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| M M | STUDENT OBJECTIVE |  | TEACHING, \*RETEACHING A √ ENMENT ACTIVITIES √√ REQUIRED MODIFICATIONS | LIST RESOURCES AND MATERIALS |
| **TUESDAY 01-20 2015 – WED 01-21-2015** | Review vocabulary related to chores and places in a community  Write about the communi-ty, including points of in-terest  Learn about telling time  Write times at which dif-ferent activities are done  Talk about what time dif-ferent activities are done  Learn new vocabulary about places people go, what they buy, and er-rands  Listen to and understand |  | **DO NOW:**  Los que haceres, la ciudad practice of vocabulary and translate. Pg 126. Aver Si Recuerdas.  **DIRECT TEACH:**  Presentation: Los quehaceres/La ciudad (p. 126) telling time  Review the vocabulary related to chores and places in a community.  Actividad 1 Los quehaceres (p. 126)  Students write about doing chores.  Actividad 2 ¿Qué hay en tu comunidad? (p. 126)  Students write about the community, including points of interest.  Presentation: Telling time (p. 127)  Present the grammar box about telling time.  Actividad 3 ¿A qué hora? (p. 127)  Students write times at which different activities are done**.**  Actividad 4 ¿Quién lo hace? (p. 127)  Students talk about what time different activities are done.  **GUIDE PRACTICE**: Guided Practice Activities for Vocabulary and Grammar: Vocabulary Flash Cards, Vocabulary Check. Have students fill in vocabulary flash cards as in-class work  **INDEPENDENT PRACTICE:**  Practice Workbook 3A-A, 3A-B,  **Re-TEACH, INTRODUCE HOMEWOK:**  create graphic organizer on reference book.  **EXIT TICKET: write a sentence about telling time** | **Advanced Learners**  Ask students to write a paragraph telling time.  **Heritage Language Learners**  Have students research the careers of Spanish-speaking Talk about what time dif-ferent activities are done. Write times at which dif-ferent activities are done  **Students with Special Needs**  Guided Practice Activities for Vocabulary and Grammar: Learn new vocabulary about places people go, what they buy, and er-rands |
| **THURSDAY 01-22-2015**  **FRIDAY 01-23-2015**  n | Listen to, understand, and answer questions about where people go and what they buy  Learn additional vocabulary and grammar in visual and story context  Watch and listen to the video and understand new vocabulary and grammar in authentic context  Read and demonstrate comprehension of statements about the video |  | **DO NOW**: Go over vocabulary pg. 152 write it down DIRECT TEACH: : **Presentation: Vocabulario y gramática en contexto** *(pp. 130-131)*  Present new vocabulary for places people go, what they buy, and errands.  **Actividad 1 ¿Lógica o no lógica?** *(p. 130)*  Play Track 2. Students listen to someone talk about errands and indicate comprehension. Actividad 2 ¿Cómo van? (p. 131)Play Track 4. Students indicate listening comprehension about where people go and what they buy.GUIDE PRACTICE: Vocabulary practice quizlet.com INDEPENDENT PRACTICE:Practice Workbook 3A-1, 3A-2 **Re-TEACH, INTRODUCE HOMEWOK**:  oral presentation Students indicate reading and listening comprehension by answering questions what you did yesterday. EXIT TICKET: What did you learn today? | **Advanced Learners**  **•** After completing *Actividad* 1, have students create a dialogue between a parent and a child about chores that need to be done. Have students act out each role in class.  **•** Have groups of students create a blueprint or model for a new downtown shopping district. Have them present their plan and tell what can be done or bought at each place.  **Students with Learning Difficulties**  **•** For *Actividad* 2, remind students who may have trouble with written expression that the purpose of their writing is to describe their community.  **•** Have students create word webs for the buildings and stores on pages 130-131. Have them write the place name in the middle and items that can be found at each place around them.  **Heritage Language Learners**  **•** Have students write and essay on an important city in their heritage country, focusing on the physical appearance of the city as well as the people who live there.  **•** *Realidades para hispanohablantes*: *A primera vista*, 3A. Assign for homework or in-class work.  **Students with Special Needs**  Guided Practice Activities for Vocabulary and Grammar: VocabularyFlash Cards, Vocabulary Check. Have students fill in vocabulary flash cards as in-class work or homework. |

**MONDAY HOLIDAY**

**01/19/2015**