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| M M | STUDENT OBJECTIVE | TEACHING, \*RETEACHING A  ENMENT ACTIVITIES √√ REQUIRED MODIFICATIONS | RESOURCES, MATERIALS AND MODIFICATIONS. |
| **MONDAY 04-20 2015 EVEN**  **TUESDAY 04/21/15 ODD** | Learn about Antonio M. Ruiz  Learn new vocabulary about etiquette and holiday celebrations  Listen to and understand descriptions of behavior and etiquette  Listen to and understand celebration vocabulary | DO NOW:  Flash Card / **Fondo cultural:Antonio M. Ruiz** *(p. 210)*  *Duolingo*  DIRECT TEACH:  **Presentation: Vocabulario y gramática en contexto** *(pp. 212-213)*  Present the new vocabulary about etiquette and holiday celebrations.  **GUIDE PRACTICE**  **Actividad 1 Los buenos modales** *(p. 213)*  Play Track 3. Students listen to descriptions of behavior and etiquette and indicate comprehension.  **Actividad 2 Vamos a celebrar***(p. 213)*  Play Track 4. Students indicate listening comprehension of celebration vocabulary.  **INDEPENDENT PRACTICE: Practice Workbook 4B-1, 4B-2**  Re-TEACH, INTRODUCE HOMEWOK:  **Go Online** *(p. 211)*  Have students Go Online at home or in class to view the Online Atlas.  **Go Online** *(p. 213)*  EXIT TICKET:  KAHOOT CHECKING FOR UNDESRTANDING. | **Advanced Learners**  Have students choose a Spanish-speaking country and research that country’s independence day or other national holiday. Ask students to prepare a poster, and then use their posters to create a bulletin board.  **Students with Special Needs**  **•** Have students create a specific physical action or pose that they can associate with different greetings: *saludar, sonreír, darse la mano, besarse,* and *abrazarse*. Have students take turns saying a word while the rest of the group performs the pose or action.  **•** 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.  **Students with Learning Difficulties**  Have students use hand puppets to demonstrate their understanding of greetings and leave-taking. Give them situations that describe people meeting and saying good-bye, and have them act out the exchanges with the puppets.  **Heritage Language Learners**  *Realidades para hispanohablantes*: *A primera vista*, 4B. Assign for |
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| **WED 04-22 -15 EVEN** | **CULTURAL DAY**  Understand vocabulary about celebrations  Write dictation sentences about a wedding and evaluate the manners described  Complete a paragraph with new vocabulary and the imperfect tense  Speak and write about social customs  Speak about social occasions using the imperfect tense  Learn about *Euskadi*  Learn about *El Día de la Raza*  Write and speak about celebrations | DO NOW: **Fondo cultural*:* Euskadi** *(p. 216)*  Go over the information and have students respond to the question.  **Fondo cultural: El Día de la Raza***(p. 218)*  DIRECT TEACH:  **Actividad 4 El intruso** *(p. 216)*  Students read and write about celebrations.  **Actividad 6 Una costumbre de mi familia***(p. 217)*  Students complete a paragraph with new vocabulary.  **Actividad 7 Costumbres sociales** *(p. 217)*  Students speak and write about social customs.  .  **GUIDE PRACTICE Actividad 5 Escucha y escribe** *(p. 216)*  Play Track 6. Students listen to descriptions of wedding guests, write from dictation, and evaluate manners with teachers help.  **INDEPENDENT PRACTICE: Actividad 8 ¿Qué hacían Uds.?** *(p. 218)*  Working with a partner, students speak about social occasions. KAHOOT CHECKING FOR UNDESRTANDING. | RESOURCES, MATERIALS AND MODIFICATIONS.  One Note  On-line book  You tube  Digital resources |
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| **THURDAY-04-23--15 ODD**  **FRIDAY 04-24 -15 EVEN** | 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: Flash Card DIRECT TEACH:  **Presentation: Videohistoria: *La fiesta de San Pedro*** *(pp. 214-215)*  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 1**  Assign Video Activity 1 for in-class work.  **View: Videohistoria** *(p. 215)*  Show the video for *Capítulo* 4B. Through multiple viewings, students learn new vocabulary and grammar in context.  **GUIDE PRACTICE: Practice Workbook 4B-3, 4B-4**  Assign 4B-3 and 4B-4 for homework or in-class work.  **INDEPENDENT PRACTICE: Go Online** *(p. 215)*  Have students Go Online at home or in class for more practice with the new vocabulary.  Re-TEACH, INTRODUCE HOMEWOK: **Prueba 4B-1: Vocabulary recognition**  Remind students to prepare for *Prueba* 4B-1, which will be administered during the next class period, and ask if they have any questions about the material to be covered. | **One Note**  **On-line book**  **You tube**  **Digital resources** Advanced LearnersStudents with Special Needs. |