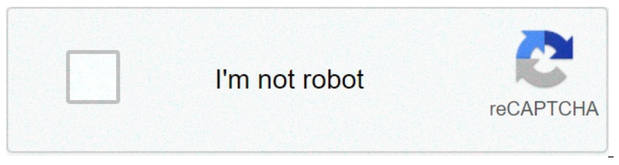

Continue

Capitulo 1b actividad 5 audio answers

Lesson Plans Week One August Para empezar Learn expressions used to ask and answer how someone is Learn the difference between tÚ and usted Listen to, use, and understand greetings Read and understand a conversation Learn common classroom commands Listen and respond to classroom commands Vocabulary: Greetings vocabulary, classroom commands vocabulary Technology: Overhead/LCD projector, CD player Pacing: 45 minutes common core Standards R.CCR.1, 2, 4, 5, 7, 8, 9 State Standards CMC.1.MLI.7 CMC.1.MLI.9 1. WARM-UP/Evaluate (5 minutes) Targeted Resources Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Practice Workbook P-1 Practice Workbook P-1 Answers Viernes(Friday) quiz over Greetings week Two Para empezar Learn Spanish numbers Read, practice, and use numbers Learn how to tell time in Spanish Ask and tell the time Listen to and understand time of day Vocabulary: Numbers vocabulary, telling time vocabulary Technology: Overhead/LCD projector, computer Pacing: 45 minutes common core Standards R.CCR.1, 2, 4, 5, 7'', 8, 9 SL.CCCR.2, 4, 5, 6L.CCR.4 State Standards CMC.1ML1.9 CMC.1.ML1.7 1.WARM-UP/Evaluate (10 minutes) Targeted Resources Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Writing, Audio & Video Workbook: Cap. PE, Audio Activity 1 Writing, Audio & Video Workbook Answer Key: Cap. PE, Audio Activity 1 Practice Workbook P-2 Practice Workbook P-2 Answers Practice Workbook P-3 Practice Workbook P-3 Answers 2. PRESENT/PRACTICE (35 minutes) Targeted Resources Presentation: Los nÚmeros (p. 7) Play Track 8. Present how to read and say numbers in Spanish. Actividad 8 Los nÚmeros (p. 7) Students read the missing number in a sequence. Actividad 9 MÁs nÚmeros (p. 7) Students provide missing numbers in a sequence and practice reading the numbers aloud. Actividad 10 NÚmeros y mÁs nÚmeros (p. 7) Working with a partner, students practice speaking and writing numbers. Communicative Activity Assign the Communicative Activity for in-class work. Presentation: ¿QuÉ hora es? (p. 8) Play Track 9. Present several phrases for telling time in Spanish. Actividad 11 ¿QuÉ hora es? (p. 8) Working with a partner, students ask and answer questions about the time. Actividad 12 La hora (p. 8) Play Track 10. Students listen to someone telling time and indicate comprehension. Vocabulary & Grammar Transparencies: Transparency 24 Cap. PE, Audio Script Student book Cap. PE, Act. 8 Answers Student book Cap. PE, Act. 9 Answers Cap. PE, Communicative Activity Vocabulary & Grammar Transparencies: Transparency 25 Vocabulary & Grammar Transparencies: Transparency 26 Student book Cap. PE, Act. 11 Answers Student book Cap. PE, Act. 12 Answers Week 3 Para empezar Speak and write letters and words Learn about punctuation and accent marks in Spanish Learn about Mayan hieroglyphics Ask partners their names and how to spell them Listen to and spell words Read and speak about the months of the year Ask and answer questions about days, months, and dates Write dates of holiday celebrations Vocabulary: Days, months, and dates vocabulary Technology: Overhead/LCD projector, CD player Pacing: 50 minutes common core Standards W.CCR.1, 2, 3, 5, 6, W.CCR.2, 3, 4, SL.CCR.1, 3, 6, L.CCR.1, 4, 5, 6 State Standards CMC.1.MLI.5, CMC.1.MLI.1, CMC.2.MLI.3, CMC.2.MLI.6 1. WARM-UP/evaluate (10 minutes) Targeted Resources Actividad 5 Pregunta y contesta (p. 12) Working with a partner, students speak and write letters and words. Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Student book Cap. PE, Act. 5 Answers Practice Workbook P-6 Practice Workbook P-6 Answers 2. PRESENT/PRACTICE (35 minutes) Targeted Resources ExploraciÓn del lenguaje: Punctuation and accent marks (p. 13) Present the information about punctuation and accent marks in Spanish. Fondo cultural: The Maya (p. 13) Go over the information and have students respond to the question. Actividad 6 ¿CÓmo te llamas? (p. 13) Working with a partner, students ask each other their names and how to spell them. Actividad 7 Juego (p. 13) Working with a partner, students practice listening to and spelling new vocabulary. Audio Activity 4 Play Track 23 and have students complete Audio Activity 4 in class. Presentation: El calendario y la fecha, Los meses del aÑo (p. 14) Play Tracks 18 and 19. Present