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| M M | STUDENT OBJECTIVE |  | TEACHING, \*RETEACHING A  ENMENT ACTIVITIES √√ REQUIRED MODIFICATIONS | RESOURCES, MATERIALS AND MODIFICATIONS. |  |
| **Monday 02-02-2015 0dd**  **Tuesday 02- -03- 2015 EVEN** | Learn about irregular preterite verbs: *hacer, tener, estar, poder*  Use the preterite of *tener, estar*, and *poder* in context  Speak about making excuses  Read, listen to, and answer questions about a new tennis racquet  Learn about famous neighborhoods in Spain  Learn about traditional stamps in Spain  Write about a personal experience  Practice vocabulary for types of stores |  | DO NOW: copy activity 19 on reference book pg142DIRECT TEACH: Presentation: Irregular preterite verbs: *hacer, tener, estar, poder* *(p. 142)*Present the grammar box about the irregular preterite verbs *hacer, tener, estar,* and *poder*.View: GramActiva Video *(p. 142)*Show the GramActiva video about the irregular preterite verbs *ir, ser, hacer, tener, estar,* and *poder*.Actividad 19 ¡Nadie pudo venir! *(p. 142)*Students use the preterite of *tener, estar,* and *poder* to complete a paragraph.Actividad 20 ¿Por qué no hicieron sus quehaceres? *(p. 143)*Working with a partner, students practice making excuses.Actividad 21 Una raqueta de tennis nueva *(p. 143)*Play Track 11. Students listen to someone talking about a tennis raquet and indicate comprehension by answering the questions.GUIDE PRACTICE:For *Actividad* 21, help students with listening difficulties by making a transparency with the questions.Guided Practice Activities for Vocabulary and Grammar: Irregular preterite verbs: *hacer*, *tener, estar, poder*. Have students complete guided practice activities for homework or in-class work to reinforce grammar concepts for extra practice.INDEPENDENT PRACTICE:Re-TEACH, INTRODUCE HOMEWOK:EXIT TICKET/ OnlineHave students use the Internet to visit various neighborhoods in Spanish-speaking countries. Have them compare neighborhoods in the United States with the ones they find on the Internet. | **Advanced Learners** • • Have students work in pairs to create a skit. One person will be pretending to call friends about a birthday party to which nobody came, and the other play the part of all the friends and make excuses as to what she or he had to do.• Have students pretend to be urban planners and design their own neighborhood. Ask them to write a paragraph describing their community and present it to the class.Students with Special Needs |  |

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| **Wednesday 02-04- 2015 ODD** | Students will be reading about outdoor markets and bargains at an outdoor market.  Compare the flea markets from the USA to the ones in Latin America.  Students will be assign the role to be vendors and buyers.  Students will experience to bargain with the seller. |  | **DO NOW**: Fondo cultural pg 144  Read and understand about neighborhoods (Barrios) in hispanic countries.  **DIRECT TEACH**  **Watch videos about Mercados al aire libre**  Lecture about los mercados al aire libre  Preparar un dia de Mercado en la clase.  Using expresions like: cuanto cuesta? A que precio es- son? Uf es mucho!  No me lo puede dar por? Me vende esto por? Es un buen precio. Muy bien.  **GUIDE PRACTICE:** Teacher will instruct estudents to form groups to be vendors and buyers.  **INDEPENDENT PRACTICE:** students will form 2 groupsthe buyers and the sellers and will practice the flea market.  **Re-TEACH, INTRODUCE HOMEWOK:** students will write a small paragraph to compare flea markets in the USA. and Mercados al aire libre in latin America countries.  **EXIT TICKET:** write the merchandise you bougth at the flea market. | Guided practice hand outs  projector  go on line to find out information about flea markets.  <http://youtu.be/wcwG4f8Z0DA>  El Mercado la Merced  <http://youtu.be/kZrshimdX0Q>  Un Mercado al aire libre |
| **Thursday 02-05 – 2015 Even**  **Friday 02-06-2015 Odd** | Students will learn about Places people go vocabulary, what they buy vocabulary, errands vocabulary.  To talk about mail  To talk about items in a sporting goods.  To talk about Pharmacy.  End of chapter vocabulary. |  | **DO NOW:**  **Log in in your on- line book.**  .  **DIRECT TEACH**:  .  **Vocabulario y gramática** *(p. 152)*  Review chapter vocabulary and grammar with students to prepare them for the *Examen del capítulo*.  Work on Quizlet.com to study vocabulary  **GUIDE PRACTICE:** Preparación para el examen 3, 4, 5 *(p. 153)*  Have students complete tasks 3, 4, and 5 in class.  **INDEPENDENT PRACTICE:**  Go Online: Self-test *(p. 153)*  **Re-TEACH, INTRODUCE HOMEWOK:**  Preparación para el examen 1, 2 *(p. 153)*  Play Track 15. Have students complete tasks 1 and 2 in class  **EXIT TICKET:** Have students Go Online at home or in class to prepare for the *Examen del capítulo.* | http://www.pearsonsuccessnet.com  Textbook  hand out  DVD player, CD player, Overhead/LCD projector  **Advanced Learners**  Have students interview each other to find out what each other’s favorite pharmacy products and places to shop are.  **Students with Learning Difficulties**  For additional practice with the vocabulary, have students create vocabulary flashcards using photos, advertisements, or postcards. Have one student show the picture while the other recalls the vocabulary word or phrase.  **Heritage Language Learners**  *Realidades para hispanohablantes*: *Repaso del capítulo*, 3A. Assign for homework or in-class work. |