|  |  |  |  |
| --- | --- | --- | --- |
| M M |  | TEACHING, \*RETEACHING A  ENMENT ACTIVITIES √√ REQUIRED MODIFICATIONS | RESOURCES, MATERIALS AND MODIFICATIONS. |
| **Monday 02-16-2015 0dd**  **Tuesday 02- -17- 2015 EVEN** | Talk about how people travel  Write and speak about how often activities are done  Learn new vocabulary about driving, giving, or following directions, and special landmarks in a city or town  Listen to and understand descriptions of people and things found in a city or town | DO NOW: Give a brief and quick description of what is a Plaza? www.youtube.com/watch?v=U9-sm03GQygDIRECT TEACH:Presentation: Videohistoria ¿Cómo llegamos a la plaza? (pp. 160-161)Present additional vocabulary and grammar by showing transparencies and having students look at pictures and read dialog between characters in the Videohistoria. Preview the video.Video Activity 1Assign Video Activity 1 for in-class work.View: Videohistoria (p. 161)Show the video for Capítulo 3B. Through multiple viewings, students learn new vocabulary and grammar in context.GUIDE PRACTICE: Practice Workbook 3B-3, 3B-4.  .  **INDEPENDENT** **PRACTICE:**  **Go Online** *(p. 161)*  Have students Go Online at home or in class for more practice with the new vocabulary. Re-TEACH, INTRODUCE HOMEWOK: Driving vocabulary, giving or following directions vocabulary, special landmarks in a city or town vocabularyEXIT TICKET: | Advanced LearnersSuggest that students extend the story by making up a conversation that takes place after Ramón and Manolo finally meet up with Teresa and Claudia.Students with Learning DifficultiesWork with students to highlight visual clues on a photocopy of the Videohistoria to help them understand that Ramón and Manolo got lost. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Wednesday 02-18- 2015 ODD** | Revise a poster about safe driving  Read and understand a brochure on defensive driving  Demonstrate comprehension about defensive driving by answering questions.  Write and speak about taking driving courses  Learn about the Pan-American Highway.  Complete a poster about safe driving | **DO NOW**: Fondo cultural read and translate pg 169 Answer questions about the metro in Mexico city  **DIRECT TEACH** Permiso de manejar en los paises hispanohablantes  Have students complete Step 3 in class.  Lectura: ¿Qué es manejar a la defensiva? (pp. 174-175)  Students indicate reading comprehension of a defensive driving brochure by answering the questions.  Y tú, ¿qué dices? (p. 175)  Students write or speak about taking driving courses.  Fondo cultural: La carretera Panamericana (p. 175)  Go over the information and have students respond to the questions.  **GUIDE PRACTICE:** 3-B7  **INDEPENDENT PRACTICE: Re-TEACH, INTRODUCE**  Presentación escrita: Step 3 (p. 177)  Students read and understand a brochure about defensive driving.  ¿Comprendiste? (p. 175) Presentación escrita: Step 4 (p. 177)  Have students complete Step 4 in class.  Have students complete tasks 3, 4, and 5 in class. .  **Go Online: Lectura (p. 175)**  **Have students Go Online at home or in class to do an Internet link activity.**  **EXIT TICKET:** Discribe and write a sentence of how diferent is to drive in th | **Students with Learning Difficulties**  Have volunteers read the *¿Comprendiste?* questions aloud. For each question, ask students which section of the *Lectura* would be most likely to contain the answer. Allow them to take notes and refer to them as they complete the activity.  **Advanced Learners**  Have students convert distances and speeds from customary units to the metric system. Ask them to research driving rules such as proper speed limits and safe following distances. Have them present the information to the class.  **Students with Special Needs**  **•** Guided Practice Activities for Vocabulary and Grammar: *Presentación escrita*. Have students complete guided practice activity for homework or in-class work.  **•** Guided Practice Activities for Vocabulary and Grammar: *Lectura: ¿Qué es manejar a la defensiva?*. Have students complete guided practice activity for homework or in-class work. |
| **Thursday 02-19– 2015 Even**  **Friday 02-20-2015 Odd** | Learn about direct object pronouns: me, te, nos  Write direct object pronouns to complete a dialogue  Read and speak about an advertisement using communication vocabulary | **DO NOW:**  . Pagina 162 actividad 4 Use vocabulary to complete parragrafh about Las glorietas.  **DIRECT TEACH**:  **Presentation: Direct object pronouns: *me, te, nos*** *(p. 166)*  Present the grammar box about the direct object pronouns *me, te,* and *nos*.  **GUIDE PRACTICE:**  .Guided practice 3B-1/2  **Actividad 13 Una foto y una voz** *(p. 167)*  Students read and speak about an advertisement for a cell phone.  **Audio Activities 5, 6**  Play Tracks 8 and 9 and have students complete Audio Activities 5 and 6 in class.  **INDEPENDENT PRACTICE:**  Hand out Pronombres de objeto directo e indirecto.  Practice Workbook 3B-5  Assign 3B-5 for homework or in-class work.  **Re-TEACH, INTRODUCE HOMEWOK:**  **Actividad 12 Tarde otra vez** *(p. 166)*  Students write direct object pronouns to complete a dialogue  Writing Activity 11  Assign Writing Activity 11 for homework or in-class work.  **EXIT TICKET:**  What is a direct object? What are the direct object pronouns? | http://www.pearsonsuccessnet.com  Textbook  hand out  DVD player, CD player, Overhead/LCD projector  One Note  .  **Students with Learning Difficulties**  For Actividad 12, have students work with a partner and role-play the dialogue. Encourage them to use hand gestures to emphasize to whom the direct object pronouns refer.  Students with Special Needs  **Guided Practice Activities for** Vocabulary and Grammar: Direct object pronouns: me, te, nos. Have students complete guided practice activities for homework or in-class work to reinforce grammar concepts for extra practice. |