new vocabulary about the calendar and ask questions about days, months, and dates. Actividad 8 Hoy y maÑana (p. 15) Working with a partner, students ask and answer questions about days of the week. Actividad 9 DÍas de fiesta (p. 15) Students write dates of holiday celebrations. Vocabulary & Grammar Transparencies: Transparency 30 Cap. PE, Audio Script Writing, Audio & Video Workbook: Cap. PE, Audio Activity 4 Writing, Audio & Video Workbook Answer Key: Cap. PE, Audio Activity 4 Student book Cap. PE, Act. 8 Answers Student book Cap. PE, Act. 9 Answers 3. WRAP-UP/HOMEWORK OPTIONS (5 minutes) Targeted Resources Audio Activity 5 Play Track 24 and have students complete Audio Activity 5 in class. Practice Workbook P-7, P-8 Assign P-7 and P-8 for homework or in-class work. Go Online (p. 16) Have students Go Online at home or in class for more practice with el calendario. Writing, Audio & Video Workbook: Cap. PE, Audio Activity 5 Writing, Audio & Video Workbook Answer Key: Cap. PE, Audio Activity 5 Practice Workbook P-7 Practice Workbook P-7 Answers Practice Workbook P-8 Practice Workbook P-8 Answers week 4 Write answers to questions about days of the week Read about a festival in Pamplona, Spain Read about the Aztec calendar Speculate about the Aztec glyphs and calendar Describe weather conditions and identify seasons Listen to and identify weather vocabulary Vocabulary: Weather vocabulary, seasons vocabulary Technology: Overhead/LCD projector, CD player Pacing: 55 minutes National Standards W.CCR.1, 2, 3, 10, W.CCR.2, 7 State Standards CMC.1.MLII.9, CMC.2.MLII.5, CMC.2.MLIII.4 1. WARM-UP/evaluate (10 minutes) Targeted Resources Actividad 10 El calendario (p. 16) Students write answers to questions about days of the week. Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Writing, Audio & Video Workbook: Cap. PE, Audio Activity 5 Writing, Audio & Video Workbook Answer Key: Cap. PE, Audio Activity 5 Student book Cap. PE, Act. 10 Answers Practice Workbook P-7 Practice Workbook P-7 Answers Practice Workbook P-8 Practice Workbook P-8 Answers 2. PRESENT/PRACTICE (40 minutes) Targeted Resources Fondo cultural: Los sanfermines (p. 16) Go over the information and have students respond to the question. Actividad 11 The Aztec calendar (p. 17) Students read about the Aztec calendar. Actividad 12 Glyphs (p. 17) Students speculate about the Aztec glyphs and calendar. Writing Activity 7 Have students complete Writing Activity 7 in class. Presentation: ¿QuÉ tiempo hace?, Las estaciones (p. 18) Play Track 21. Present information on weather conditions and identifying seasons. Actividad 1 El tiempo (p. 19) Play Track 22. Students listen to someone using vocabulary to describe weather conditions and indicate comprehension. Student book Cap. PE, Act. 12 Answers Writing, Audio & Video Workbook: Cap. PE, Writing Activity 7 Writing, Audio & Video Workbook Answer Key: Cap. PE, Writing Activity 7 Vocabulary & Grammar Transparencies: Transparency 31 Cap. PE, Audio Script Student book Cap. PE, Act. 1 Answers 3. WRAP-UP/HOMEWORK OPTIONS (5 minutes) Targeted Resources Prueba PE-2: En la clase Remind students to prepare for Prueba PE-2, which will be administered during the next class period, and ask if they have any questions about the material to be covered. Prueba P-2, En la clase Answer Key: Prueba P-2, En la clase week 4 classroom objects and weather Ask and answer questions about the weather and seasons Read a chart and write about the weather for cities in the Northern and Southern Hemispheres Talk about temperatures in the Northern and Southern Hemispheres Speak and write about weather in the two hemispheres Vocabulary: Classroom vocabulary, weather vocabulary, Technology: Overhead/LCD projector, you tube Pacing: 50 minutes National Standards W.CCR.2, 3, 4, SL.CCR.1, 3, 6 State Standards CMC.1.MLI.9, CMC.2.MLI.3, 1. WARM-UP/evauate (20 minutes) Targeted Resources ALL STUDENTS Prueba PE-2: En la clase Administer Prueba PE-2 in class. Prueba PE-2, En la clase Answer Key: Prueba PE-2, En la clase REALIDADES para hispanohablantes: Prueba PE-2, En la clase REALIDADES para hispanohablantes: Answer Key: Prueba PE-2, En la clase 2. PRESENT/PRACTICE (25 minutes) Targeted Resources ALL STUDENTS Actividad 2 ¿QuÉ tiempo hace? (p. 19) Students ask and answer questions about the weather. Actividad 3 Las estaciones (p. 19) Students ask and answer questions about the weather and seasons. Actividad 5 ¿Hace calor o hace frÍo? (p. 21) Students read a chart and write about the weather for cities in the Northern and Southern Hemispheres. Actividad 6 ¿Y quÉ tiempo hace en...? (p. 21) Working with a partner, students talk about temperatures in the Northern and Southern Hemispheres. Writing Activity 8 Have students complete Writing Activity 8 in class. Answers on Transparencies: Cap. PE, Act. 2 Answers Act. 2 Answers, Cap. PE Writing, Audio & Video Activity Workbook: Cap. PE, Writing Activity 8 Writing, Audio & Video Activity Workbook Answer Key: Cap. PE, Writing Activity 8 3. WRAP-UP/HOMEWORK OPTIONS (5 minutes) Targeted Resources ALL STUDENTS Actividad 4 Conexiones: La geografÍa (p. 20) Students speak and write about weather in the two hemispheres. Practice Workbook P-9 Assign P-9 for homework or in-class work. Go Online (p. 21) Have students Go Online at home or in class for more practice with el tiempo. Prueba PE-3: El tiempo Remind students to prepare for Prueba PE-3, which will be administered during the next class period, and ask if they have any questions about the material to be covered. Vocabulary & Grammar Transparencies: Transparency 15 Vocabulary & Grammar Transparencies: Transparency 16 Vocabulary & Grammar Transparencies: Transparency 17 Answers on Transparencies: Cap. PE, Act. 4 Answers Act. 4 Answers, Cap. PE Practice Workbook: P-9 Practice Workbook: P-9 Answers Prueba PE-3, El tiempo Answer Key: Prueba PE-3, El tiempo REALIDADES para hispanohablantes: Prueba PE-3, El tiempo Week 5 Para empezar Review chapter vocabulary in preparation for the test Vocabulary: Review Unit Test Weather vocabulary, seasons, numbers days vocabulary Technology: Overhead/LCD projector, CD player Pacing: 50 minutes National Standards W.CCR.1, 2, 3, 10SL.CCR.5, 6L.CCR.1, 2, 3 State Standards CMC.2.MLI.5CMC.2.MLI.4CMC.3.MLI.5 1. WARM-UP/ASSESS (25 minutes) Targeted Resources ALL STUDENTS Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Prueba PE-3: El tiempo Administer Prueba PE-3 in class. Vocabulary & Grammar Transparencies: Transparency 15 Vocabulary & Grammar Transparencies: Transparency 16 Vocabulary & Grammar Transparencies: Transparency 17 Answers on Transparencies: Cap. PE, Act. 4 Answers Prueba PE-3, El tiempo Answer Key: Prueba PE-3, El tiempo REALIDADES para hispanohablantes: Prueba PE-3, El tiempo REALIDADES para hispanohablantes: Answer Key: Prueba PE-3, El tiempo 2. PRESENT/PRACTICE (20 minutes) Targeted Resources ALL STUDENTS Communicative Activity Assign the Communicative Activity for in-class work. Vocabulario (pp. 22-23) Review chapter vocabulary with students to prepare them for the Examen del capÍtulo. PreparaciÓn para el examen 1, 2, 3, 4 (p. 23) Play Tracks 26 and 27. Have students complete tasks 1, 2, 3 and 4 in class. Situation Cards Assign the Situation Cards as in-class pair work. Communicative Activities Assign the Communicative Activities for in-class work. ADVANCED LEARNERS / PRE-AP* Ask students to facilitate review sessions within small groups. TRB: Cap. PE, Communicative Activity TRB: Cap. PE, Audio Script TRB: Cap. PE, Vocabulary Clip Art TRB: Cap. PE, Situation Cards Answers on Transparencies: Cap. PE, PreparaciÓn para el examen Answers Answers, Cap. PE Go Online 3. WRAP-UP/HOMEWORK OPTIONS (5 minutes) Targeted Resources ALL STUDENTS Practice Workbook P-10, P-11 Assign P-10 and P-11 for homework or in-class work. Go Online: Self-test (p. 23) Have students Go Online at home or in class to prepare for the Examen del capÍtulo. Examen del capÍtulo Have students begin work on Examen del capÍtulo, Para empezar in class. Practice Workbook: P-10 Practice Workbook: P-11 Practice Workbook: P-10 Answers Practice Workbook: P-11 Answers Examen del capÍtulo, PE Answer Key: Examen del capÍtulo, PE REALIDADES para hispanohablantes: Examen del capÍtulo, PE REALIDADES para hispanohablantes: Answer Key: Examen del capÍtulo, PE Listening Comprehension Scripts Speaking Proficiency Scripts 4. WRAP-UP/HOMEWORK OPTIONS (ADDITIONAL RESOURCES) Targeted Resources Friday --- Unit one Test REALIDADES para hispanohablantes: Listening Comprehension Scripts REALIDADES para hispanohablantes: Speaking Proficiency Scripts REALIDADES para hispanohablantes: PE REALIDADES para hispanohablantes Answer Key: