- After Quizlet, the teacher will use Gimkit. (10 minutes) The teacher will go to www.gimkit.com and will select the “draw that” mode, and have students to draw and the class have to guess the description word. Students don't answer questions in this mode. Instead, students draw terms from this Gimkit while everybody else tries to guess what it is. Like Pictionary, but with the vocabulary above, and for your entire class! With the start of each round, you'll select one of your students as the drawer. That student will pick a term from the vocabulary above to draw. As that student draws, everybody else will try to guess what that drawing is: Letters in the term slowly reveal over time. If students are stuck, don't worry, there's help on the way! Students are awarded points for guessing correctly, and the student with the most points by the end of the game wins! For more information, including creating term lists, safety features, and more in-depth instructions check out this blog <https://blog.gimkit.com/blog/draw-that>

Lesson Review: (10 minutes)

- **Slide 28-29:** The teacher will review the lesson grammar and vocabulary. Before the students begin their post-test review the vocabulary for this lesson.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask the students the following: What strategies can you use to help you remember how to conjugate the verbs from the lesson correctly?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5 - Hablar sobre el clima y las estaciones.

Objective(s): Students will

- Talk about weather, climate and seasons.
- Identify extreme sports.
- Discuss the weather in Memphis and other cities and countries.
- Compare the weather in the Northern and Southern Hemispheres

Guiding Question(s):

- What (weather/season) do you (not) like and why?
- How do you describe the weather in Spanish?
- How can you discuss about the weather in Spanish?
- How does geography affect the sports and leisure of a nation?

TN Curriculum Standard(s): ML.C1.1.IL. a-d

- a) have a conversation on a number of everyday topics.
- b) ask and answer questions about familiar factual information.
- c) meet basic needs in familiar situations.
- 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, Timer.

Key Vocabulary/Terms:

- Estaciones: seasons
- Clima: climate
- Tiempo: weather
- Primavera: spring
- Verano: summer
- Otoño: autumn / fall
- Invierno: winter
- Estación seca: dry season
- Estación lluviosa: rainy season
- Ventoso:
- nublado

Note to the teacher: Each slide has an audio; the audio is a read aloud feature that will read any information shown on the pages that appears. However, in page 9 there is an audio that give information regarding the different hemisferios, where the student will drag and drop based on location. The audio is a little fast maybe some students may not understand it, but discuss with them the terms hemisferio norte, hemisferio sur and zona intertropical.

Vocabulary

- Escampar/Escampando: to clear up/ to stop raining
- Estropear: to ruin
- Cosecha: harvest
- Aves: birds
- Condiciones del tiempo: weather conditions

- Zona intertropical: tropic region
- época: time of year
- Deportes extremos: extreme sports
- Escalar un cerro: climb a hill
- Visitar un volcán activo: visit an active volcano
- Ir a los rápidos: Go to the rapids
- rápidos o rafting
- Ir a surfear: Go surfing
- Practicar paracaidismo: skydiving
- Paracaídismo - skydiving
- Pesca deportiva del pez vela: Sailfish sport fishing
- Patinar: Skateboarding
- Saltar en bungee: Bungee jumping
- Puentismo (bungee jumping)
- Practica la pesca deportiva: practice sport fishing
- Practicar motocross: practice motocross
- Ir a un tour de canopy: go on a canopy tour
- Practica de rapel: rappel practice
- Surfear en mar abierto: surf in the open sea
- Bucear en mar abierto: Diving in the open sea.
- Volar en parapente: paragliding

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes

- **Slides 1-3** Begin mentioning the lesson objective. Review the seasons and sports/activities from the vocabulary (Students will see the vocabulary on **Slides 2** in Grade results). As you go through the vocabulary, ask scaffolding questions. ¿cómo se dice (Winter) en español? ¿qué estación es el mes de diciembre? ¿En qué estación estamos? ¿En qué estación es la cosecha?

Lesson Activities (We Do): 55 minutes. (Use a timer to pace the class and yourself. There are **46 Slides** students will see that includes the objective and vocabulary)

- **Slide 3:** Student activity, based on the vocabulary discussed in slide 2 students will identify the seasons.
- **Slide 4:** The teacher will read one passage and ask clarifying questions and students to complete the activity by identifying the season being describes in the poem.
- **Slides 5-8:** ask for volunteers to read the Nota Cultural and ask what they understand from the reading. Follow go to slide six (6) and ask for a volunteer to read the instructions. Mention to the students when they see a text in blue tell them to hover the mouse over that word to know the meaning in English. Discuss the readings from slide 6 and slide 7, students will need them to answer questions on slide 8.
- **Slide 9:** The students will listen to the information about the seasons and label the map with the correct zone on the map.
- **Slide 10:** This slide should have been remove, it is a brief dialog with an introduction.
- **Slides 11- 12:** The student will do a drag and drop activity describing the weather and the seasons. On slide 13, students will discuss the different weather conditions around the world, the teacher can ask the students to name a place that may have that type of weather. Review the following terms: lluvioso, soleado, ventoso, parcialmente nublado, nublado before the students read it.
- **Slide 14:** This slide should have been removed, this slide talks about the Spanish alphabet.
- **Slides 15:** The student will listen to the audio and follow along in the reading. It is rather fast, teacher may want to read it slower and ask comprehension questions. The students will categorize the statements if they are true or false.
- **Slides 16 -17:** The teacher will discuss the terms used when talking about the weather. Review the terms caluroso, frio, fresco calido
- **Slide 18:** The student will complete activity by listening to the weather forecast and dragging the correct term on the thermometer.

- **Slide 19:** The student will listen to the audio while following along in the reading. The teacher will ask comprehension questions. The student will complete the activity by selecting the weather condition for the place described in the audio/reading.
- **Slides 20-21:** Direct students to page 21 (page 21 is the written version of Chile's weather report in audio that appears on page 20)
- **Slide 22-23:** Do together page 20 and 21. Direct students to slide 23 to see the written version of the Honduras weather report audio that appears on page 22)
- **Slide 24-25:** Direct the students to slide 25, this slide has the information needed for slide 24, it is the weather report for Guatemala. The students will complete the activity on both slides.
- **Slides 26 – 31:** The teacher will review the terms used for the weather, these will be needed to complete the activities on slides 28-31.
- **Slides 32-35:** The teacher will explain the present perfect. The student Will complete the activity on slide 35. The answers are as follow: ayer estuvo muy caluroso, El invierno entro con fuerza, el anno pasado llovió mucho en octubre. Review the following terms with the students: *ha dicho, ha visitado, ha ayudado, he hecho, ha estado, ha hecho, ha practicado, ha ido, ha planeado, ha escalado*; these terms are needed to do activity 40:
- **Slides 36 - 41:** The teacher will explain the Preterito perfecto compuesto in other words explain the terms preceded to this sentence in parenthesis) For activity 41 you will have an audio, which is the same from the reading on page 40.
- **Slides 42- 43:** The student will complete activity by dragging the term of the activity in the correct activity in the picture. On slide 43 they will listen to the audio and drag the activities that Jennifer plans in doing down to the box.
- **Slides 44 – 46:** Slide 44 s not showing the words for students to match the picture with, see the PowerPoint for lesson 1. Slide 45 is a match of terms in English and Spanish. When the students complete the last slide on page 46 ask them to scroll down and click on a green button label "mark completed".

Lesson Review: Lesson Review: 10 minutes Before the students begin their post-test review the vocabulary about the weather, seasons and extreme sports such as pesca deportiva". Discuss what is the difference between el clima, el tiempo, la temperatura, las estaciones, and how they can distinguish it or differentiate them in a reading.

Do a quick conjugation find the error in a sentence activity. For example, provide the following sentence: Estaban nublado, pero ya está despejado. The sentence should be "Estaba nublado, pero ya esta despejado" the first part of the sentence "Estaban nublado" does not follow the conjugation pattern in other words the verb is not well conjugated. Also, review the following terms irán, proveído.

