

Heather Nayback

Lesson Plans

Week 2

December 7-11, 2009-2010

EXAMS AND beginning of next trimester

	8:00-9:15 a.m.	9:20-10:35 a.m.	10:40-11:55	12:25-1:40 p.m.	1:45-3:00 p.m.	
Classes	PREP	Grades 11-12	Grade 12	Grades 11-12	Grade 11-12	
		ENGLISH 11	AP English and 1st lunch	ENGLISH 11	changes to Spanish 1	changes to English 11
MON	No school	No class	No class in service	No School	In service	
TUES	No class this hour	<ul style="list-style-type: none"> Choose research topics 1 and 2 over the next two days Library time with Mrs. Cromell for beginning research Go through modern assignment materials and begin sign up for who wants what If time, journal on research papers and topics 	<ul style="list-style-type: none"> Should also have new word wall book from A Mannisto Rhetoric with A Chap Shakespeare challenge Continue acting out act I, be ready for quiz this Friday All individual books are final today Brief overview of scrapbooks List favorite authors/poets/etc. for library trip and 	<ul style="list-style-type: none"> Review names Begin greetings and assign new books Take roll using new Spanish names Review Me llamo quickly Explain TPR (Total Physical Response) and how to do it Begin TPR of basic commands slowly Instructor models, class or student guesses 	<ul style="list-style-type: none"> Same as 2nd hour 	

sample criticism

action, then all respond:

- *Levántense-stand up
- *Siéntense-sit down
- *Den vueltas-turn around
- *Caminen-walk
- *Canten-sing
- *Escuchen-listen
- *Repitan-repeat
- *Pansen-stop
- *Señalen-point (abajo/arriba-up/down)
- *Sonreíanse-smile
- *Toquen-touch
- *Pongan mala cara-make bad face

WED

q

- Instructor review of sign ups
- Overview of what will be required for research paper
- Look at research paper lists and set first choice topic

q Notes on Shakespeare and associated literary terms (if not done previously)
q Reminder to answer focus questions from board during group discussion and reading

- Review and finish basic TPR commands with class
- Review TPR by having class do in pairs watching each other and responding to instructor

THURS

- Look at sample research papers from previous years
 - Schedule modern authors/poets
 - Conclude research topic sign up (should be done)
 - Hand out packets
 - Review what is and isn't a good source
 - If time, begin looking through Write for College for rough format of the paper
 - What is expected for the paper and what to bring to class
 - May have more time to research for topics
- Assignment is to finish Act I and part of Act II by the end of the week (if at all possible)
 - Answer frame/focus question by end of movie
- and then with volunteers
 - Take notes and how to spell commands
 - If ahead, do unit 1 of Learnables
 - Home groups to review commands, especially body parts and school items—some may have been covered last week
 - Warn of take home quiz due next week and upcoming folder check
 - Take notes on commands if not done last week
 - Learnables (if not done Friday)
 - Review commands using pictures on the board that the students draw
 - Using commands,

introduce
basic
classroom
items:

- *el libro-book
- *el lápiz-pencil
- *la pluma-pen
- *la silla-chair
- *el escritorio-desk
- *la pared-wall
- *la puerta-door
- *la ventana-window
- *el suelo-floor
- *hacia-towards

If time, create signs
to mark the
classroom items and
display them (if this
far)

FRI

- Finalize modern schedule
 - How to make bibliography cards
 - Time to research in the library for papers
 - If additional time, students may look up information about authors for unit
 - Instructor will model T.S. Eliot for next Tuesday
- View video (if finished with Act I.)
 - Also introduce
- Review classroom items using signs (or create them if no time yesterday)
 - Review classroom items using TPR
 - Review classroom items and spelling on the board
 - Review classroom items using directional language:
 - *alrededor-around
 - *arriba-up
 - *abajo-down
 - *sobre-over

- May also play a game to review these