PE ExamView, All Students: Test Bank A, Cap. PE ExamView, All Students: Test Bank B, Cap. PE ExamView, Heritage Learners: Cap. PE ExamView, Pre-AP*: Cap. PE Week 6 Learn about Pablo Picasso and cubism Learn new vocabulary about leisure activities and likes and dislikes Listen to and understand information about likes and dislikes Listen to and understand leisure activity words Vocabulary: Leisure activity vocabulary, likes and dislikes vocabulary Technology: CD player, Overhead/LCD projector Pacing: 45 minutes National Standards W.CCR.2, 3, 4 State Standards CMC.2.MLI.3 1. WARM-UP/evaluate (10 minutes) Targeted Resources ALL STUDENTS Return the Examen del capÍtulo, Para empezar Go over any recurring errors that students may have made, reteaching as necessary. Examen del capÍtulo, PE Answer Key: Examen del capÍtulo, PE REALIDADES para hispanohablantes: Examen del capÍtulo, PE REALIDADES para hispanohablantes: Answer Key: Examen del capÍtulo, PE 2. PRESENT/PRACTICE (35 minutes) Targeted Resources ALL STUDENTS Objectives (p. 25) Go over the chapter objectives with students to prepare them for the new material. Fondo cultural: Pablo Picasso (p. 24) Go over the information and have students respond to the question. Vocabulary & Grammar Transparencies: Transparencies 12-20 Atlas, Cap. 1A 3. PRESENT/PRACTICE Targeted Resources ALL STUDENTS Core Instruction: Vocabulario y gramÁtica en contexto (pp. 26–27) Play Tracks 1 and 2. Present the new vocabulary about leisure activities and likes and dislikes. Actividad 1 ¿Te gusta o no te gusta? (p. 27) Play Track 3. Students listen to someone talk about likes and dislikes and indicate comprehension. Actividad 2 Me gusta... (p. 27) Play Track 4. Students indicate listening comprehension of leisure activity vocabulary. Vocabulary, Cap. 1A Act. 1, Act. 2 Audio, Cap. 1A Vocabulary & Grammar Transparencies: Transparency 32 Vocabulary & Grammar Transparencies: Transparency 33 TRB: Cap. 1A, Vocabulary Clip Art TRB: Cap. 1A, Input Script TPR Stories: Tema 1 TRB: Cap. 1A, Audio Script Answers on Transparencies: Cap. 1A, Act. 1 Answers Answers on Transparencies: Cap. 1A, Act. 2 Answers Week 7 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 Write and speak about likes and dislikes in a personalized context Vocabulary: Leisure activity vocabulary, likes and dislikes vocabulary Technology: VCR/DVD player, CD player, Overhead/LCD projector Pacing: 45 minutes National Standards R.CCR.1, 4SL.CCR.3, 5R.CCR.1, 2, 4, 5SL.CCR.4, 5, 6 State Standards CMC.1.MLI.1CMC.1.MLI.5CMC.1.MLI.12CMC.1.MLI.11 1. WARM-UP/evaluate (5 minutes) Targeted Resources ALL STUDENTS Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Practice Workbook: 1A-1 Practice Workbook: 1A-2 Practice Workbook: 1A-1 Answers Practice Workbook: 1A-2 Answers 2. PRESENT/PRACTICE (40 minutes) Targeted Resources ALL STUDENTS Core Instruction: Videohistoria ¿QuÉ te gusta hacer? Present additional vocabulary and grammar by showing transparencies and having students look at pictures and read descriptions about characters in the Videohistoria. Preview the video. (pp. 28–29) Vocabulary, Cap. 1A Vocabulary & Grammar Transparencies: Transparency 34 Vocabulary & Grammar Transparencies: Transparency 35 TRB: Cap. 1A, Audio Script 3. PRESENT/PRACTICE Targeted Resources ALL STUDENTS Video Activity 1 Assign Video Activity 1 for in-class work. View: Videohistoria (p. 28) Show the video for CapÍtulo 1A. Through multiple viewings, students learn new vocabulary and grammar in context. Video Activities 2, 3, 4 Assign Video Activities 2, 3, and 4 for in-class work. Actividad 3 ¿Comprendes? (p. 29) Students indicate reading comprehension by answering questions about the Videohistoria. Actividad 4 Y tÚ ¿quÉ dices? (p. 29) Students write and speak about what they like to do in a personalized context. ADVANCED LEARNERS / PRE-AP* Have students do research on one of the places mentioned in the Videohistoria presentation. Ask the students to bring in pictures to add to the visual interest to the written or oral presentation. TRB: Cap. 1A, Video Script Writing, Audio & Video Activity Workbook: Cap. 1A, Video Activities 1, 2, 3, 4 Writing, Audio & Video Activity Workbook Answer Key: Cap. 2A, Video Activities 1, 2, 3, 4 Answers on Transparencies: Cap. 1A, Act. 3 Answers Act. 3 Answers, Cap. 1A Pre-AP* Resource Book: Vocabulary