Independent Work – Posttest / Notes Review (They Do): 35 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) Ask students the following: How do you feel about today's work? What did you learn? Can you describe today's Memphis weather in Spanish?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6 - La comida

Objective(s): Students will

- Express food likes and dislikes using gustar and encantar in singular and plural forms.
- Understand things in the kitchen.
- Learn how to use mandates in Spanish.
- Give one's opinion on the food around.
- Learn about Mexican tortillas

Guiding Question(s):

- How food plays and important role in everyone's health?
- How do local products reflect the cultural heritage of a region?
- How are your eating habits similar to and different from the Hispanic Culture?

TN Curriculum Standard(s): ML.C1.1.IL. a-d

- Exchange, interpret, and present information about food preferences

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

Questions: ¿Qué te gusta comer? And ¿Qué te gusta beber?

Answers: Me gusta comer... and Me gusta beber...

Me gusta vs. Me gusta(N)

- a. add "n" with PLURAL NOUNS

Me encanta and Me encantan – I LOVE _____

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes

- **Slides 1-2:** The teacher will share the objective then will discuss the kitchen has more objects than any other room in the house. The teacher will explain that it has become a part of living to have restaurant food nowadays. It's part of our lives to know about food. It's equally important to know about things in the kitchen and in the restaurant.

Vocabulary

- Sabroso - tasty
- Delicioso- delicious
- Caliente - hot
- Frío - cold

- Asqueroso - nasty
- Picante - spicy
- Dulce - sweet
- Salado - salty
- Amargo - sour
- La comida- food
- La fruta- fruit
- Las verduras/vegetales - vegetables
- La carne - meat
- Los dulces – Candies
- El pan - bread
- Un sándwich- sandwich
- El queso- cheese
- La galleta- cookie
- El pollo- chicken
- Las bebidas- drinks
- El jugo- juice
- La leche- milk
- El agua- water
- El café- coffee
- La limonada- limonade
- El refresco- soft drink/soda
- Rallado – shredded
- La parrilla/asado- grill
- Cocido - cooked
- Derretido – melted
- Pelado – peeled
- Insípido - tasteless
- Enjoy your meal! – ¡Buen provecho!
- Las costillas – ribs
- Los fideos – noodles
- Probar-to taste/to try
- El antojo- craving
- El barrio/el vecindario – neighborhood
- El plato – plate
- El lavabo – sink
- La taza – coffee cup
- El vaso – cup
- me arreglé - I fixed myself
- Te quedaste – you stayed
- me explico – I explain myself/ I explain
- te fuiste – You went
- se cortó – s/he was cut/ cut herself/himself
- se casó -s/he married
- nos sentamos – we sat/we seat
- nos despertamos -we wake up
- se divirtió – s/he had fun

Lesson Activities (We Do): (55 minutes)

- **Slide 3-4:** The teacher will discuss with the students about the different videos they will watch, take notes from and make comparisons among the videos. Let them know you will make pauses through the video, and you will ask for volunteers to share aloud what they gain, what is new to them, or something they agree or disagree from the video.
- **Slides 5:** The students will watch the Videos with vocabulary use in the restaurant title – Querer y la Comida
- **Slides 6:** The students will watch the Videos with vocabulary use in the restaurant title – Los ejercicios de gusta y la comida.
- **Slide 7:** The teacher will discuss further how to express likes.
- **Slide 8:** The student will listen to the audio of the dialog. The teacher can ask comprehension questions.
- **Slide 9:** The students will translate the sentences in Spanish.
- **Slide 10:** This teacher will discuss some transitional words that can be used to taking about preferences with food.
- **Slide 11:** The students will watch video “La cocina de Ana Slices” Ask student to take notes and ask comprehension questions.
- **Slide 12- 15:** The teacher will discuss with students what is needed when going to a restaurant. The students will watch the videos “En el Restaurante vocabulario” and “Vocabulario Español – en el restaurante”, “ En el restaurante expresiones útiles”, “ Conversación en Español en el restaurante”. Ask the students to take notes. The teacher will discuss and ask comprehension questions after each video.
- **Slides 16-27:** The teacher will go over some vocabulary terms of kitchen, food and restaurant.

- **Slide 28-30:** The student will complete activity by selecting the things found in the kitchen and the restaurant.
- **Slide 31:** The students will complete the activity by dragging the correct definition of the term provided.
- **Slide 32:** The teacher will provide an explanation of the reflexive verbs. The student will complete the activity by selecting the correct term to complete the sentence.
- **Slide 33-34:** The student will complete the activity by dragging the correct definition of the term provided.
- **Slide 35:** The student will complete the activity by dragging the correct term to complete the sentence.
- **Slide 36:** The student will complete the activity by selecting the correct meaning of the word that is in bold.
- **Slide 37-38:** The teacher will review with the student the content learned in the lesson.

Supplemental (optional): Share to students a Quizlet with food vocabulary and instruct students to do the flashcards. Using the same Quizlet, you provide the students now use it for Quizlet live to create an online competition among the students and conclude by students practicing the food vocabulary words by playing Gimkit using the mode “Draw that” which is similar a Pictionary but online.

Lesson Review: (10 minutes) Before the students begin their post-test, review the vocabulary for this lesson, have the list of questions related to food and ask students to select one question. The other student will answer the question his/her classmate asked.

Independent Work –Notes Review Posttest / (They Do): 35 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) How can you describe one of the traditional food from a Hispanic country you would like to taste in Spanish? Can you say what you would like to drink in café/restaurant/friend’s house?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 7

Topic/Lesson Title & Grade Results #: Lesson 7- Describir las actividades de tiempo libre

Objective(s): Students will

- describe leisure-time activities.
- express tastes and preferences.
- recognize the indirect object in statements.
- Identify the prepositions “por”/ “para” and their uses.

Guiding Question(s):

- How can I discuss in Spanish the past time activities that I love?

TN Curriculum Standard(s): ML.C1.1.II. a-d

- a) have a conversation on a number of everyday topics.
- b) ask and answer questions about familiar factual information.
- c) meet basic needs in familiar situations.
- 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, Timer.

Key Vocabulary/Terms:

- Género: genre/gender
- Ciencia ficción: Science fiction
- Terror: terror
- Suspenso: suspense
- Lúdico: playful

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes

- **Slides 1-4:** Explain to the students in this lesson they will learn about the activities they do for fun, and after going over the objectives, ask the students what they like to do in their free time. ¿qué te gusta hacer en tu tiempo libre? Brainstorm the list of activities based on the vocabulary below. Focus on presenting the vocabulary about non-school activities. They will also learn to ask questions and describe the activities. Point out there are audios that they will listen for comprehension by answering questions.

Vocabulary

- | | |
|-------------------------------|---------------------------|
| • Pasatiempo: hobby / pastime | • Divertirse: to have fun |
| • Ocio: free time | • Gustar: to like |
| • Anglicismo: anglicism | • Deportes: sports |
| • Resolver: solve | • Horrorizar: |
| • Pero: but | • La velocidad: |

- Crucigrama: crossword puzzle
- Sopa de letras: word search puzzle
- cuidar sus mascotas: take care of pets.
- Muchas gracias por todo: thank you for everything.
- Gallo: rooster
- Gallina: hen
- Caballo: horse
- Yegua: female of the horse
- Toro: bull
- Vaca: cow
- Carnero: ram
- Oveja: sheep
- Zángano: male bee
- Abeja: female bee
- Rompecabezas: jigsaw puzzles
- Juegos de mesa: board games
- Ajedrez: chess
- Rayuela: hopscotch
- Cartas: cards
- Tejer: knitting
- Refresco: soft drink/juice/drink
- Perro caliente: hot dog
- Review family vocabulary

Lesson Activities (We Do): (55 minutes)

