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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. RuizLearn new vocabulary about etiquette and holiday celebrationsListen to and understand descriptions of behavior and etiquetteListen 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 celebrationsWrite dictation sentences about a wedding and evaluate the manners describedComplete a paragraph with new vocabulary and the imperfect tenseSpeak and write about social customsSpeak about social occasions using the imperfect tenseLearn 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 NoteOn-line bookYou tubeDigital resources  |
|  M M | STUDENT OBJECTIVE |  TEACHING, \*RETEACHING A  ENMENT ACTIVITIES √√ REQUIRED MODIFICATIONS | **One Note****On-line book****You tube****Digital resources** Advanced LearnersStudents with Special Needs. |
|  **THURDAY-04-23--15 ODD**  **FRIDAY 04-24 -15 EVEN**  |  Learn additional vocabulary and grammar in visual and story contextWatch and listen to the video and understand new vocabulary and grammar in authentic contextRead and demonstrate comprehension of statements about the video |  DO NOW: Flash CardDIRECT 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. |