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| **Monday 02-09-2015 ODD**  **Tuesday 02- -10- 2015 EVEN a79-** | Write and talk about the location of things in a city  Talk about how people travel  Learn about the verbs *salir, decir*, and *venir*  Read a passage and write present-tense forms of irregular verbs  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  Listen to and follow directions in a contextualized format |  | DO NOW: Log in to Realidades 2 on-line book. DIRECT TEACH:Presentation : Las preposiciones y los medios de transporte *(p. 154)*Review the prepositions and words for modes of transportation.Actividad 1 ¿Dónde está? *(p. 154)*Students write and talk about the location of things in a city.Actividad 2 Completa la frase *(p. 154)*Students talk about how people travel.Presentation: *Salir, decir, venir* *(p. 155)*Present the grammar box about the verbs *salir, decir,* and *venir*.Actividad 3 En la cuidad *(p. 155)*GUIDE PRACTICE: 3B-A 3B-BINDEPENDENT PRACTICE: Presentation: Vocabulario y gramática en contexto *(pp. 158-159)*Present new vocabulary for driving, giving or following directions, and special landmarks in a city or town.Actividad 1 ¿Qué es y dónde queda? *(p. 159)*Play Track 3. Students listen to someone giving descriptions of people and things found in a city or town and indicate comprehension.Actividad 2 ¿Dónde estoy ahora? *(p. 159)*Play Track 4. Students indicate comprehension of listening to and following directions.Re-TEACH, INTRODUCE HOMEWOK:Students complete sentences in a passage by filling in present-tense forms of irregular verbs.Actividad 4 ¿Con qué frecuencia? (p. 155)Working with a partner, students write and speak about how often activities are done.EXIT TICKET Go Online *(p. 155)*Have students Go Online at home or in class for more review of vocabulary and grammar. Go Online *(p. 157)*Have students Go Online at home or in class to view the Online Atlas.Go Online *(p. 159)*Have students Go Online at home or in class for more practice with the new vocabulary. | Advanced Learners• Have students prepare a travel poster featuring a specific mode of transportation. Display their posters in the classroom.• Have students create their own mural depicting a recent development in industry or society. Have them present their work and explain its significance to the class.• Ask students to imagine that there is a pedestrian on the map on pp. 158-159 who is about to ask the police officer for walking directions to a place. Ask students to make up question-and-answer exchanges.Heritage Language Learners• Ask students to make a list of any other words they use to name means of transportation. Remind them that these words represent regional differences and are not incorrect.• *Realidades para hispanohablantes: A primera vista*, 3B. Assign for homework or in-class work.Students with Learning DifficultiesFor *Actividad* 2, have students listen to the directions and use their finger or another object to follow the route on the map.Students with Special NeedsGuided Practice Activities for Vocabulary and Grammar: Vocabulary Flash Cards, Vocabulary Check. Have students fill in vocabulary flash cards as in-class work or homework. |  |

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| **Wednesday 02-11- 2015 EVEN**  **(early dismissal)** | 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 ODD**  **Friday 02-06-2015 EVEN** | Review prepositions and words for modes of transportation  Write and talk about the location of things in a city  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**  Fondo cultural: Diego Rivera (p. 156)  Go over the information and have students discuss the related topic.  **DIRECT TEACH**:  **Presentation: Vocabulario y gramática en contexto***(pp. 158-159)*  Present new vocabulary for driving, giving or following directions, and special landmarks in a city or town.  **Actividad 1 ¿Qué es y dónde queda?** *(p. 159)*  Play Track 3. Students listen to someone giving descriptions of people and things found in a city or town and indicate comprehension.  **Actividad 2 ¿Dónde estoy ahora?** *(p. 159)*  Play Track 4. Students indicate comprehension of listening to and following directions.  **GUIDE PRACTICE:**Practice workbook, 3B-1, 3B-2  **INDEPENDENT PRACTICE:**  Play Track 4. Students indicate comprehension of listening to and following directions.  **Re-TEACH, INTRODUCE HOMEWOK:** Go Online (p. 155) Have students Go Online at home or in class to view the Online Atlas. (p. 157) (p. 159)  **EXIT TICKET:** WRITE A SENTENCE GIVING DIRECCIONS TO AN SPECIFIC LANDMARK, | **Advanced Learners**  • Have students prepare a travel poster featuring a specific mode of transportation. Display their posters in the classroom.  • Have students create their own mural depicting a recent development in industry or society. Have them present their work and explain its significance to the class.  • Ask students to imagine that there is a pedestrian on the map on pp. 158-159 who is about to ask the police officer for walking directions to a place. Ask students to make up question-and-answer exchanges.  **Heritage Language Learners**  • Ask students to make a list of any other words they use to name means of transportation. Remind them that these words represent regional differences and are not incorrect.  • Realidades para hispanohablantes: A primera vista, 3B. Assign for homework or in-class work.  Students with Learning Difficulties  For Actividad 2, have students listen to the directions and use their finger or another object to follow the route on the map.  **Students with Special Needs**  Guided Practice Activities for Vocabulary and Grammar: Vocabulary Flash Cards, Vocabulary Check. Have students fill in vocabulary flash cards as in-class work or homework. |