- **Slide 5:** The teacher will discuss the activities that appear on page 5. The students will listen to the audio in order to make their selections by dragging and dropping the activities mentioned.
- **Slide 6-8:** The students will listen to the audio about what different people like to do, ask the students to take notes. The teacher will ask comprehension questions and the students will then match the hobby with the person mentioned. On slide 7 the students will decide if the statements are true or false based on the information from slide 6. On slide 8 the students will complete the sentence with the correct word from the bank based on the audio from slide 6.
- **Slides 9-10:** The teacher will review the use of the verb gustar, and when to use gusta and gustan.
- **Slide 11:** The students will complete the activity by placing the check mark in the corresponding box to make sentences.
- **Slides 12-14:** The teacher will continue to explain gustar and the use with the indirect object pronoun.
- **Slide 15:** The students will complete the activity by completing the sentence with the correct indirect object pronoun.
- **Slide 16-18:** The teacher will explain that when adding emphasis to who is doing the liking there is a duplication.
- **Slide 19:** The students will complete the activity by dragging down the duplicate to the correct sentence to complete it.
- **Slide 20-22:** The teacher will discuss that when talking about likes or dislikes the verb must agree with the subject. The teacher will go over the examples and ask clarifying questions.
- **Slide 23:** The students they will listen an audio and based on it they will click the cards, to place them in a true or false area depending of the statement the audio made.
- **Slides 24 -26:** The students will complete activities reviewing gustar by completing sentences based on the information provided
- **Slide 27-28:** The teacher will explain the structure of sentences when using gustar.
- **Slide 19:** The teacher will read the passage and ask comprehension questions. Remind students to hover the mouse over the blue words.
- **Slide 30:** The students will read each riddle and then to guess what item that is part of free time activity could be? (la muñeca y la pelota)
- **Slide 31:** The students will read a passage, based on the information provided they will complete the chart.
- **Slide 32:** The students will complete the activity by matching the vocabulary terms.
- **Slides 33-40:** The teacher will explain the information of “por” and “para”; involve the students by asking them to read a line from the different **Slides**. Remind students to take notes as they will need to answer **Slides** 39 and 40.

Lesson Review: (10 minutes) Before the students begin their post-test review the vocabulary for this lesson. Remind students of a basic Spanish rule, the subject and verb must agree.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask students the following: How can you teach someone what you learn today? How can you talk about your personality in Spanish?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8: Mi Rutina Diaria

Objective(s): Students will

- Be able to compare their daily routine with others
- Be able to understand words and expressions used when talking about their daily routine
- Ask and answer questions about their daily routine

Guiding Question(s):

- What are things that you do as part of your daily routine?
- How is your daily routine different from others (your friend's)?

TN Curriculum Standard(s): ML.C1.1.II. a-d

- a) have a conversation on a number of everyday topics.
- b) ask and answer questions about familiar factual information.
- c) meet basic needs in familiar situations.
- d) begin to indicate various time frames.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

- In the morning I.. – Por la mañana...
- During school I.. – Durante la escuela yo...
- After school I.. – Despues de la escuela...
- At night I... – Por la noche...
- Before I ... I...- Antes de... yo...
- After I ... I...- Despues de ... yo...
- At ... I ...- A ... yo..,
- I ... but – Yo ... pero...
- What do you do every morning? – Que haces todas las mañanas?
- What do you do during school? – Que haces durante la escuela?
- What do you do afterschool? – Que haces despues de la escuela?
- What do you do at night? – Que haces por la noche?
- When do you ...? – Cuando haces...?

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes

- **Slide 1-3:** The teacher will explain to the students that in this lesson they will be talking about their daily routine and comparing their daily routine with others. Ask the students what are some of the things that they do as part of their daily routine. What do they do at different times of the day, in the morning, afternoon, evening, during school, after school, on the weekends? The teacher introduce the vocabulary that will be used throughout the lesson.x

Lesson Activities (We Do): (55 minutes)

- **Slide 4:** The students will listen to the audio of a daily routine of the boy, at the bottom of the slide make sure to click on the arrow to flip the page and students can follow along to the audio.
- **Slide 5:** The students will watch the video that explains reflexive verbs, ask students to take notes.
- teacher will discuss with the students about the physical descriptions video. Mention the video are flashcards of the vocabulary the students will write the terms. Indicate to students that they will flip each slide to see the watch, take notes from the video.
- **Slide 6:** The teacher will explain the reflexive pronouns.
- **Slide 7:** The students will watch the video “Para cuidar tus dientes”. Ask students to take notes and ask comprehension questions.
- **Slide 8:** The teacher will discuss common phrases used to talk about daily routines.
- **Slide 9:** The students will complete the activity translating the sentences in Spanish.
- **Slide 10:** The students will complete the dialog about the daily routine.
- **Slide 11:** The teacher will ask students to read the sentences on the daily routines, students can also act out the sentence.
- **Slide 12:** The student will listen to the audio and drag the activities that are the same for Lucy and Jerry and the ones that are different and place them in the correct column.
- **Slides 13:** The teacher will explain transitional words that are used when talking about your daily routine.
- **Slide 14:** The student will complete the activity by dragging the transitional word used in the sentence to the box.
- **Slide 15:** The student will complete the activity by placing the daily routine provided in chronological order.
- **Slide 16:** The students will listen to the audio and place the picture in the corresponding number box based on the audio. You may need to pause it because it is fast.
- **Slide 17:** The students will match the Spanish term with the English definition,
- **Slide 18:** The students will complete the sentences with the correct term provided in parentheses.

Lesson Review: (10 minutes) Before the students begin their post-test review the vocabulary and grammar for this lesson.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask the students to state what are some of the things that they do as part of their daily routine. How does it compare to others?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 9

Topic/Lesson Title & Grade Results #: Lesson 9- Viviendo saludable

Objective(s): Students will

- Be able to talk about the importance of living a healthy lifestyle.
- Be able to talk about the different things people do to stay healthy.

Guiding Question(s):

- Why is it important to live a healthy lifestyle?
- What are things that you can do to maintain a healthy lifestyle?
- How do you maintain your health?
- How do you stay in shape?
- What should you eat to be healthy?
- What foods should you avoid?

TN Curriculum Standard(s): **ML.C1.1.IL. a-d**

- Exchange, interpret, and present information about living a healthy life.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

- **Yo deberia...:** I should...
- **Tu deberias:** you should...
- **Es importante:** It is important to...
- **Uno debe:** One must...
- **es importante ... por que:** It is important to ...because...
- **Para mantener la salud de una...:** To maintain one's health...
- **Para mantenerse en forma...:** To stay in shape...
- **Yo evito:** I avoid...
- **Como matienes tu salud:** How do you maintain your health?
- **Como te mantienes en forma:** How do you stay in shape?
- **Que debes comer para estar saludable?:** What should you eat to be healthy?
- **What foods should you avoid?:** Que comidas debes evitar?
- **Actividades para mantenerse saludable:** Activities to stay healthy (exercises/sports/etc)

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes

- **Slides 1-3:** The teacher will share the objective and introduce the vocabulary that will be used in the lesson as it relates to things one should do to stay health

Lesson Activities (We Do): (55 minutes)

- **Slide 4-5** : The students will watch the videos about living a healthy lifestyle. Ask students to take notes and ask comprehension questions. Slide 4 video: Habito saludable, Slide 5 video: Medicamentos y enfermedades.
- **Slide 6-10**: The teacher will discuss about eating healthy and ask students to share their eating habits. The students will watch the following videos “ Malnutricion – desbalnce en nuestra dieta”, “Beneficios de comer cebollas”, “ Beneficios del aguacate o palta- fundación vivo sana” “Por que comer manzanas?”. Ask the students to take notes and discuss each video.
- **Slide 11**: The students will complete the activity by matching the term with the picture.
- **Slide 12-13**: The teacher and the students will discuss the benefits of daily exercise.
- **Slide 14**: The student will complete the activity by rearranging the words to form a logical complete sentence.
- **Slide 15 – 16**: The teacher will discuss how stress is also a factor that plays into living a healthy lifestyle. The students will watch the video “ Como mantenerte saludable” ask the students to take notes and discuss the video.
- **Slide 17**: The student will complete the activity by translating the sentences to Spanish.
- **Slide 18-19**: The teacher will discuss transitional words used when talking about a healthy lifestyle. The students will then complete the activity on slide 19 by identifying the transitional word used in the sentence.
- **Slide 20-21**: The student will watch the videos “Comer sano” and “Nutrientes especiales”, discuss the videos.
- **Slide 22**: The student will complete the activity by matching the terms in Spanish to the correct one in English.
- **Slide 23**: The student will complete the activity by completing the sentence with the correct transitional word.

