# UNIDAD 8 Lección 2

Reteaching and Practice

Level 2 p. 456

# Did You Get It? Presentación de gramática

TAVANZAL

Goal: Review direct object, indirect object, and reflexive pronouns.

#### Pronouns

- Pronouns act as substitutes for nouns. Read the following sentences, paying attention to the boldfaced words. They illustrate the different kinds of pronouns you have learned in Spanish.
  - (1) Ella se gana la vida como doctora. Nosotros nos hacemos la comida. (She earns (herself) a living as a doctor.) (We prepare (ourselves) lunch.)
  - (2) La madre le habla al médico. La madre le habla.

    (The mother talks to the doctor.) (The mother talks to him.)
  - (3) El arquitecto diseñó los edificios. El arquitecto los diseñó.

    (The architect designed the buildings.) (The architect designed them.)

EXPLANATION: (1) Reflexive pronouns appear with reflexive verbs. They refer to the same person, place, or thing as the subject. (2) Indirect object pronouns answer to whom? or for whom? about the verb. (3) Direct object pronouns answer whom? or what? about the verb.

Now read these sentences, paying attention to the boldfaced word.

Te doy el libro a ti.

(I give the book to you.)

Juanita le da la carta a Susana.

(huanita gives the letter to Susana.)

(huanita gives it to her.)

**EXPLANATION:** When both object pronouns appear in the same sentence, the **indirect object** goes first. If both pronouns start with I, you change the indirect object pronoun to se.

Read and study these sentences, paying attention to the boldfaced words.

Dimelo más tarde. No me lo digas ahora. (Tell it to me later!) (Don't tell it to me now!)

**EXPLANATION:** Attach pronouns to affirmative commands. Place them before negative commands.

· Use the chart below as a quick reference.

Reflexive	Indirect Object	Direct Object
me nos	me nos	me nos
te os	te os	te os
se — ► se	le les	lo / la

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new educators plus valuable online coaching tools Many teachers are only observed one or two times per year on average and even among those who are observed scarcely any are given feedback as to how they could improve The bottom line is clear teachers do not need to be evaluated so much as they need to be developed and coached In Get Better Faster A 90 Day Plan for Coaching New Teachers Paul Bambrick Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success Over the course of the book he breaks down the most critical actions leaders and teachers must take to achieve exemplary results Designed for coaches as well as beginning teachers Get Better Faster is an integral coaching tool for any school leader eager to help their teachers succeed Get Better Faster focuses on what s practical and actionable which makes the book s approach to coaching so effective By practicing the concrete actions and micro skills listed in Get Better Faster teachers will markedly improve their ability to lead a class producing a steady chain reaction of future teaching success Though focused heavily on the first 90 days of teacher development it s possible to implement this work at any time Junior and experienced teachers alike can benefit from the guidance of Get Better Faster while at the same time closing existing instructional gaps Featuring valuable and practical online training tools available at http www wiley com go getbetterfaster Get Better Faster provides agendas presentation slides a coach s guide handouts planning templates and 35 video clips of real teachers at work to help other educators apply the lessons learned in their own classrooms Get Better Faster will teach you The core principles of coaching Go Granular Plan Practice Follow Up Repeat Make Feedback More Frequent Top action steps to launch a teacher's development in an easy to read scope and sequence guide It also walks you through the four phases of skill building Phase 1 Pre Teaching Dress Rehearsal Phase 2 Instant Immersion Phase 3 Getting into Gear Phase 4 The Power of Discourse Perfect for new educators and those who supervise them Get Better Faster will also earn a place in the libraries of veteran teachers and school administrators seeking a one stop coaching resource

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Knighten, Georgina Rivera, 2021-08-31 This practical resource provides brief actionable answers to the most pressing questions about teaching elementary math Question and answer sections include how to build a positive math community how to structure organize and manage math classes how to engage students and help them talk about math and how to assess knowledge and move forward What Teachers Can Learn From Sports Coaches Nathan Barber, 2014-08-20 The strategies used by winning coaches on the field can bring success to classrooms too In What Teachers Can Learn From Sports Coaches you ll uncover that the athletic arena and the classroom have more in common than you think Author Nathan Barber demonstrates how many of the principles of coaching can be used by teachers to motivate students build community and enhance teaching You ll learn valuable lessons on Communicating effectively Harnessing the power of teamwork Making work meaningful Embracing technology Building a winning tradition Teaching life lessons Seeking continual improvement And more The book is filled with insightful quotes from well known coaches along with suggestions on how to apply the ideas to your own classroom You ll come away with strategies that you can use immediately to bring success to your own team your students

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