

Lesson Plan Template (Long Form)

Student Teacher's Name: Sarah Sprague

Grade Level: 9th

State Standard: National–Communication 1.1

Subject: Spanish

Name of Lesson: Preterite of -ar Verbs (#3 in Unit)

Period/Time: 1:30-3:00

I. **Goal:** The goal of this lesson is to expand my students' knowledge of and skills using the preterite tense of -ar verbs.

II. **Objectives:** *In a learning center setting, students will be able to practice -ar verb formations in preterite tense, via an online game site, with 80% success. *Given 16 questions practicing -ar preterite verb formation, students will be able to complete book exercises with 85% accuracy.

III. **Adaptations for Diverse Learners:** N/A at this time.

IV. **Materials:** Spanish Bible; (students need to bring their poems); textbook (p. 334); notebooks; mobile computer lab; whiteboard and markers; candy.

V. **Procedure:**

A. Set / Hook (10 minutes):

(**Faith Integration**) Students will read John 3:22-36 (John Testifies again about Jesus) from the Bible (La Santa Biblia version) verse by verse in a snake-like pattern around the room, allowing everyone in the class a chance to read and get their brains and vocals in "Spanish mode."

B. Transition (10 minutes):

As a review, students will share their poems with the class from the previous class period (alphabetically).

C. Main lesson (20 minutes):

*Note: Keep an eye on the clock; if at any time one activity is taking too much time out of the schedule, move on and focus on the important learning process.

- Have students open their texts to page 334, "Talking about the past: preterite tense of -ar verbs."
- Introduce topic of Preterite (past tense verbs).
 - Uses: Talking about actions and events that were completed (!) in the past.
 - Formation: Regular verbs—remove the "-ar" from the infinitive and attach the appropriate ending, as follows:

Yo: --é	Nosotros (as): --amos
Tú: --aste	X
Ud./él/ella: --ó	Uds./ellos/ellas: --aron

- Provide several examples. Ask students to each write two -ar verbs (i.e. Jugar y Cocinar), along with subjects (i.e. “Yo” y “Maria”) on the whiteboard (by rows). As a class, conjugate.
- Explain irregular instances.
 - To maintain the original sound of the infinitivo, regular verbos that end in -car (buscar, explicar, sacar, tocar), -gar (apagar, colgar, jugar, llegar) and -zar (empezar) require a spelling change in the “yo” form, as follows:

Infinitivo				Pretérito
buscar	c	→	qu	yobusqué
apagar	g	→	gu	yoapagué
empezar	z	→	c	yoempecé

- Check comprehension by show of hands (1 finger if murky→5 fingers if clear). Proceed as deem necessary.

D. Transition (20 minutes):

(Technology Integration) Learning centers! Students will have twenty minutes to play practice/review games with the preterite at: <http://www.studystack.com/flashcard-41918>. This site has flashcards, hangman, crosswords, matching, Scrabble, games, etc. for them to choose from.

Teacher will walk around to make sure students are on-task and to be available to answer questions.

E. Conclusion (5 minutes):

Check for any remaining questions and/or clarifications. Take informal, verbal survey of student reaction to the website and learning center experience.

VI. Assessment (15 minutes):

Juego: To mix it up a bit and provide a tension lapse, play Board Race. Divide the class up into two teams. Each team sends one member up to the whiteboard at a time. The teacher says a word (-ar verb with a subject) in English and the first student to correctly write the Spanish term for the word wins a point for his or her team and a golocina (candy) from the bucket.

VII. Assignment (10 minutes):

Students are to complete exercises 29 and 31 on pages 334-335.

VII. Self Evaluation:N/A.

IX. Coop’s Comments: N/A.