Supplemental (optional): BrainPOP - Estres.

Lesson Review: (10 minutes) Before the students begin their post-test, review the vocabulary for this lesson, have the list of questions related to healthy lifestyles.

Independent Work –Notes Review Posttest / (They Do): 35 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) What are things that you can do as part of your daily routine to maintain a healthy lifestyle?

Summer School Lesson Plan

Subject/Grade: Spanish II

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:

SEMESTER 2

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 11

Topic/Lesson Title & Grade Results #: Lesson 1: Lección de repaso

Objective(s): Students will

Lesson A

- Describe relative pronouns, adjectives, and adverbs in Spanish.
- Define vocabulary related to leisure time activities, time and seasons.
- Discuss the indirect object in the statements.
- Define the "By" "por" / "To" "para" prepositions and their uses.
- Describe the perfect present and its use.

Guiding Question(s):

- How can you suggest activities based on the season? How to give a suggestion?

TN Curriculum Standard(s): ML.C1.4.IL. a-e

- a) describe people, activities, events, and experiences.
- b) express needs, wants, and preferences on topics of interest.
- c) interpret and discuss instructions, directions, and maps.
- d) present songs, short skits, or dramatic readings.
- e) use practiced or memorized expressions to begin to indicate various time frames.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

- | | |
|--|--|
| <ul style="list-style-type: none">• Desagradar: dislike• Soleado: sunny• el piragüismo: extreme sport• adelantado: in advance• la primavera: spring• el verano: summer• el otoño: fall, autumn• el invierno: winter• las cartas: cards• la estación lluviosa: rainy season• la estación seca: dry season | <ul style="list-style-type: none">• los juegos de mesa: Board games• ¿Qué actividades nos recomienda?• ¿Cómo vamos a llegar a la isla?: How are we going to get to the island• Es un largo camino: it is a long way• Un itinerario: an itinerary• más tarde: later on• en la mañana• ayer: yesterday• ahora: |
|--|--|

Attendance in PowerSchool – 5 minutes

Lesson Introduction/Vocabulary (I Do): 10 minutes. This lesson has lesson A and lesson B and both need to be completed before students proceed to their Posttest.

Today may be the first day for many or maybe the continuation from part 1 of few students. Greet, welcome and ask students their names and how they are feeling today.

- **Slide 1:** After their responses, share the lessons objectives. Mention “this lesson will cover topics related to activities. Ask what activities people do to feel well? Follow, proceed to establish meeting procedures for the online and in person students. Tell them the expectation is to complete one lesson and the lesson Posttest per day. Tell them “it is very important to remain engage, as we will work together during the lessons activities, that is why during this class period, put your cellphones aside and try to be in a quite area to avoid any distraction while you are in class”. The teacher will share any other Students’ Expectations.
- **Slides 2 – 4:** direct students to pages 2 and 3 for part of the vocabulary that is covered in the lesson. Go over the key terms and discuss all the vocabulary for this section. Have students to read slide 4 aloud.

- | | |
|--|-----------------------------------|
| • Rápidos: rafting | • Ejercicio: exercise |
| • Saltar del Punte: jumping off a bridge | • Excursionistas: hikers |
| • Se suspendió: (it) was suspended | • Jugar cartas: play cards |
| • Surfeo de vela: windsurfing | • Montaña: mountain |
| • Tiempo: weather | • Objeto directo: indirect object |
| • Velocidad: velocity | • He buscado: I've searched |
| • Volcán: volcano | • he querido: I've wanted |
| • Acampar: to camp | • he revisado: I've checked |
| • Alta mar: sea | • he estado: I've been |
| • Clima: climate | • he tomado: I've taken |
| • Cocinar: to cook | • he preferido: I've preferred |
| • Cuyo (a) whose | • ha ido: it's gone |
| • Días calurosos: hot days | • ha empezado: it's started |

Lesson Activities (We Do): (55 minutes) As a whole group, complete the Practice Activities. Discuss.

To work as a whole group, ask for volunteers to share their screens while you all work on the different areas of the lesson. Please make sure you use a timer and assist the students during the activities to keep the pace of the lesson.

- **Slide 5:** The teacher will discuss about Marco and Pedro hobbies, follow the students will drag and drop the activities and classify them to the correct person.
- **Slides 6 – 8:** Indicate the pages 6 and 7 in Grade Results will provide information for students to answer on slide 8, (where students will match activities with people preferences),
- **Slides 9- 10:** student will fill the blank with the correct indirect object pronoun, and page 10 which is a listening activity, where they will drag and drop terms to complete the conversation.
- **Slides 11- 14:** Discuss again the indirect object pronouns that will appear on pages 11 and 12, that information with examples students will review it to do the activities on pages 13 and 14. Ask for volunteers to share the screen if possible while one student share the screen the rest are able to see and together decide the answer choices for the lesson activities. Please make sure you keep track of the time, and provide assistance during the activities.
- **Slides 15-17:** Explain the differences of Por and Para, you can tell them that “the key to understanding whether to use por or para is to think of the meaning you want to convey, rather than the exact translation. You see, prepositions – words like for, by, to etc. – don’t necessarily have an exact match in other languages” Point out they will need this information to do pages 15, 16 and 17.
- **Slides 18 -20:** Review the following terms: he buscado, he querido, he revisado, he estado, he tomado, he preferido, ha ido, ha empezado, (pages 18 and 19 provide an explanation of the preterito perfecto compuesto) those terms the students will need them to fill the blank of a conversation on page 20. When students are on page 20 have them to read each line and discuss the answer choices.

- **Slides 21 – 24:** Discuss the information on pages 21 and 22 as the students will need them to complete pages 23 and 24. **Slides 25-27:** Discuss the relative adjectives on page 25; they will need that information to answer questions on pages 26 and 27. Guide the students to page 26; on that page, indicate students they will scroll down and click on the correct answer, then use the arrow to go to the next answer choice. When they finish making their selections, they will click the checkmark to verify their answers. Mention to the students to proceed to slide 27, and the class will discuss the terms to make the selections.
- **Slides 28 – 29:** Are explanations of relative adverbs, you can say the following: “The relative adverbs are words used to include additional information without having to start a new sentence, and are part of a relative clause.” Review the terms *Donde*, *Cuando*, *Dónde*, *cuándo* and briefly explain how they can differentiate “relative adverbs” from “question words.” Besides the sentence context, the question words have accent marks, and relative adverbs do not. Questions in Spanish have the question mark at the beginning and the end of a sentence.
- **Slides 30-32:** Proceed as a class to work on page 30. Pages 31 and 32 are informational, have students to volunteer and read them to the class. For your information, pages 31 and 32 are not needed to answer any question from the lesson activities. However, a suggestion is the teacher will read the comment from page 32 or have a student to read it aloud.
- **Slides 33-36:** Proceed to page 33 and remind students when the text has a word in blue that indicates they can place the mouse or hover that word and see the meaning in English. The reading will continue on page 34, students on page 35 will match pictures with terms mentioned on the reading. Review the following possessive pronouns direct students to page 36 and make sure they scroll down and click the green button label mark completed, lesson A will be completed.

Lesson Review: (10 minutes) Before the students begin their post-test, review the vocabulary for this lesson. Summarize the lesson by showing slide, 23, 24 and 32 to provide an example of a relative pronoun used for people.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask students to reflect on one of the following questions: How can you distinguish the simple future from the periphrastic future tense? If you need to teach this lesson, what examples can you provide? What did you learn? What Spanish term(s) from today's lesson can you teach to a family member or a friend?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 12

Topic/Lesson Title & Grade Results #: Lesson 2 – Cuando era niño/a

Objective(s): Students will

- Discuss their memories when they were a child
- Be able to use irregular verbs in the past tense

Guiding Question(s):

- What are some of your childhood memories?
- What are some of the things you enjoyed doing as a child/ growing-up?

