

MANCHESTER COLLEGE

Education Department

LESSON PLAN by Nicole Glassburn

Lesson: Conjugating Regular "AR" Verbs **Length:** 1class

Age or Grade Intended Spanish 1 students

Academic Standard(s):

- ✓ MA9.1.2 -Exchange detailed information and opinions orally on a variety of topics.

- ✓ MA9.1.3 -Exchange detailed information and opinions in written form on a variety of topics.

- ✓ MA9.3.4 -Compose cohesive written information using appropriate formats and more varied vocabulary and structures with increasing accuracy

Performance Objective(s):

Given oral instructions, Spanish I students will formulate the correct answers to a verb worksheet with 70% accuracy on first attempt. Corrections are to be made on all wrong answers. (MA9.1.3; MA9.3.4)

Upon completing the worksheet, Spanish I students, as a class, will review/correct (write and read answers on the board) their answers out loud, correcting all mistakes that are made with 100% accuracy on second attempt. (MA9.1.2)

Assessment:

Spanish I students will complete a practice worksheet, and all the answers will be put on the board by students for a class review/correction. Students will grade their own papers using a different color maker, knowing that this is not for a grade, just practice. The student that wrote the answer on the board will read the answer out loud to the class as well. As a class we will discuss each sentence for its accuracy and correct any mistakes.

Advance Preparation by Teacher:

1. Make/ Find and copy Practice Worksheet
2. Prepare lesson notes
3. Copy T-charts for students
4. Modify worksheets
5. Make the PowerPoint presentation

Procedure:

Introduction/Motivation:

Today we are going to learn how to give verbs action. We unconsciously do this in English all the time. For example, we have the verb “to run” and we give it action by saying “I run, you run, he runs” etc. We will be learning how to do the same thing by conjugating Spanish verbs. Does anyone know what conjugation means or can you explain how it is done? (Bloom: knowledge, comprehension)

Step-by-Step Plan:

1. Introduction
2. Explain to students that they should take notes of the lesson (what the teacher writes on the board/ on ppt is important to know) (Gardner: audio visual, verbal linguistic)
3. Review or teach subject pronouns (determined by the pre-test) with a T-chart (see attachment)
 - i. *Can anyone explain what subject pronouns are? They are the same in English and Spanish. (Bloom: knowledge, comprehension)*
4. Explain to students how we can identify all verbs in Spanish.
5. Teach students the pattern of how to conjugate all regular “ar” verbs to all 5 subject pronouns (Gardner: logical mathematical)
6. Do 3 practice conjugations as a class, 3 students will apply what we have just learned to solve the conjugation examples (Bloom: application) (Gardner: logical mathematical)
7. Students will complete the worksheet individually or with a partner if they chose to do so (Gardner: Intrapersonal, Interpersonal) (Bloom: application)

8. Check answers to the worksheet as a class. Students will put the answers on the board and we will discuss each problem for its accuracy and correct any mistakes. Students will correct their own papers using a different marker.

Closure:

Today we learned how to conjugate regular “ar” verbs and give them action. As you will soon see, we do the same thing for the two other types of verbs as well, except they have their own unique endings, but the rules are still the same. Tomorrow we will learn how to conjugate regular “er” and “ir” verbs.

Adaptations/Enrichment:

Adaptations:

For a visually impaired student

1. The lesson is modified for visually impaired students. The lesson will be presented as a powerpoint presentation using very large font size and easily distinguishable colors.
2. All printed materials have also been modified with larger font sizes for easy readability.
3. The student will be provided sufficient time to complete any class activity, especially when reading is involved.
4. The teacher is to give a very clear and very explicitly, descriptive oral presentation of the lesson. For example, when lecturing from the power point presentation, the teacher will be explicit in speech, as well as use a laser pointer to help direct the student’s focus more quickly and efficiently.

Self-Reflection: (See attached Lesson Reflection below)

1. What went well?
2. What did not go so well? Why?
3. What can be changed?
4. Did I need additional materials/resources?
5. Was I well prepared?
6. Were the students engaged through the entire lesson? Did they use their time wisely?
7. What needs more clarification?
8. What did they not understand? How can I change the plan
9. to avoid these misunderstandings?