Strategies week 8 Learn about infinitives in English and in Spanish Learn to recognize infinitive endings Listen for and understand infinitive endings Use infinitives to describe leisure activities Listen to, understand, and write about the things a person likes to do Vocabulary: Leisure activity vocabulary, likes and dislikes vocabulary Technology: VCR/DVD player, CD player, Overhead/LCD projector Materials: 3 different colored index cards Pacing: 50 minutes National Standards R.CCR.1, 2, 4, 5, 8SL.CCR.2L.CCR.4 State Standards CMC.1.MLII.12CMC.1.MLI.1CMC.2.MLI.4 1. WARM-UP/evaluate (15 minutes) Targeted Resources ALL STUDENTS Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Prueba 1A-2: Vocabulary production Administer Prueba 1A-2 in class. Writing, Audio & Video Activity Workbook: Cap. 1A, Writing Activity 10 Writing, Audio & Video Activity Workbook Answer Key: Cap. 1A, Writing Activity 10 Prueba 1A-2, Vocabulary production Answer Key: Prueba 1A-2, Vocabulary production REALIDADES para hispanohablantes: Prueba 1A-2, Vocabulary production REALIDADES para hispanohablantes: Answer Key: Prueba 1A-2, Vocabulary production 2. PRESENT/PRACTICE (30 minutes) Targeted Resources ALL STUDENTS Core Instruction: Infinitives (p. 32) Present the grammar box about infinitives. View: GramActiva video (p. 32) Show the GramActiva video about infinitives. Actividad 9 ¿CuÁl es? (p. 32) Students practice recognizing infinitive endings. Actividad 10 Tres papeles (p. 32) Play Track 8. Students listen for verb endings and then indicate their comprehension. Actividad 12 Encuesta: ¿QuÉ te gusta hacer? (p. 33) Students survey their classmates about likes and dislikes. Actividad 13 Escucha y escribe (p. 33) Play Track 9. Students listen to RaÚl and indicate listening comprehension. Communicative Activity Assign the Communicative Activity for in-class work. Audio Activity 7 Play Track 10 and have students complete Audio Activity 7 in class. STUDENTS WITH LEARNING DIFFICULTIES Have students write their own examples of infinitives after they have been given examples of infinitives in English. Review the differences between infinitives in English and Spanish. ADVANCED LEARNERS / PRE-AP* Have students list all the infinitives and infinitive phrases used in the Videohistoria conversation. Grammar, Cap. 1A Act. 9, Act. 12 Answers, Cap. 1A Answers on Transparencies: Cap. 1A, Act. 9 Answers Answers on Transparencies: Cap. 1A, Act. 10 Answers Answers on Transparencies: Cap. 1A, Act. 13 Answers Act. 10, Act. 13 Audio, Cap. 1A TRB: Cap. 1A, Video Script TRB: Cap. 1A, Audio Script TRB: Cap. 1A, Communicative Activities Vocabulary & Grammar Transparencies: Transparency 36 3. PRESENT/PRACTICE (ADDITIONAL RESOURCES) Targeted Resources Writing, Audio & Video Activity Workbook: Cap. 1A, Audio Activity 7 Writing, Audio & Video Activity Workbook Answer Key: Cap. 1A, Audio Activity 7 4. WRAP-UP/HOMEWORK OPTIONS (5 minutes) Targeted Resources ALL STUDENTS Practice Workbook 1A-5 Assign 1A-5 for homework or in-class work. Go Online (p. 33) Have students Go Online at home or in class for more practice with infinitives. Actividad 11 El verbo es... (p. 33) Students use a glossary or dictionary to look up unfamiliar words. Prueba 1A-3: Infinitives Remind students to prepare for Prueba 1A-3, which will be administered during the next class period, and ask if they have any questions about the material to be covered. STUDENTS WITH SPECIAL NEEDS Guided Practice Activities for Vocabulary and Grammar: Infinitives. Have students complete guided practice activities for homework or in-class work to reinforce grammar concepts for extra practice. Practice Workbook: 1A-5 Practice Workbook: 1A-5 Answers Answers on Transparencies: Cap. 1A, Act. 11 Answers Act. 11 Answers, Cap. 1A Prueba 1A-3, Infinitives Answer Key: Prueba 1A-3, Infinitives REALIDADES para hispanohablantes: Prueba 1A-3, Infinitives REALIDADES para hispanohablantes: Answer Key: Prueba 1A-3, Infinitives QuickTake Quiz 1A-3 Guided Practice Activities: 1A-1, Infinitives 5. WRAP-UP/HOMEWORK OPTIONS (ADDITIONAL RESOURCES) Targeted Resources Guided Practice Activities Answer Key: 1A-1, Infinitives Tema 2, CapÍtulo 2A week of 11-17-14 to 11-21-14 Learn about the artist Fernando Botero Learn new vocabulary about school subjects, school schedules, school supplies, and adjectives Listen