TN Curriculum Standard(s): ML.C1.5.IL.a-f

- a) describe people, activities, events, and experiences.
- b) prepare materials for a presentation.
- c) give basic instructions on how to make or do something.
- d) write about topics of student interest.
- e) ask questions to obtain information.
- f) use practiced or memorized expressions to begin to indicate various time frames.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

- When I was younger I used to be...
 - When I was a child I like to...
 - When I was little I didn't like to...
 - When I was younger my favorite... was...
 - When I was a child I used to go...
 - He/she was...
 - He/she used to like/dislike...
 - He/she used to go...
 - His/her favorite was...
- What were you like when you were younger?
- What did you like/dislike when you were younger?
 - What were your favorite things when you were younger?
 - Where did you go when you were a child?
- I used to be... because I...
- I used to be... but my friend was...

Attendance in PowerSchool – 5 minutes

Lesson Introduction/Vocabulary (I Do): 10 minutes. As a whole group discuss childhood memories and things that you liked to do as a child.

Slides 1: The teacher will introduce the lesson and ask students to talk about their childhood. The teacher will also talk about some of the vocabulary terms/phrases that can be used when talking about your childhood

Lesson Activities (We Do): (55 minutes)

- **Slide 2-4:** The teacher will explain to the students the use of the past tense in Spanish. The teacher will also explain the past tense of the verb “ser” that is used when talking about how you used to be.
- **Slide 5:** The student will complete the activity using the correct conjugation of the verb ser.
- **Slide 6-7:** The teacher will explain the conjugation of the verb “estar” in the past tense. The student will then complete activity using the verb “estar”
- **Slide 8-9:** The teacher will explain the irregular verbs “decir” and “querer” in the past tense.
- **Slide 10:** The student will complete the activity by placing the words in order to form a complete sentence.
- **Slide 11-12:** The teacher will explain the conjugation of the irregular verb “saber” the student will then complete the activity on slide 12.
- **Slide 13:** The teacher will explain the conjugation of the irregular verb “hacer”
- **Slide 14:** The student will listen to Ronald and Sara talk about their daily schedules, the student will decide if the statements are true or false.
- **Slide 15-17:** The teacher will explain the irregular verb conjugation for the verb “ir” and “tener”. The student will then complete the activity on slide 17 by completing the sentence with the correct conjugation.
- **Slide 18-19:** The teacher will review the irregular verb conjugation in the past tense. As a group complete the activity on slide 19, read the passage and fill in the correct verb conjugation.
- **Slide 20-21:** The student will read the passages and the teacher will ask comprehension questions.
- **Slide 22:** The student will listen to the audio and then organize the sentences in chronological order.
- **Slide 23-24:** These are information slides on some changes in the verbs and vocabulary used for the past.
- **Slide 25:** The student will complete the activity by identifying the sentences that are talking about the past.
- **Slide 26-28:** The students will read the passage about Gabriela and Marcela and then complete the activity on slide 28.
- **Slide 29:** The student will listen to the audio and write 10 sentences about what they heard.

Lesson Review: (10 minutes) Before the students begin their posttest, review the vocabulary for this lesson. Ask students to provide some of the irregular verbs used to talk about the past.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask students to talk about their childhood memories.

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 13

Topic/Lesson Title & Grade Results #: Lesson 3: Como era y como soy

Objective(s): Students will

- Compare how I was as a child with my classmates
- Compare my childhood with others.

Guiding Question(s):

- How have you changed since you were a child?
- What are some of the things you used to do as a child?
- What were some of your favorite things when you were younger?

TN Curriculum Standard(s): ML.C3.2. IR. b-e

b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.

c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.

d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).

e) compare the perspective of local advertisements with advertisements of the target culture.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

- I used to be... but now I am... – Yo era...pero ahora soy...
- I used to like to.... But now I like to.... – Me gustaba... pero ahora me gusta...
- When I was younger, I liked to... and I still like to... – Cuando era menor me gustaba... y todavia me gusta...
- My favorite... used to be..., but now my favorite is... – Mi favorito/a... era..., pero ahor mi favorito... es.
- When I was a child, I used to go... now I go ... – Cuando era niño/a iba a... ahora voy a ...
- What were you like when you were younger compared today? – Como eras cuando eras niño/a comparado ahora?
- How are you different from when you were younger? - ¿Cómo eras diferente comparado ahora?
- What did you do when you were young? - ¿Qué hacias cuando eras joven?
- When I was younger, I was....and I used to.... But now I am ... and I like to..... – Cuando era joven, yo era ... y hacia... Pero ahora soy... I me gusta...

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes.

- **Slides 1-5:** The teacher will introduce the lesson and explain to the students that they will be discussing how they were as a child and how they have changed. They will also be reviewing likes and dislikes to talk about what they used to like and what they like now. The teacher will introduce the vocabulary and review the past (preterit) of verb conjugation.

Lesson Activities (We Do): (55 minutes) As a whole group, complete the Practice Activities. Discuss.

To work as a whole group, ask for volunteers to share their screens while you all work on the different areas of the lesson. Please make sure you use a timer and assist the students during the activities to keep the pace of the lesson.

- **Slides 6-9:** The teacher will explain the preterit use of verbs and their conjugations for -ar/-er and -ir verbs
- **Slide 10:** The teacher will explain the imperfect progressive.
- **Slide 11-12:** The teacher will introduce vocabulary and have students give an example on how they can use it to describe their childhood. The student will complete the activity on slide 12 using the transition words from the previous slide.
- **Slide 13-14:** The student will listen to the audio and teacher will check for understanding. The student will then complete the dialog on slide 14.

Lesson Review: (10 minutes) Before the students begin their posttest, review the vocabulary and grammar for this lesson.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask students to type in the chat or write on a Post-it a highlight from the concept they reviewed. If it is in the chat, tell them it will be in a waterfall format, everyone types, but no one press sends until they received your signal. In that way, students will send the message almost at the same time.

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 14

Topic/Lesson Title & Grade Results #: Lesson 4 - ¿Qué paso?

Objective(s): Students will

- Be able to discuss about past events
- Be able to ask and answer questions related to things that already happened.
- Use transitional words to express past events.

Guiding Question(s):

- What did you do last night/ yesterday?
- What did you do this past weekend?
- What happened when...?

TN Curriculum Standard(s): Standard(s): ML.C3.2. IR. b-e

- b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.
- c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.
- d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).
- e) compare the perspective of local advertisements with advertisements of the target culture.

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

Technology: Computer, Whiteboard, TEAMs meeting, Timer.

Key Vocabulary/Terms:

- Last night /yesterday, etc. I ... – Anoche/ ayer , etc. yo...
- One time/once I ... – Una vez yo...
- Last night, yesterday, etc. he/she... – Anoche / ayer. Etc. el/ella...
- One time/once he/she ... – Una vez el/ella
- Last night, yesterday, etc. we... – Anoche / ayer, etc. nosotros/as...
- One time/once we ... – Una vez nosotros/as...
- I/we/he/she used to ... but last week/yesterday/once, etc. I/we/he/she... – Yo/ nosotros/ el/ ella hacíamos... pero la semana pasada/ ayer / una vez, etc.
- What did you do last night/yesterday, etc.? - ¿Qué hiciste anoche/ ayer/ etc.?
- What did you do this past weekend? - ¿Qué hiciste el pasado fin de semana?
- What happened when...? - ¿Qué paso cuando...?

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes.

- **Slides 1-3:** The teacher will introduce the lesson and objective and explain that to talk about the past you will need to understand how to conjugate verbs in the past tense. The teacher can review the present tense and then have the students compare the differences at the end of the lesson.