10. How did students perform when assessed? Was this
11. degree of achievement expected/unexpected?
12. How will this assessment drive future instruction?

Name _____

Conjugation Practice

Conjugate the following verbs to the appropriate subject.

1. ladrar-to bark, howl

|

2. Pelear-to fight

|

3. Nosotras _____ (quedar) en la casa.

4. Ustedes _____ (pintar) la bicicleta.

5. Tú _____ (tomar) el agua.

6. Ellas _____ (sacar) buenas notas.

7. Él _____ (visitar) la abuela.

8. Yo _____ (protestar) la guerra.

9. Usted _____ (tirar) la pelota

10. Yo _____ (usar) el móvil todos los días.

11. Yo _____ (caminar) a la escuela.

12. Él _____ (tocar) la guitarra.

13. Nosotros _____ (viajar) por Europa.

14. Ellas _____ (cenar) a las diez de la noche.

15. Tú _____ (comprar) los zapatos.

Name _____ Master _____

Conjugation Practice

Conjugate the following verbs to the appropriate subject.

1. ladrar-to bark, howl

Ladro		ladramos
Ladras		X
ladra		ladran

2. Pelear-to fight

peleo		peleamos
peleas		x
pelea		pelean

3. Nosotras _____ quedamos _____ (quedar) en la casa.

4. Ustedes _____ pintan _____ (pintar) la bicicleta.

5. Tú _____ tomas _____ (tomar) el agua.

6. Ellas _____ sacan _____ (sacar) buenas notas.

7. Él _____ visita _____ (visitar) la abuela.

8. Yo _____ protesto _____ (protestar) la guerra.

9. Usted _____ tira _____ (tirar) la pelota

10. Yo _____ uso _____ (usar) el móvil todos los días.

11. Yo _____ camino _____ (caminar) a la escuela.

12. Él _____ toca _____ (tocar) la guitarra.

13. Nosotros _____ viajamos _____ (viajar) por Europa.

14. Ellas _____ cenamos _____ (cenar) a las diez de la noche.

15. Tú _____ compras _____ (comprar) los zapatos.

Name _____

Conjugation Practice

Conjugate the following verbs to the appropriate subject.

1. ladrar-to bark, howl

|

2. Pelear-to fight

|

3. Nosotras _____ (quedar) en la casa.

4. Ustedes _____ (pintar) la bicicleta.

5. Tú _____ (tomar) el agua.

6. Ellas _____ (sacar) buenas notas.

7. Él _____ (visitar) la abuela.

8. Yo _____ (protestar) la guerra.

9. Usted _____ (tirar) la pelota

10. Yo _____ (usar) el móvil todos los días.

11. Yo _____ (caminar) a la escuela.

12. Él _____ (tocar) la guitarra.

13. Nosotros _____ (viajar) por Europa.

14. Ellas _____ (cenar) a las diez de la
noche.

15. Tú _____ (comprar) los zapatos.

Lecture Notes

Subject Pronouns

Yo- I	nosotros (as)-we	-All male group= Masc. form
Tú-you	x	-All female group=Fem. form
él, ella, usted	ellos, ellas, ustedes	-Mixed group= Masc. form
he, she , you (formal)	they(masc.), they(Fem.), you all	

"AR" verb endings

-o	-amos	~ All verbs in spanish end in either – "ar" "er" "ir"
-as	x	~ Verb conjugation= taking an infinitive (to...) and giving it action
-a	-an	~ steps to conjugate verbs

1. drop the "ar" ending, to get to the stem.
hablar → habl
2. add the appropriate subject ending to the stem.
Hablar → habl → hablas (tú)

Hablar- to speak/talk

hablo	hablamos
hablas	x
habla	hablan

cumpleaños con fiestas.

Practice

1. Yo _____ (hablar → hablo) español.
2. Tú _____ (lavar → lavas) los platos.
3. Nosotros _____ (celebrar → celebramos) los