

Heather Nayback  
Trimester 3

Lesson Plans

Week VIII

April 27-May1, 2008-2009

	Hour 1	Hour 1	Hour 3	Hour 3	Hour 4	Hour 5
	8:00-9:15 a.m.	8:00-9:15 a.m.	11:05-12:20 a.m.	11:05-12:20	12:25-1:40 p.m.	1:45-3:00 p.m.
Classes	Grades 9-12  SPANISH II	Grades 11, 12 AP Spanish	Grades 9-12  Spanish 1	Grades 11-12  Advanced Spanish	Grades 9-12  Poetry	Grade 12  AP ENGLISH & COMPOSITION
MON	<ul style="list-style-type: none"> <li>Reminder of all things necessary for Spanish videos and deadlines that are approaching—hand out lyrics (some groups had to wait for materials I ordered)</li> <li>Go over proficiency materials</li> </ul>	<p>*Finish all AP listening FIRST Conclude Lazarillo de Tormes *Do another AP writing practice (from the manual)</p> <p>If time, respond to Lazarillo de Tormes in journal form BUT MORE THAN ANYTHING, practice AP written responses, Lazarillo can wait if you don't have time.</p>	<ul style="list-style-type: none"> <li>Return all translations and word searches from last week</li> <li>Warn and remind of skits for next week</li> <li>Introduction to pronouns Basic review and notes introductions of pronouns using reference sections:</li> </ul>	<p>MG=finalize CD by end of this month and do conditional practice at home or have done for first week of May</p> <p>AC &amp; ES=View DVD of Quinceañera and practice conditional tense ES and AC could also do skit to show Spanish 1 the conditional tense and have them guess at activities or food</p> <p>Spanish speaking only for all three</p>	<ul style="list-style-type: none"> <li>Invitations for poetry alive</li> <li>Finalize group reading in public</li> <li>Return all poems and get them signed for proficiency</li> <li>Go over requirements for poet imitation and presentation expectations</li> </ul>	<ul style="list-style-type: none"> <li>Book talks by L Isleib and K Madigan</li> </ul>

	<p>for this full trimester</p> <ul style="list-style-type: none"> <li>• Notes on how to do the future tense</li> <li>• Time for groups</li> </ul>		<p>Subject D Object I Object Reflexive</p> <p>Compare and contrast to English using game and activities</p>	<p>of you begins next week</p>	<p>ns (top 10 important things + poem response journal/PPW)</p> <ul style="list-style-type: none"> <li>• Time to pick poets and poems in the library</li> </ul>	
TUES	<ul style="list-style-type: none"> <li>• Practice with future tense using the book</li> <li>• Pg. 346, #33-36 and pg. 255, #7</li> <li>• Submit prior to end of the hour</li> <li>• Time to work on videos</li> </ul>	<ul style="list-style-type: none"> <li>• Essay returned with comments</li> <li>• Do another AP listening practice by WED</li> <li>• Continue reading Lazarillo de Tormes</li> </ul>	<p>ACTIVITY</p> <ul style="list-style-type: none"> <li>• Review pronouns using some sentences and large group work (large motor skills)</li> <li>• Set up some basic sentences using materials from the book</li> <li>• Pgs. 212, #26-28, pg 216 #34</li> <li>• Pgs. 8, #11</li> <li>• If time, work</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PPW</li> <li><input type="checkbox"/> Final voting for poetry alive</li> <li><input type="checkbox"/> Choose poet for presentation and have all information by end of the hour in the library</li> <li><input type="checkbox"/> Schedule all presentations to begin next week</li> <li><input type="checkbox"/> Bring an item for next week's PPW</li> </ul>	<input type="checkbox"/> Book talks by B Wright and A Stang

			on food pronunciation and time for skit groups			
WED	<ul style="list-style-type: none"> <li><input type="checkbox"/> Go over homework as a class</li> <li><input type="checkbox"/> Review overall requirements for job materials for next week</li> <li><input type="checkbox"/> Time for videos that will begin next week</li> <li><input type="checkbox"/> May film if ready</li> <li><input type="checkbox"/> Pgs.384, #29, 30</li> </ul>		<ul style="list-style-type: none"> <li>• Review pronouns and correct homework</li> <li>• More practice with food using pages from the book</li> <li>• Time to practice with skits</li> <li>• Pg. R7</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Review how to analyze poems and do a sample written response to a poem</li> <li><input type="checkbox"/> Model again how to analyze a poem and possibly, if on time, see a sample presentation of top 10 info about a poet</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Book talks by M Baij and A Polander</li> </ul>
THURS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Redo for any still needing to retake imperfect vs. preterite again</li> <li><input type="checkbox"/> Books should be finalized and ready for</li> </ul>		<ul style="list-style-type: none"> <li>• Possible quiz on this material if students are progressing well</li> <li>• Practice for skits</li> <li>• If ahead, begin reflexive verbs, but</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Should have all poetry presentations scheduled into May</li> <li><input type="checkbox"/> Work on individual poetry responses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Book talk by T Saari and D Lindstrom</li> <li><input type="checkbox"/> Next draft due today (end of hour) or by beginning of the hour next week. May also be submitted by email</li> </ul>

	mailing today		probably will do this for next week			
FRI	<input type="checkbox"/> In service	No school	<input type="radio"/> In service	No school	<input type="checkbox"/> In service	<input type="checkbox"/> No school