to and understand statements about the school day and schedule Listen to and understand contextualized vocabulary about the school schedule Vocabulary: School subjects vocabulary, school schedules vocabulary, school supplies vocabulary, adjectives vocabulary Technology: Overhead/LCD projector, CD player Pacing: 50 minutes National Standards 1.2, 2.2, 3.1, 4.1 State Standards CLT.6.SI.1, CLT.6.SI.4, CMN.12.SI.1 1. WARM-UP/ASSESS (10 minutes) Targeted Resources ALL STUDENTS Return the Examen del capÍtulo 1B Go over any recurring errors that students may have made, reteaching as necessary. Examen del capÍtulo, 1B Answer Key: Examen del capÍtulo, 1B REALIDADES para hispanohablantes: Examen del capÍtulo, 1B REALIDADES para hispanohablantes: Answer Key: Examen del capÍtulo, 1B 2. PRESENT/PRACTICE (35 minutes) Targeted Resources ALL STUDENTS Objectives (p. 73) Go over the chapter objectives with students to prepare them for the new material. Fondo cultural: Fernando Botero (p. 72) Go over the information and have students respond to the question. Vocabulary & Grammar Transparencies: Transparency 12 Vocabulary & Grammar Transparencies: Transparency 13 Vocabulary & Grammar Transparencies: Transparency 15 Vocabulary & Grammar Transparencies: Transparency 18 Atlas, Cap. 2A 3. PRESENT/PRACTICE Targeted Resources ALL STUDENTS Core Instruction: Vocabulario y gramÁtica en contexto (pp. 74-75) Play Tracks 1 and 2. Present new vocabulary about school subjects, school schedules, school supplies, and adjectives. Actividad 1 ¿SÍ o no? (p. 75) Play Track 3. Students listen to someone talking about the school day and schedule and indicate comprehension. Actividad 2 El horario de Alicia (p. 75) Play Track 4. Students listen to and demonstrate understanding of new vocabulary about the school schedule in context. HERITAGE LANGUAGE LEARNERS Ask students who have attended school in a Spanish-speaking country to describe the differences between school there and school in the United States. ADVANCED LEARNERS / PRE-AP* Have students prepare a schedule of their classes like the one in the Presentation on p. 74. Ask students to write three sentences under their schedule: Mi clase favorita es (subject); (Subject) es difÍcil; (Subject) es fÁcil. STUDENTS WITH LEARNING DIFFICULTIES Have students write new words into the vocabulary section of their notebooks. Have them look at El horario de Alicia on p. 74 while they listen in Actividades 1 and 2. Vocabulary, Cap. 2A Act. 1, Act. 2 Audio, Cap. 2A Vocabulary & Grammar Transparencies: Transparency 48 Vocabulary & Grammar Transparencies: Transparency 49 TRB: Cap. 2A, Input Script TRB: Cap. 2A, Vocabulary Clip Art TRB: Cap. 2A, Audio Script TPR Stories: Tema 2 Answers on Transparencies: Cap. 2A, Act. 1 Answers Answers on Transparencies: Cap. 2A, Act. 2 Answers 4. WRAP-UP/HOMEWORK OPTIONS (5 minutes) Targeted Resources ALL STUDENTS Practice Workbook 2A-1, 2A-2 Assign 2A-1 and 2A-2 for homework or in-class work. Go Online (p. 73) Have students Go Online at home or in class to view the Online Atlas. Go Online (p. 75) Have students Go Online at home or in class for more practice with the new vocabulary. HERITAGE LANGUAGE LEARNERS Realidades 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. para hispanohablantes: A primera vista, 2A. Assign for homework or in-class work. Practice Workbook: 2A-1 Practice Workbook: 2A-2 Practice Workbook: 2A-1 Answers Practice Workbook: 2A-2 Answers REALIDADES para hispanohablantes: Cap. 2A, A primera vista REALIDADES para hispanohablantes Answer Key: Cap. 2A, A primera vista Guided Practice Activities: Vocabulary Flash Cards, Vocabulary Check Guided Practice Activities Answer Key: Vocabulary Flash Cards, Vocabulary Check week 9 Tema 3, CapÍtulo 3A Learn about the painter BartolomÉ Murillo Learn new vocabulary about foods and beverages eaten for breakfast and lunch Listen to and understand statements about food and beverages Listen to and distinguish between statements about breakfast and lunch Vocabulary: Food and beverage vocabulary, breakfast and lunch vocabulary Technology: Overhead/LCD projector, CD player Pacing: 50 minutes National Standards W.CCR.1, 2, 3, 4, 5, --W.CCR.2, 3, 4 State Standards CMC.3.MLI.2, CMC.2.MLI.3 1. WARM-UP/ASSESS Targeted Resources ALL STUDENTS Return the Examen del capÍtulo Go over any recurring errors