Lesson Activities (We Do): (55 minutes) As a whole group, complete the Practice Activities. Discuss.

- **Slide 4:** The teacher will explain to the students the verb endings for the preterit. The teacher can ask the students to name ways that they can remember their verb endings for the past tense.
- **Slide 5-6:** The teacher will explain that there are verbs that do not follow the same rules and are irregular
- **Slide 7-10:** The teacher will ask a student to read and explain the use of the preterit and when it is used.
- **Slide 11-12:** The teacher will present the vocabulary to the students and have them say a sentence using the vocabulary term in the past tense.
- **Slide 13:** The student will complete the activity by matching the Spanish term with its meaning in English.
- **Slide 14:** The students will read the dialog between Tom and Juan, the teacher will ask comprehension questions.
- **Slide 15:** The student will complete the activity by writing the phrases to complete the dialog.

Supplemental (optional): BrainPOP – Tiempos verbales

Lesson Review: (10 minutes) Before the students begin their posttest, review the vocabulary for this lesson.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask students to reflect on one of the following questions: How can you distinguish the present tense from the past tense in Spanish? If you need to teach this lesson, what examples can you provide? What did you learn? What Spanish term(s) from today's lesson can you teach to a family member or a friend?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 15

Topic/Lesson Title & Grade Results #: Lesson 5- ¿Cuál es tu recuerdo más preciado?

Objective(s): Students will

Lesson A

- Describe vocabulary related to memories and early years.
- Discuss the preterit tense of regular verbs
- Describe vocabulary related to childhood memories and past events.
- Discuss the preterit tense of irregular verbs

Guiding Question(s):

- What are some of your most valuable memories?
- What are some of your favorite holidays?

TN Curriculum Standard(s): Standard(s): ML.C3.2. IR. b-e

- b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.
- c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.
- d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).
- e) compare the perspective of local advertisements with advertisements of the target culture.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

- Abrí: I opened
- Comió: s/he ate
- Habló: s/he talked
- Cocinó: s/he cooked
- Postre: dessert

Attendance in PowerSchool – 5 minutes

Lesson Introduction/Vocabulary (I Do): 10 minutes.

- **Slides 1-4:** Students state the objectives and will read aloud the vocabulary on pages 2 and 3. On slide 4 the teacher explains about the regular and irregular verbs.
 - Recuerdo: memory
 - Preciado: cherished/precious
 - Importante: important
 - Viví: lived

- Aprendí: learned
- Canicas: marbles
- Suiza/cuerda: Swiss/jump rope
- Patineta: skateboard
- Juegos electrónicos: video games
- Escondido: hide and seek
- Jugó: played
- Por muchos años: for many years
- Ayer: yesterday
- Anoche: last night
- Verbo: verb
- Sin embargo: nevertheless
- Fin de semana: weekend
- Cumpleaños: birthday
- Música: music
- Anteayer: the day before yesterday
- Qué: what

Lesson Activities (We Do): (55 minutes) As a whole group, complete the Practice Activities. Discuss.

- **Slide 5:** Students will drag each picture and place it next to each activity regarding childhood game. If a student can't see, indicate them to zoom the page by clicking on the three dots locate on the top right of the browser.
- **Slide 6:** Students will listen to the activity and click on the cards to indicate if the statement is true or false.
- **Slides 7- 9:** The teacher will explain the conjugation of AR verbs on slide 7 and the students will proceed to discuss and do the activity on slide 8 and 9
- **Slides 10-11:** Students will unscramble verbs to complete the sentences. If you see the students are struggling give them the following verbs for them to conjugate 1. Cortar, 2. Pegar, 3 dibujar, 4 calificar. If the students continue help them with the following answers: 1 corté, 2. pegaron, 3. Dibujamos, 4. Calificó. On slide 11 students will place the verbs in order.
- **Slide 12-13:** The teacher will discuss the conjugation of AR, ER/IR verbs in the preterito
- **Slide 14-15:** The teacher will review the expressions that indicates the use of preterite tense, such as last year, yesterday, last week, last night. The students will proceed to work on slide 14 and 15
- **Slide 17 - 18:** The teacher will review the conjugation of the verb “querer “and students on page 18 will unscramble the sentences based on the pictures.
- **Slides 9-21:** The teacher will discuss and explain the conjugation of the irregular verb “saber” in pretérito” and students will match the conjugation of the verb saber on slide 21.
- **Slide 22:** The teacher will direct students to click on the cards and discuss their meaning before they listen to Ronald and Sara talking about their school times.
- **Slides 23-27:** The teacher will explain the different uses of the irregular verbs “tener”, before the students do the activity on slide 27 about completing the sentence with the correct conjugation of the verb “tener”.
- **Slide 28:** The teacher will ask for eight volunteers; the volunteers will conjugate the verb in the parenthesis then read the line with the verb they selected.
- **Slides 29:** The students will complete the dialog.

Lesson Review: (10 minutes) Before the students begin their posttest, review the vocabulary for this lesson.

- **Slide 30:** The teacher will summarize the lesson. Also, remind students to create negative sentences the word “no” goes before the verb.

Independent Work –Notes Review Posttest / (They Do): 35 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) Ask students to reflect on one of the following questions: How can you distinguish the present tense from the past tense in Spanish? If you need to teach this lesson, what examples can you provide? What did you learn? What Spanish term(s) from today's lesson can you teach to a family member or a friend?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 16

Topic/Lesson Title & Grade Results #: Lesson 6 - Expreso deseo

Objective(s): Students will

- Express wishes
- Form the present subjunctive
- Distinguish the regular verbs in present subjunctive
- The meaning and cultural content of Hispano-American songs

Guiding Question(s):

- How can you express wishes for a better world? How can you make a difference? What are your hopes and dreams?

TN Curriculum Standard(s): ML.C4.2. IR. d-f

- d) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture.
- e) compare and contrast career choices and preparation in one's own and the target culture.
- f) explore entertainment and leisure options in one's own and the target culture.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer; you can use <https://www.online-stopwatch.com> this site has a variety of timers, countdown is recommended.

Key Vocabulary/Terms: Slides 8, 10, 13 have the information to help you define and discuss the meaning of the key words. The vocabulary is from Grade Results.

- **Subjuntivo:** subjunctive for uncertain, desire/hypothetical situations
- **indicativo:** indicative for real situations/ facts with certainty.
- **Espero que todos lleguen pronto:** I hope everyone arrive soon .
- **No creo que mis amigos vengan a comer:** I don't think my friends will come to eat
- **Yo ojalá al trabajo no llegue tarde:** I hope I'm not late for work.
- **Sea como sea:** Be that as it may/whatever it takes.

Attendance in PowerSchool – 5 minutes

Lesson Introduction/Vocabulary (I Do): 10 minutes. As a whole group, complete the Practice Activities. Discuss.

Slides 1-4: The teacher has students to read aloud the vocabulary on pages 2 and 3.

Vocabulary:

- **Conozcamos:** let's know
- **Cuando:** when
- **Deseas:** you wish
- **Desearía:** I would like to
- **Disfrutar:** to enjoy
- **Dudo que:** I doubt that...
- **Duerma:** I sleep
- **Te levantes:** you wake up
- **Limpies:** you clean
- **Me prestes tu...:** you lend me your...
- **No creo que:** I don't think that..
- **No estoy seguro/a:** I'm not sure

- **A menos que:** unless
- **Ojalá:** I wish
- **Participle:** he/she participates
- **Partir:** to cut
- **Pronto:** son
- **Reciba:** I receive
- **Recoger:** to clean up
- **Respiremos:** we breathe
- **Respondieron:** they answered
- **Sentir:** to feel
- **Si visitaran:** if they would visit
- **Ten cuidado:** be careful
- **Tomen:** they take

Lesson Activities (We Do): (55 minutes) As a whole group, complete the Practice Activities. Discuss.

