

# Lesson Plan

## Prior Knowledge

- This lesson is meant to be a review of present tense stem-changing –AR, –ER, and –IR verbs for a Spanish 2 class. Students should already be familiar with stem-changing verbs, but may not remember very well.

## Concepts to be taught

- Conjugations of stem-changing –AR, –ER, and –IR verbs that change O-UE, E-IE, and E-I.

## How to copy the Classwork

- The first 9 pages of the classwork must be copied single-sided. Activity 1 is a Speaking activity with 9 different prompts. I collate the first nine pages so that students don't have the same papers as anyone near them. The tenth and eleventh pages can be double-sided with each other.
- For example, for a class of 27, I make 3 single-sided copies of each of the first 9 pages, and 27 double-sided copies of the tenth and eleventh pages.

**Objective:** Students will use various stem-changing –AR, –ER and –IR verbs in order to state what they and others do.

## Materials

- Drill
- Lesson
- Powerpoint
- Classwork
- Homework
- Exit Ticket

**Drill:** Students have to fill in the blanks with the verb *vivir*. This should be a review for students.

- I pass these half-sheets out to students as they walk in the door. This could be posted on the board or projected to the screen, whatever fits with the classroom's procedures.

## The Lesson

- Project the powerpoint to the screen. This lesson is meant to elicit a lot of whole class repetition. Have students repeat the infinitive. Then show the question and have students repeat “¿qué haces tú?”. Then finally show the –ar ending disappear and the “o” ending appear. Have students repeat the new verb form “yo almuerzo”. The next infinitive then pops up. Have students repeat the infinitive, then the conjugated verb. Then repeat with the last verb. Go through the rest of the slides in the same manner.
- Point out to students that the yellow box in the lower left-hand corner indicates how the verbs stem-changing and all 3 on each slide stem-change in the same manner.
- If students are thoroughly familiar with stem-changing verbs, the teacher may want to call on an individual student for the verb conjugation after showing the infinitive, then have the whole class repeat.

## Independent Practice

- Pass out the classwork. Call on a student to read the directions to Actividad 1. Students will get up out of their seats and ask their classmates what they do. Each student does the activity in the box in the upper right-hand side of their paper. Students should write the name of classmates that do each activity on the line in the box. Set a time limit and monitor students while they complete the speaking activity.
- Call on a student to read the directions to Actividad 2. Students will write sentences about what other students do from Activity 1. Complete the first few sentences together as a class and then have students finish independently. Set a time limit and review.
- Call on a student to read the directions to Actividad 3. Students will write the verb conjugations for each infinitive. All verbs are stem-changing, but all three types are mixed together, as well as –AR, –ER, and –IR verbs. Complete the first few together as a class and then allow students to finish independently. Set a time limit and review.
- Call on a student to read the directions to Actividad 4. Students have to choose the correct form of each stem-changing verb. The options are intentionally tricky! Complete the first few together as a class and then allow students to finish independently. Set a time limit and review.
- Call on a student to read the directions to Actividad 5. Students will translate sentences into Spanish. All verbs are stem-changing. Complete the first few together as a class and then allow students to finish independently. Set a time limit and review.
- Pass out the Homework.

## Evaluation

- Pass out the exit ticket to students. Students will fill in the blanks with the stem-changing verbs given in parenthesis. This is a great and quick evaluation to see who got it and who is struggling.