that students may have made, reteaching as necessary. Examen del capÍtulo, 2B Answer Key: Examen del capÍtulo, 2B REALIDADES para hispanohablantes: Examen del capÍtulo, 2B REALIDADES para hispanohablantes: Answer Key: Examen del capÍtulo, 2B 2. PRESENT/PRACTICE Targeted Resources ALL STUDENTS Objectives (p. 123) Go over the chapter objectives with students to prepare them for the new material. Fondo cultural: BartolomÉ Murillo (p. 122) Go over the information and have students respond to the questions. Vocabulary & Grammar Transparencies: Transparencies 12-20 Atlas, Cap. 3A 3. PRESENT/PRACTICE Targeted Resources ALL STUDENTS Core Instruction: Vocabulario y gramÁtica en contexto (p. 124) Play Tracks 1 and 2. Present new vocabulary about foods and beverages eaten for breakfast and lunch. Actividad 1 ¿Beber o comer? (p. 125) Play Track 3. Students listen to someone talk about food and beverage vocabulary. Actividad 2 ¿El desayuno o el almuerzo? (p. 125) Play Track 4. Students listen to someone talk about food vocabulary and distinguish between breakfast and lunch. HERITAGE LANGUAGE LEARNERS Ask students to name fruits, vegetables, and meats that are popular in their heritage countries. Have them give an example of where these products are available in their community. STUDENTS WITH LEARNING DIFFICULTIES Provide students with a two-column chart to help them organize vocabulary. Have students write grocery lists with four or five items from the picture on p. 124. Working in pairs, have students take turns reading prices from the advertisement while their partner checks items off the list. Vocabulary, Cap. 3A Act. 1, Act. 2 Audio, Cap. 3A Vocabulary & Grammar Transparencies: Transparency 65 Vocabulary & Grammar Transparencies: Transparency 66 TRB: Cap. 3A, Input Script TRB: Cap. 3A, Vocabulary Clip Art TPR Stories: Tema 3 TRB: Cap. 3A, Audio Script Answers on Transparencies: Cap. 3A, Act. 1 Answers Answers on Transparencies: Cap. 3A, Act. 2 Answers 4. WRAP-UP/HOMEWORK OPTIONS Targeted Resources ALL STUDENTS Practice Workbook 3A-1, 3A-2 Assign 3A-1 and 3A-2 for homework or in-class work. Go Online (p. 123) Have students Go Online at home or in class to view the Online Atlas. Go Online (p. 125) Have students Go Online at home or in class for more practice with the new vocabulary. STUDENTS WITH SPECIAL NEEDS para hispanohablantes: A primera vista, 3A. Assign for homework or in-class work. Practice Workbook: 3A-1 Practice Workbook: 3A-2 Practice Workbook: 3A-1 Answers Practice Workbook: 3A-2 Answers REALIDADES para hispanohablantes: Cap. 3A, A primera vista REALIDADES para hispanohablantes Answer Key: Cap. 3A, A primera vista Guided Practice Activities: Vocabulary Flash Cards, Vocabulary Check Guided Practice Activities Answer Key: Vocabulary Flash Cards, Vocabulary Check Week 10 Tema 4, CapÍtulo 4A Completed 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 to go vocabulary Technology: Overhead/LCD projector, CD player, VCR/DVD player Pacing: 50 minutes National Standards 1.2, 1.3 State Standards CMC.1.SI.4, CMC.1.SI.6, CMN.12.SI.2 1. WARM-UP/ASSESS (5 minutes) Targeted Resources ALL STUDENTS Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Practice Workbook: 4A-1 Practice Workbook: 4A-2 Practice Workbook: 4A-1 Answers Practice Workbook: 4A-2 Answers 2. PRESENT/PRACTICE (40 minutes) Targeted Resources ALL STUDENTS Core Instruction: Videohistoria Un chico reservado (pp. 174-175) 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. Video Activity 1 Assign Video Activity 1 for in-class work. View: Videohistoria (p. 174) Show the video for CapÍtulo 4A. Through multiple viewings, students learn new vocabulary and grammar in context. Vocabulary, Cap. 4A Vocabulary & Grammar Transparencies: Transparency 83 Vocabulary & Grammar Transparencies: Transparency 84 TRB: Cap. 4A, Audio Script TRB: Cap. 4A, Video Script Writing, Audio & Video Activity Workbook: Cap. 4A, Video Activity 1 Writing, Audio & Video Activity Workbook Answer Key: Cap. 4A, Video Activity 1 3. PRESENT/PRACTICE Targeted Resources ALL STUDENTS Video Activities 2, 3, 4 Assign Video Activities 2, 3, and 4 for in-class work. Actividad 3 ¿Comprendes? (p. 175) Students indicate reading comprehension by answering questions about the Videohistoria. ADVANCED LEARNERS / PRE-AP* Have students rewrite the dialogue for the various