

Lesson Plan

Lesson: Pronoun placement with formal commands

Length: 50 minutes

Age or Grade Level Intended: Spanish II students

Academic Standard(s):

MH 10.7.2 Recognize and use simple language structures.

Performance Objective(s):

Spanish II students will complete written activities over pronoun placement with formal commands when doing the exercises after the lesson has been taught with 70% accuracy upon first attempt.

Assessment:

Students will write their answers to the exercises and put them on the board upon which we will review their answers and correct any mistakes and I will provide extra clarification. Students will try to correct mistakes on their own with guidance from the teacher. For example, teacher should ask “do you see anything wrong with this sentence. Are you sure?”

Advance Preparation by Teacher:

1. Prepare for lecture- make lecture notes

2. Decide what activities/exercises students should do after the lesson to practice

Procedure:

Introduction/Motivation:

In English, we have a way to shorten up our spoken language. For example, instead of saying “buy this car” we say “buy it”. The Spanish language also has a way to shorten their spoken language. Today we are going to focus on just that using formal commands and pronouns.

Step-by-Step Plan:

1. Give a quick review of Indirect Object Pronouns and Direct Object Pronouns.
2. Teach the lesson on pronoun placement with formal commands.
3. Have the students do activity 14 on page 265 of their books for practice. Students can work together to facilitate learning. (Gardner: Verbal/Linguistic, Interpersonal) (Bloom: Knowledge)
4. Review the answers to the activity on the board and provide clarification if needed.

Closure:

Now that we know how to form formal commands with pronouns. Tomorrow we will play Simon Says, so review your lists of command words.

Adaptations/Enrichment:

Adaptations:

I feel that the student with a learning disability in reading comprehension does not need modification for this lesson.

The student with ADHD does not need any modification for this lesson because it is very brief and we cover one section of the lesson then practice it then cover the next and practice it, so we are constantly changing activities.

Enrichment:

Student with Gifts and Talents in Creativity can make part of the list for Simon Says to facilitate their individual learning.

Self-Reflection:

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 student engaged through the entire lesson?
Did they use their time wisely to do research?
7. What needs more clarification?
8. What did they not understand? How can I change the plan to avoid these misunderstandings?
9. How did students perform when assessed? Was this degree of achievement expected/unexpected?

Pronoun Placement with Formal Commands

Pronoun placement is determined by the +/- factor.

- + commands will have the pronoun attached to the end of the command, need accents marks.
- commands will have the pronoun in front of the verb (command) and after the “No”.

D.O.P.

Me	nos
Te	
Lo	los

I.O.P.

me	nos
te	
le	les

Sell her this shirt-tú

Vende esta camisa a ella.

Véndele esta camisa.

No le vendas esta camisa.

Buy the car-ud.

Compre el coche

Cómprelo

No lo compre

Make the beds-uds.

Hagan las camas.

Háganlas.

No las hagan