**Spanish I and II Lesson Plans for April 7-9—no plans for Good Friday or Easter Monday!**

**HOLA!**

**Hope this finds you all getting along fine. I know it’s dragging out and it is crushing some hopes and dreams for the immediate future, but know that it will eventually be over and some normalcy will prevail. Until then, you are in my daily thoughts and I send love and prayers to each of you.**

**So, here we go!**

**Tuesday—Spanish I**

**Please take today to begin working on the simple phrasing that you have for people in your family tree. Using the this/that (maybe these and those) and my/his/our/their possessive adjectives (mi/mis/su/sus/nuestra/nuestro/nuestras/nuestros) Esta (accent e) es mi mama.**

**You should be able also to give ages. Tengo/Tiene trece anos (tilde n).**

**If you use PowerPoint, in the text there are special characters that will give you the accents and tildes.**

**Do as much as you can---keep your sentences simple. The stem-changing verbs that we learned in Chapter 5, Gramatica 1 can be used to add details about the person.**

**Wednesday—Please read Comparaciones—pages 168-169. Read through the questions, but you do not need to hand them in! You should be able to pick up some ideas about things that you can say (and maybe how to say them) from the two interviews.**

**I am going to send Thursday’s lesson, since there is nothing for you to send back into me and because we do not have work for Good Friday and Easter Monday.**

**Thursday—Go through the new vocabulary on pages 170-171. This is vocabulary for the house that you live in and where you live. Look over Expresate 1—pay special attention to how you ask where someone lives, what the address is, and what is the house like (describe it). Next, look over Expresate 2. This is tougher to teach over e-mail because this has to do with what you think of the chores you have to do, the two ways of saying you have to do something (tengo que and me toca) and how often people/you help with chores. Take some notes, as the frequency words will follow you into Spanish II, and being able to describe things (not just people) also follows into Spanish II.**

**Done! Please have a wonderful Easter holiday. I know it will be different and somewhat sad if your family has a tradition that you will not be able to do---but, enjoy and be present in the time with your family. Much love sent your way!**

**Spanish II**

**Tuesday—spend the time working on your trip project. You should be able to put together simple phrases using structure from vocab 1 and gramatica 1 about your trip.**

**Wednesday—Please read Comparaciones on pages 358-359—again—useful phrasing and sentence structure that you can replicate in your project from the interviews.**

**Thursday—Look over the vocabulary on pages 360-361. Yes, look through the expresates, but more importantly, realize that you are being introduced to some new verbs (that can be used as infinitives in verb phrases (quiero esquiar en el lago) or conjugated (esquie (accet last e) en el lago). The difference between I want to ski and I skied in the lake. Get some of this info in your notes—more importantly, these are the words that you will use for what you do on your trip—lugares de interes—places of interest and how you travel en metro, en autobus…**

**Same wish for Easter for you three. Take care and much love.**