- **Slides 5-6:** The students will take turns to read the passage aloud and discuss what they understand from the reading, follow they will answer questions on slide 7.
- **Slides 8-9:** The teacher will ask students to read the information about when do you use the subjunctive mood, and its difference from the indicative mood, follow they do activity on page 9.
- **Slides 10-12:** The teacher will discuss the use of subjunctive mood, and direct students to answer pages 11-12.
- **Slides 13-18:** The teacher will direct students to read aloud slides 13 and 14, and ask students what other examples they can provide. The teacher will demonstrate the first sentence on slide 16. The students will continue doing their activity on pages 17 -18.
- **Slides 19-21:** The teacher will explain slides 19, the students will read aloud slide 20, and do activity on slides 21.
- **Slides 22- 24:** Tell students to look at the pattern in slide 22 and they will need it in order to do activities on slides 23 and 24.
- **Slides 25-28:** The students will take turns to say the expressions from pages 25 and 26. The students will now use those expressions to create a sentence. After they share their sentences the students will do activities 27 and 28 about expressions.
- **Slides 29-31:** Remind students to take notes as they will see these terms during their posttest. Also, have students to read the sentences from slide 30, then the students proceed to do activity 31.
- **Slide 32-35:** The teacher discuss the terms use to express wishes and the difference between moods on slide 32.
- **Slide 33-34:** The students will take turns to read aloud a letter about Diana's trip, have the students discuss the letter.
- **Slide 35:** The students will read cards different situations and categorize them under subjunctive or indicative.

Lesson Review: (10 minutes) Before the students begin their posttest, review the vocabulary for this lesson.

Slide 32: Use the slide 32 to summarize the lesson. Also, have students to review the meaning and conjugation of following verbs: terminar, bailar, cantar, cocinar, cortar, estudiar, viajar.

Independent Work –Notes Review Posttest / (They Do): 35 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)

After restating the objectives, take a moment to reflect on the lesson of the day and pick one of the following questions for closing or have students to choose.

1. Can you restate today objectives? Share one thing you learn today?

-
2. What expressions we can use to express wishes? Using today's words, can you create a sentence and say it aloud?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 17

Topic/Lesson Title & Grade Results #: Lesson 7 - Las compras y la ropa

Objective(s): Students will:

- interpret vocabulary related to shopping and clothing.
- describe clothing and personal items
- identify interrogative sentences and interrogative pronouns
- apply direct object pronouns

Guiding Question (s):

- Why are some articles of clothing more popular than others?
- Who set clothing trends?

TN Curriculum Standards (s): **ML.C1.1.IL. a-d**

- a) have a conversation on a number of everyday topics.
- b) ask and answer questions about familiar factual information.
- c) meet basic needs in familiar situations.
- 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, Timer.

Key Vocabulary/Terms: found in Grade Results

- | | |
|---|--|
| <ul style="list-style-type: none">• Recomendar: to recommend• Usar: to wear• Te queda bien: it fits you/looks nice on you• Se ve mejor: looks better• Me pongo: I wear• Guapa: pretty woman• Mis prendas favoritas de vestir• ¿Qué te parece este atuendo? What do you think about this attire/clothes?• ¿Qué puedo vestir? What should I wear? | <ul style="list-style-type: none">• Ver ventanas al centro comercial: Window shopping• ¿qué? what?• ¿cuál? ¿cuáles? which? which one (s)? what?• ¿quién? ¿quiénes? who? (as subject or after a preposition)• ¿cuánto? / ¿cuánta? ¿cuántos? /
¿cuántas? how much? how many? |
|---|--|

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 10 minutes

Explain to students they will learn how to talk about clothing, shopping, and prices. Talk about the fact that clothes are often used as a statement. Ask the guiding questions to gauge interest in the lesson. Review the list from the key vocabulary.

Vocabulary:

- Review colors and body parts
- Pie: foot
- Cuello: neck
- La cabeza: head
- Parte inferior del cuerpo: lower body part
- Las manos: hands
- Las piernas: legs
- Atuendo: attire
- Blusa: blouse
- Cómodo: comfortable
- Comprar: to buy
- Ir de compras: to go shopping
- Compras: shopping
- Corbata: tie
- Enagua: skirt * falda is the most common term but GR uses enagua
- Faja: belt * cinturón is the most common term but GR uses faja
- Gorro: knitted cap
- Guantes: gloves
- Mallas: leggings
- Overol: overalls
- Prendas de vestir: clothing/ garments
- Traje entero: suit
- Vestido: dress
- Ropa: clothes
- Ropa deportiva: sports clothing
- Zapatos de tacón: high heels
- Zapatos: shoes

Lesson Activities: (We Do) 55 minutes (Use a timer to pace the class and yourself. There are 37 **Slides** the students will see that includes the objective and vocabulary)

- **Slides 4:** The teacher will instruct students to go to page 4 and have a class discussion asking students what are their clothes preferences, how much do you know about the different articles of clothing and garments in Spanish? Ask the students to brainstorm the different clothing from the picture on Slide 4 in Grade Results.
- **Slides 5-7:** The teacher will divide the class in groups and give each group one of the three pages either page, 5, 6 or 7 then have the class to share their answers by group. Check the class answers. Ask students to mention in Spanish what type of clothing are used for the Winter, Summer, Spring, and Fall. Show students the PowerPoint Lesson 3 slide 1 or the interrogative pronouns in Spanish from the key terms tell them to take notes.
- **Slide 8:** The teacher will explain and discuss the use of interrogative pronouns in Spanish.
- **Slides 9-11:** The students will do activity 9. Guide students to read page 10, that they will need in order to answer page 11.
- **Slides 12-13:** The teacher will continue discussing the reading on page 12 needed for students to do activity 13.
- **Slides 14 -18** The teacher will discuss page 14 needed to do activity 15. Students read pages 16 and 17 needed to do activity on page 18.
- **Slides 19-21:** The teacher will guide students to read pages 19 and 20 in order to answer page 21. Review colors, brown, white, yellow, purple, baby blue (celeste), red, gray.
- **Slides 22-23:** Direct students to do pages 22 and 23 by sharing a loud and check answers.
- **Slides 24-26:** Have students read pages 24 and 25 follow have students discuss the work on page 26.
- **Slides 27-29:** Explain students page 27 and 28 about the direct object pronoun in order to do page 29.
- **Slides 30-33:** Explain students, pages 30 and 31, ask them to take notes as they needed for activities on pages 32 and 33.
- **Slides 34-37:** The students will read aloud and discuss the terms from the reading. Teacher will explain the reading will be needed for students to complete activities on **Slides** 36 and 37.
- **Slide 38-54:** Are all review slides.

Lesson Review: 10 Minutes Before the students begin their post-test review the vocabulary about clothing, interrogative pronouns, interrogative sentences, and direct object pronoun use in first-person pronoun “yo”? Ask students What sentence doesn't use the direct object pronoun correctly?

Independent Work – Notes Review Posttest/ (They Do): (35 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) Who can be the volunteer to explain/ restate today's lesson? Can you describe your clothing in Spanish?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 18

Topic/Lesson Title & Grade Results #: Lesson 8: La Vida Academica y Metas a Futuro

Objective(s): Students will

- Talk about academic life on campus and students' future goals (short-term and long-term goals).
- Give directions on campus.
- Review periphrastic future, adverbs of place, prepositions, and conjunctions of time.

Guiding Question(s):

- How do you think your academic life is going to be?
- How do people create a better future for themselves?

TN Curriculum Standard(s): ML.C4.2. IR. d-f

- d) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture.
- e) compare and contrast career choices and preparation in one's own and the target culture.
- f) explore entertainment and leisure options in one's own and the target culture.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer; you can use <https://www.online-stopwatch.com> this site has a variety of timers, countdown is recommended.

Key Vocabulary/Terms:

- Repasar: Review
- Registrarse: Register
- Diplomado: Qualified/graduated/ not a degree
- Pregrado:

Attendance in PowerSchool – 5 minutes

Lesson Introduction/Vocabulary (I Do): 10 minutes. As a whole group, complete the Practice Activities. Discuss.

