

Daily Lesson Plan chapter 6 B

Subject: Spanish 2	Date:	Teacher: Domenica Nichols
Topic: Chapter 6B	Lesson Goal(s):	
Materials/Manipulatives/Equipment Supplies:	New Vocabulary:	
	Homework:	
Anticipatory Set: (“the hook”)		
<u>Teaching/Lesson Delivery:</u> <u>Modeling:</u> - <u>Warm –up</u> (puede ser listening or prueba with open binder) 1- Vocabulario chapter 6B page 318 2- Review vocabulario 3- A primera vista page 298 4- Es lógico o no CD6B track 4 - <u>Warm-up</u> (vocabulario) 5- Manos a la obra : actividad 4 track 6 page 302 6- Actividad 6 donde pongo la silla 7- Read the sript and “comprendes pagina 301 8- Antes de ver el video (activities) - <u>Warm-up</u>(voca) 9- Gramactiva: affirmative tú commands page 305 10- Actividad 12 11-Paquete practice tú commands and vocabulario - <u>Warm-up</u> (tú commands) 12-present progressive tense gramactiva page 398 13-actividad 16 page 308 14-review vocabulario and tu commands (mañana quiz) flash cards - <u>quiz “vocabulario and tu commands”</u> 15- _presentacion escrita se vende casa o apartamento page 315		

Checking for Understanding:

Extra activity:

Closure:

Instructor Assessment (CSP Teacher)

Lesson Checklist: (*Hunter Delivery*) Check all that were present in today’s lesson. (√)

- ☐ Provided a Set for the Lesson (“hook” to focus students)
- ☐ Identified the Lesson Goal(s)
- ☐ Identified the Performance Based Lesson Objective(s) [Should be displayed/listed in the classroom]
- ☐ Promoted Lesson Purpose& Strategies (Bridge)
- ☐ Taught Informational Concepts & Examples
- ☐ Met Individual Needs of Students
- ☐ Modeled the Lesson (Exhibit)
- ☐ Checked for Understanding:
- ☐ Provided Guided Practice
- ☐ Provide Opportunity for Independent Practice
- ☐ Guided Through Closure/Summary/Wrap-up

Notes:

Lesson Evaluation:

- ☐ Should Use Again
- ☐ Should Revise/Modify
- ☐ Should Delete/Redo

Additional Comments:

Homework:

Instructor Assessment: (Overall Lesson Delivery)

____ Excellent

____ Good

____ Needs Improvement

____ Fair

____ Poor

Affirmative “tú commands”

When you tell friends, family members or young people to do something, you use an affirmative “Tú command”. To give these commands, use the same present-tense forms that you use for Ud., él, ella.

Infinitive	Ud./él/ella	Affirmative tú
hablar	habla	¡habla!
leer	lee	¡lee!
escribir	escribe	¡escribe!

- Certain verbs like **poner** and **hacer** have irregular commands forms
- ¡**Pon** la mesa! ¡**Haz** tu cama!

The present progressive tense

When you want to emphasize that an action is happening right now, you use the present progressive tense:

Paco **esta lavando** los platos **Paco is washing dishes**(now)

Estoy **haciendo** la cama **I'm making the bed**(right now)

To form the present progressive tense “FORMULA”:

ESTAR + THE PRESENT PARTICIPLE

To form the present participle “FORMULA”:

DROP THE ENDING AR + -ANDO

-ER/ -IR + -IENDO

(YO) ESTOY	LAVANDO COMIENDO ESCRIBIENDO	NOSOTROS (AS) ESTAMOS	LAVANDO COMIENDO ESCRIBIENDO
(TÚ) ESTÁS	LAVANDO COMIENDO ESCRIBIENDO	VOSOTROS (AS) ESTÁIS	LAVANDO COMIENDO ESCRIBIENDO
UD. ÉL ESTÁ ELLA	LAVANDO COMIENDO ESCRIBIENDO	UDS ELLOS ESTÁN ELLAS	LAVANDO COMIENDO ESCRIBIENDO

