

LESSON PLAN

Objectives:

***Standard I: 1E-** Uses knowledge of the situation, the purpose of communication or context clues to understand messages.

***Standard II: 2B-** Ask and answer simple and somewhat more complex questions on familiar and personal topics using writing skills.

Lesson Title

¿Qué quieres hacer?
What do you want to do?

Prior Knowledge

Subject Pronouns
Sentence Structure
Verb Vocabulary for actions
Some knowledge of querer conjugations

Warm-Up

Querer Check-In Google Forms Quiz on Google Classroom

Process

1. Upon entering the class, students participate in daily prayer which is lead by the class prayer leader. The leader is free to pick any prayer from the prayer sheet for students to recite.
2. After prayer, students will take the Querer Check-In Google Forms Quiz on the Google Classroom. Based on the quiz results, students will be given 1 of 3 types of writing activities.
3. Students work independently on their individual querer worksheets to allow for teacher one-on-one time with students.
4. When the teacher decides, they will break the student into groups based on which worksheet they were assigned and potentially where they are at in the completion stage.
5. The teacher will then work with each group to ensure content is making sense.
6. When students are finished with their practice worksheet students will select one of the anchor activities to work on independently. These activities cover current communication and interpretive topics for the unit.
7. At the end of the rotation/cycle, students will rate the usefulness of the activities and class setup.

Anchor Activities

- Querer Dice Game
- Tic-Tac-Toe Choice Sheet
- Reading Comprehension skill for sentence structure

Homework

- To work on 5 questions from the assigned worksheet if it was not completed in class **OR**
- If worksheet was completed then the student needs complete 10-15 minutes on Quizlet Vocabulary activities on the Google Classroom website

Meeting Individual Needs

Classroom Worksheet activities were differentiated so that there was a more fundamental worksheet, a worksheet that focused on simple sentence structures with querer for more reinforcement, and finally a worksheet that brought the concept of how to express what they want to do and why into one single original thought.

Tic-Tac-Toe allows for student choice in demonstrating their competency in relation to the objective

Reading Comprehension is differentiated based on reading level and ability to express thoughts in a written format in the target language.

**Independent
Practice
Activity
Example**

STEM-CHANGING VERBS: QUERER

nombre _____

fecha _____ hora _____

Fill in the following table with the correct forms of **QUERER**:

singular	plural
yo	NOSOTROS
tú	VOSOTROS
usted	ustedes
él / ella	ellos / ellas

What does **QUERER** mean in English? _____

Write the English for the above table:

singular	plural
I want	

- How do we determine the stem of a verb? _____
_____ Give the stem of **QUERER** _____
- Which vowel will change in a stem-changing verb? _____

- What does the "e" change to in **QUERER**? _____
- List the forms that change in a stem-changing verb: _____

- List the forms that do NOT change in a stem-changing verb: _____

- Give the endings that we will use with **QUERER**:

singular	plural

Are these
REGULAR
or
IRREGULAR?

Write the correct form of the verb **QUERER**:

- | | |
|---------------|-------------------|
| 7. yo - | 12. vosotros - |
| 8. ella - | 13. usted - |
| 9. nosotras - | 14. ellos - |
| 10. tú - | 15. tú y yo - |
| 11. Antonio - | 16. Juan y José - |

Translate the following:

- | | |
|---------------------|-------------------------|
| 17. he wants - | 22. ellos quieren - |
| 18. we want - | 23. vosotros queréis - |
| 19. they (m) want - | 24. tú quieres - |
| 20. Ana wants - | 25. mi papá quiere - |
| 21. you (inf, s) - | 26. nosotros queremos - |

****Remember**, that we can use an infinitive after the verb **QUERER** to express wanting to do something. For example: *Yo quiero comer un taco* means I want to eat a taco. We can also express not wanting to do something. For example: *Ella no quiere nadar* means She does not want to swim.

Translate the following:

27. We want to cook.
28. She wants to go to the park.
29. María wants to ski in Colorado.
30. I don't want to eat the salad.
31. He wants to work.
32. She doesn't want to scuba dive.
33. You and I want to eat tacos.
34. Ángela wants to study Spanish.
35. They want to run on the beach.

**Anchor
Activity
Examples**

DICE GAME

A

Rules:

Roll the dice. The first roll is for the subject

1 = Yo

2 = Tú

3 = Él, ella , or Ud.

4 = Nosotros

5 = Ellos

6 = Uds.

Conjugate the verb “querer” to match the subject.

For example: if I rolled a 2 (Tú form) I would write “quieres”

Use the verb in a sentence.

Example: Tú quieres nadar.

1. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

2. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

3. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

4. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

DICE GAME

A

5. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

6. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

7. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

8. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

9. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

10. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

DICE GAME

B

Rules:

Roll the dice. The first roll is for the subject

1 = Yo

2 = Tú

3 = Él, ella , or Ud.

4 = Nosotros

5 = Ellos

6 = Uds.

Conjugate the verb “querer” to match the subject.

For example: if I rolled a 2 (Tú form) I would write “quieres”

Use the verb in a sentence with “porque”.

Example: Tú quieres nada porque es divertido.

1. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

2. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

3. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

4. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

DICE GAME

B

5. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

6. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

7. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

8. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

9. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

10. Roll _____ Conjugated verb _____

Sentence _____

Translation in English _____

<p align="center">WRITE</p> <p>Activities from Stem-Changing Verbs: Querer</p>	<p align="center">SPEAK & WRITE</p> <p>Survey 5 classmates about what they want to do this weekend.</p>	<p align="center">VOCABULARY</p> <p>Complete 3 games on Quizlet that shows your score for vocabulary practice.</p>
<p align="center">WRITE</p> <p>6 things you might need to say during an interview about your likes and dislikes.</p>	<p align="center">VOCABULARY</p> <p>Make a game of puzzle to practice as many vocabulary verbs as possible.</p>	<p align="center">SPEAK</p> <p>With a partner, one of you speaks about what you like to do and the other person acts out what is being said. Then switch roles. You may record on iPad or do with teacher.</p>
<p align="center">SPEAK</p> <p>Create a poem, song or rap that will help remember the vocabulary or forms of a verb we have learned.</p>	<p align="center">WRITE</p> <p>Make vocabulary flashcards with the word on one side and a picture on the other.</p>	<p align="center">VOCABULARY</p> <p>Watch the Vocabulary Video from Chapter 3 Section 2. Write 3-5 sentences about what the conversation was about.</p>
<p>Nombre: _____ Clase: _____</p>		

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