Slides 1-4: The teacher shares the objectives and ask students Do you think you'll like your life on campus o nstudents take turns to read aloud the vocabulary on pages 2 and, and reading on page 4.

Vocabulary:

- **Ofrecer:** to offer
- **Académica:** Academic
- **disciplina:** Discipline
- **esfuerzo:** Effort
- **dedicación:** Dedication / enthusiasm
- **poner atención:** Pay attention
- **comprender:** To understand
- **aclarar dudas:** To clarify doubts
- **materias:** Subjects
- **asistente:** Assistant
- **ajetreado:** Busy
- **aprobar:** To pass
- **Ir a clases:** Go to class.
- **Tomar un examen final:** Take a final exam.
- **Preparar una presentación oral:** Prepare an oral presentation.
- **Poner atención en clases:** Pay attention in class.
- **Curso en línea o a distancia:** Online or distance course.
- **Laboratorio:** Laboratory

- **Escribir un ensayo:** Write an essay.
- **Hacer una investigación:** Do an investigation.
- **Hacer trabajos en grupos:** Do group work.
- **Tomar una prueba corta:** Take a short test.
- **Hacer un análisis con un microscopio:** Do an analysis with a microscope.
- **Presenciales:** attendance is mandatory/ in person
- **Universitario:** college student
- **Metas:** goals
- **Trabajo comunal universitario:** community service
- **Empresa:** enterprise
- **Negocio:** business
- **Curriculum vitae:** resume
- **Correo electrónico:** email address
- **Odontología:** dentistry

Lesson Activities (We Do): (55 minutes) As a whole group, complete the Practice Activities. Discuss. All activities are within the grade results lesson and should be completed as they appear in the lesson.

- **Slides 4- 9:** The students will take turns to read pages 4 to 5, discuss the careers, and will complete a series of activities until slide 9.
- **Slides 10-13:** The teacher asks the students about their opinion if they would like the campus life, then the students will take turns to read on slide 11-12 about Susana's academic life and do a drag and drop activity on slide 13.
- **Slides 14-17:** The students will classify academic activities, the teacher will continue to assist and clarify any misconception the student(s) may have.
- **Slides 18-21:** The students will discuss, take turns to read information regarding academics degrees, and complete the different drag and drop activities.
- **Slides 22-25:** The students will discuss, and take turns reading the dialogue between Erika and Pablo, in order to do the activities on page 24-25.
- **Slides 26 -29:** These slides are for explanation. However, have the students to take turns and read the information even though is in English as they will need it to do activities on slides 30, 31.
- **Slides 30-31:** The students will the activities on pages 30 and 31 based on the information from slides
- **Slides 32-35:** The teacher will continue monitor the pace of the lesson while the students are taking turns reading aloud and discussing information from the slides 32 to 34 before they do an activity on page 35.
- **Slides 36-41:** The students will take turns to read and discuss slides 36, before they do the activity on slide 37. The students will continue reading and discussing information from slides 38, 39 and 40 in order to complete slide 41.

Lesson Review: (10 minutes) Before the students begin their posttest, review the vocabulary for this lesson.

Independent Work –Notes Review Posttest / (They Do): 35 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: Take a moment to reflect on the lesson of the day and pick one of the following closing questions.

- Do the 3-2-1. By asking
 - 3 things you accomplished, learned or liked today,
 - 2 things you can teach, or need to work on and
 - 1 thing you either disliked or a question that you may have
- Or ask students: What did you learn? What surprised you? What is unclear?
- Why is important? Students explain relevancy of the concept to their life or how they might use it. How can you teach that lesson/skill?

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 19

Topic/Lesson Title & Grade Results #: Lesson 9- Mi Comunidad

Objective(s): Students will

- Be able to describe things with the proper use of definite and indefinite articles.

Guiding Question(s):

- What words are used to describe something?
- Describe ... for me?

TN Curriculum Standard(s): ML.C4.2.IR.d-f

- d) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture.
- e) compare and contrast career choices and preparation in one's own and the target culture.
- f) explore entertainment and leisure options in one's own and the target culture.

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

Technology: Computer, Whiteboard, TEAMS meeting, Timer.

Key Vocabulary/Terms:

- I am ... – Yo soy
- ... is located... - ... esta localizado en...
- Take a right/left... – Haz una derecha/izquierda
- Keep straight... - Derecho
- Turn on...street. – Voltea en la calle...
- It is near/far from... – Esta cerca/lejos de...
- Where are you? - ¿Donde estas?
- Where is...? - ¿Donde esta ...?
- How do you get to...? - ¿Como llegas a ...?
- What is it close to? - ¿Que queda cerca de ...?
- My community is...because.... – Mi comunidad es ... porque...
- My community is unique because... – Mi comunidad es unica porque...
- When I was younger I thought Memphis was ... because.... – Cuando era joven yo pense que Memphis era ... porque
- I like to visit.... because.... – Me gusta visitor ... porque...
- I recommend you visit... because... – Te recomiendo que visites ... porque...
- I suggest you visit...because... – Te sugiero que visites ... porque...
- In my community there is/are... – En mi comunidad hay...
- What is your community like? - ¿Cómo es tú comunidad?
- How is your community unique? - ¿Cómo es tú comunidad unica?
- What did you think of your community when you were younger? - ¿Qué piensas de tú comunidad cuando eras joven?
- Where do you like to visit in your community? - ¿Donde te gusta visitor en tú comunidad?
- Where do you recommend someone to visit in your community? ¿Donde recomiendas que alguien visite en tú comunidad?
- I prefer to go to ...more than... because... – Yo prefiero ir a ... mas que... porque...
- I used to go to ...because...but now I prefer... because.. – Yo iba a... porque... pero ahora prefiero...
- While you are there you should.... – Mientras estes alli deberias...

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do): 10 minutes

- **Slide 1-3:** The teacher will present the objective to the students and review colors, the teacher will remind students that colors are used to describe things. As you go through the lesson you will need to recall that in Spanish everything will need to match when it comes to descriptions.

Lesson Activities (We Do): (55 minutes)

- **Slide 4-7:** The teacher will explain to students how colors/ adjective have a feminine and masculine form. The student will complete activity on slides 5-7.
- **Slide 8-9:** The student will drag the vocabulary term to the picture shown.
- **Slide 10:** The teacher will explain definite and indefinite articles.
- **Slide 11:** The students will listen to the audio and follow along in the reading. The teacher will ask comprehension questions and the students will then answer the questions in the activity.
- **Slide 12-13:** The teacher will explain definite articles and the students will complete the activity.
- **Slide 14:** The students will listen to the audio and follow along in the reading to complete the sentences.
- **Slide 15:** The students will listen to the audio and the teacher will ask comprehension questions.
- **Slide 16-19:** The teacher will explain how verbs are used to describe things around you. The student will complete the activity on slide 18 by matching the Spanish verb to its meaning in English.
- **Slide 20:** The students will listen to the audio of the dialog. As a group discuss the verbs used in the dialog.
- **Slide 21-27-** The students will complete the activities on these slides by completing the sentences with the correct verb.
- **Slide 28:** The students will complete the dialog.
- **Slide 29:** The students will listen to the audio and answer the questions.
- **Slide 30-34:** The students will complete the activities by selecting the correct adjective that the describes the object in the sentence.

Lesson Review: (10 minutes) Before the students begin their posttest, review the vocabulary and grammar for this lesson.

Independent Work –Notes Review Posttest / (They Do) 35 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) Review with students the use of definite and indefinite articles and how to properly describe an object. Ask the student to describe something (a picture)

Summer School Lesson Plan

Subject/Grade: Spanish II

Day: 20

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

Objective(s):

- Complete any missing lesson and posttest
- Check their Posttests scores are higher than a 70
- Redo any Posttest with a score less than 70
- 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):

Share the objectives of today. It is a make-up day, but sometimes the students need the timer to help them manage their time spend on the lessons they need to complete, otherwise they may disconnect from the meeting and do not finish what was intended for them (virtual students) and

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: