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| M M | STUDENT OBJECTIVE |  | TEACHING, \*RETEACHING A  ENMENT ACTIVITIES √√ REQUIRED MODIFICATIONS | RESOURCES, MATERIALS AND MODIFICATIONS. |  |
| **Monday 01-26-2015 Even**  **Tuesday 01-27 -2015 Odd** | 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  Vocabulary: Places people go vocabulary, what they buy vocabulary, errands vocabulary |  | DO NOW: Copy and translate questions activity 3 pg. 133DIRECT TEACH: View: Videohistoria (p. 133)Presentation: Videohistoria ¿Qué hiciste esta mañana?(pp. 132-133)Present additional vocabulary and grammar by showing transparencies and having students look at pictures and read dialogue between characters in the Videohistoria. Preview the video.GUIDE PRACTICE:Show the video for Capítulo 3A. Through multiple viewings, students learn new vocabulary and grammar in contextVideo Activity 1:Video Activities 2, 3, 4Actividad 3 ¿Comprendiste? (p. 133)INDEPENDENT PRACTICE:Actividad 2 ¿Cómo van? (p. 131)Play Track 4. Students indicate listening comprehension about where people go and what they buy.Re-TEACH, INTRODUCE HOMEWOK:Assign Video Activity 1 for in-class work. Assign Video Activities 2, 3, and 4 for in-class work.EXIT TICKET Students indicate reading and listening comprehension by answering questions about the Videohistoria. | **Advanced Learners**  **•** Have students work in groups to prepare their own *Videohistoria*. They may use a digital camera to take pictures of themselves in poses to illustrate their assigned scene. Have them present their photos as a slide show as they read their dialogue.  **•** Have students list where each character in the *Videohistoria* had to go. Then have students interview their classmates to see if they regularly do the same errands, and draw a pie graph to illustrate the most common errands. |  |

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| **Wednesday 01-28- 2015 Even**  **EARLY DISSMISSAL** | Read about and discuss businesses with bilingual employees  Prewrite and draft an e-mail about purchases during a shopping trip  Read about and discuss businesses with bilingual employees  Prewrite and draft an e-mail about purchases during a shopping trip |  | **DO NOW**: El español en el mundo del trabajo (p. 115)  Students read about the importance of bilingualism in a growing number of jobs.  Presentación escrita: Steps 1, 5 (p. 121)  Have students begin work on Steps 1 in class. Explain to students how the presentation will be graded.  **DIRECT TEACH**: Reading comprehension strategies  **GUIDE PRACTICE:** Go over reading with student to identified cultural vocabulary about shopping.  **INDEPENDENT PRACTICE:**  Underline the unknown vocabulary words and identified verbs.  Answer questions to verified reading comprehension.  **Re-TEACH, INTRODUCE HOMEWOK:**  Presentación escrita: Step 2 (p. 121)  Have students complete Step 2 for homework or in-class work.  Presentación escrita: Step 3 (p. 121)  Have students work on Step 3 in class.  Presentación escrita: Step 4 (p. 121)  Have students complete Step 4 in class.  **EXIT TICKET:** | Guided practice hand outs  projector |
| **Thursday 01-29 – 2015 Odd**  **Friday 01-30-2015 Even** | Read questions and respond using direct object pronouns  Talk about possessions, such as clothing, sports equipment, electronic equipment, and school supplies, using direct object pronouns.  Read questions and respond using direct object pronouns |  | **DO NOW**: **Fondo cultural: Las farmacias** *(p. 137)*  Go over the information and have students respond to the questions.  **DIRECT TEACH**: **Presentation: Direct object pronouns** *(p. 138)*  Present the grammar box about direct object pronouns.  **View: GramActiva Video** *(p. 138)*  Show the *GramActiva* video aboutdirect object pronouns.  **GUIDE PRACTICE:**  Guided practice 3A-1 and hand out  **INDEPENDENT PRACTICE:**  **Actividad 12 ¡A lavar!** *(p. 138)*  Students use direct object pronouns to complete sentences.  **Actividad 13 De compras** *(p. 139)*  Students use direct object pronouns to answer questions about several objects.  **Actividad 14 ¿Todavía lo usas?** *(p. 139)*  Students talk about possessions using direct object pronouns and vocabulary for clothing, sports equipment, electronic equipment, and school supplies.  **Practice Workbook 3A-5**  Assign 3A-5 for homework or in-class work.    **Re-TEACH, INTRODUCE HOMEWOK:**  **Go Online** *(p. 139)*  Have students Go Online at home or in class for more practice with direct object pronouns.  **EXIT TICKET:** | http://www.pearsonsuccessnet.com  Textbook  hand out  DVD player, CD player, Overhead/LCD projector |