characters in the Videohistoria, substituting other activities or places that they've learned. They may also personalize it using names of classmates. HERITAGE LANGUAGE LEARNERS Have students write a short paragraph telling what they usually do each day of the week. Verify their spelling and have them make necessary corrections before placing the paragraphs in their portfolios. Writing, Audio & Video Activity Workbook: Cap. 4A, Video Activity 2 Writing, Audio & Video Activity Workbook: Cap. 4A, Video Activity 3 Writing, Audio & Video Activity Workbook: Cap. 4A, Video Activity 4 Writing, Audio & Video Activity Workbook Answer Key: Cap. 4A, Video Activity 2 Writing, Audio & Video Activity Workbook Answer Key: Cap. 4A, Video Activity 3 Writing, Audio & Video Activity Workbook Answer Key: Cap. 4A, Video Activity 4 Act. 3 Answers, Cap. 4A Answers on Transparencies: Cap. 4A, Act. 3 Answers 4. WRAP-UP/HOMEWORK OPTIONS (5 minutes) Targeted Resources ALL STUDENTS Practice Workbook 4A-3, 4A-4 Assign 4A-3 and 4A-4 for homework or in-class work. Go Online (p. 175) Have students Go Online at home or in class for more practice with the new vocabulary. Prueba 4A-1: Vocabulary recognition Remind students to prepare for Prueba 4A-1, which will be administered during the next class period, and ask if they have any questions about the material to be covered. Practice Workbook: 4A-3 Practice Workbook: 4A-4 Practice Workbook: 4A-3 Answers Practice Workbook: 4A-4 Answers Prueba 4A-1, Vocabulary recognition Answer Key: Prueba 4A-1, Vocabulary recognition REALIDADES para hispanohablantes: Prueba 4A-1, Vocabulary recognition REALIDADES para hispanohablantes: Answer Key: Prueba 4A-1, Vocabulary recognition QuickTake Quiz 4A-1 Tema 4, CapÍtulo 4A Completed Talk about activities and how often people do them Practice using vocabulary for leisure activities Ask and tell about where you go on specific days Learn about the verb ir Read and write forms of the verb ir in context Read a letter and orally answer questions about it Vocabulary: Places to go vocabulary Technology: Overhead/LCD projector, CD player, VCR/DVD player Pacing: 50 minutes National Standards 1.1, 1.2, 1.3, 3.1, 4.1 State Standards CMC.2.SI.1, CMC.2.SI.3, CMP.10.SI.1 1. WARM-UP/ASSESS (20 minutes) Targeted Resources ALL STUDENTS Actividad 9 Cuando no estamos en la escuela... (p. 179) Students talk about activities and how often people do them. Homework check Review the previous day's homework assignment. Go over any recurring errors that students may have made, reteaching as necessary. Prueba 4A-2: Vocabulary production Administer Prueba 4A-2 in class. STUDENTS WITH LEARNING DIFFICULTIES If students have trouble with mathematical skills in Actividad 9, give them the formula for converting percentages. Allow them to use calculators as necessary. Vocabulary & Grammar Transparencies: Transparency 11 Writing, Audio & Video Activity Workbook: Cap. 4A, Writing Activity 10 Writing, Audio & Video Activity Workbook Answer Key: Cap. 4A, Writing Activity 10 Prueba 4A-2, Vocabulary production Answer Key: Prueba 4A-2, Vocabulary production REALIDADES para hispanohablantes: Prueba 4A-2, Vocabulary production REALIDADES para hispanohablantes: Answer Key: Prueba 4A-2, Vocabulary production 2. PRESENT/PRACTICE (25 minutes) Targeted Resources ALL STUDENTS Actividad 8 ¿AdÓnde vas? (p. 178) Students ask and tell about where they go on specific days using vocabulary for leisure activities. Communicative Activity Assign the Communicative Activity for in-class work. Core Instruction: The verb ir (p. 180) Present the grammar box about the verb ir. View: GramActiva Video (p. 180) Show the GramActiva video about the verb ir. Actividad 11 Un invierno en Chile (p. 180) Students read and write forms of the verb ir in context. Actividad 12 La carta (p. 181) Students read a letter and orally answer questions about it. ADVANCED LEARNERS / PRE-AP* Have students research places to go in Chile and present their information as a postcard. They may use pictures from the Internet or magazines to make the postcard. TRB: Cap. 4A, Communicative Activities Vocabulary & Grammar Transparencies: Transparency 85 TRB: Cap. 4A, Video Script Grammar, Cap. 4A Act. 11 Answers, Cap. 4A Answers on Transparencies: Cap. 4A, Act. 11 Answers Answers on Transparencies: Cap. 4A, Act. 12 Answers Act. 12