I. **Content:** Today, students will review the preterite tense in Spanish, a verb tense used to denote short-term or completed actions in the past. There are two types of preterite verbs: those conjugated regularly and those conjugated irregularly. Depending on how much they seem to have grasped the information, students will either review only the regular verbs or both regular and irregular.

II. **Learning Goal(s):** After this class, students’ knowledge of and proficiency using the preterite tense will improve. They will be able to conjugate verbs in both the singular and plural forms of first person, second person, and third person. This will set them up for the activities we will do this week, which focus on using the preterite tense in a variety of contexts.

III. **Rationale:** A main focus of this unit is gaining proficiency with using the preterite tense and understanding how it relates to story telling. At the beginning of this unit, students read and analyzed a fable written in Spanish that relied heavily on the preterite. At the end of the unit, they will be asked to write an original fable using five preterite verbs (as well as verbs in another tense I have not yet taught them). Their ability to use the preterite, both regular and irregular verbs, will determine how successful they are in their final assessment.

IV. **Assessment:** Students will receive a point when they correctly conjugate the verb, and the team that conjugates it correctly first will receive two points. We will go over the answers as a class, and the students will be made aware of when they are right and when they are wrong. This simple method of assessment will signal to me and my students how proficient they are at understanding this material.

V. **Personalization and equity:** Before they begin the game, students will be asked to write down the endings for the regular verbs in the preterite in their notebooks for a quick review. My students represent a wide range of proficiency levels, and this small structure will ensure that all students are on the same page regarding the material. When the game begins, I will ask students to get themselves into groups of three or four. This small group structure is essential for this game and for many of my classes because it encourages students to rely on each other’s strengths and correct each other’s mistakes. More proficient students will use their knowledge to encourage their team, and less proficient students will learn the correct information from their classmates. Instead of asking the teacher for help, the game requires that students ask each other. This is essential for building a supportive classroom community where diverse learners are encouraged to 1) ask questions of their classmates, not of the teacher, 2) learn from each other’s diverse points of view and backgrounds, and 3) understand that their knowledge and perspectives are valid.

VI. **Activity description and agenda**

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<tr>
<th>Time</th>
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<tr>
<td>5 minutes</td>
<td>Teacher takes attendance while students turn to page 37 in the textbook and write down the endings for regular –ar, -er, and –ir verbs conjugated in the preterite.</td>
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<tr>
<td>40 minutes</td>
<td>Students get into groups of three or four and play “Whiteboard Races.” The rules are the</td>
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following: for each round, teams are given mini-whiteboards and the judge gives them a verb to conjugate in the preterite. They must conjugate it in all the forms: *yo* (I), *tú* (you, informal), *él/ella/usted* (he/she/you, formal), *nosotros* (we), and *ellos/ellas/ustedes* (they/you, plural). When teams finish conjugating the verb, they signal to the teacher and the teacher takes their marker away (to prevent teams from changing their answers when the class reviews). When all the teams finish conjugating, the judge reviews the first place team’s answers. If they got it right, they get two points and all other teams who got it right get one point. If they got it wrong, the team that finished second is evaluated. If they got it right, they get two points (and so on, if the second place team did not get it right). Students will start out playing only with regular verbs and will play with irregular verbs if it is obvious that they understand the regular endings.

b. The proficiency levels in this class vary greatly, and I anticipate that some less proficient students will rely on their more proficient team members to provide the correct answers. But I hope that the group structure, as well as the competitive nature of the game, will encourage all students to participate. Even if my less proficient students are not participating at the level they should be, I do know that this game is valuable to help them review in a nontraditional way, and I am confident that they can learn from it. I also am trying out something new by allowing one student to be the judge (instead of me judging, as I have done in the past). I think this is important because it gets students more involved and lets them look to their classmate for the correct answers, instead of their teacher. However, I do worry that my judge will not be as proficient as I hope he/she will be. Of course, I will correct the judge and my students if their answers are incorrect, but I will also ask that the judge be someone who is confident using the preterite correctly. Hopefully, I will not have to make many corrections.

VII. **Standards:** In this lesson, students will meet Standards 3.23 and 5.9 through their review of the preterite tense, a verb tense commonly used in conversation, narration, and discussion.

VIII. **Reflection**

a. This lesson allowed my students to review the preterite tense as I had intended. The use of a student as the judge worked exceedingly well. This particular student took her role seriously and searched for verbs that would truly test the proficiency of her peers. After a few rounds, the majority of my students were
comfortable conjugating regular verbs in the preterite. However, their grasp of the irregulars was shaky, and they could have used more practice with these forms. Were I to do this lesson again, I would take time in the beginning of class to review the irregular forms of the preterite as a class, making use of choral reading to allow students to orally practice the verbs.

b. From this lesson, I learned the value of having every student working constantly. During this game, some students consistently finished conjugating quickly while others took more time. In the future, I will institute a time limit for each round to cut down on the amount of time that certain students spend waiting.