**LESSON PLANS WEEK 3**

**September 16-20, 2019**

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| **Spanish 1:** | **Spanish A:** |
| **MONDAY:**  **TARGET:** Reinforce greeting, introduction, and saying how you are words. Improve pronunciation of Spanish words. Become aware of Hispanic music.   * Date/count to 31. * Check in and correct Felipe/Ana conversation. * Group vowel and pronunciation practice. * Teacher asks individuals to pronounce 2 or three letter syllables. * Individuals pronounce words/phrases from Vocab 1-A * Why study Spanish? book pages xvi-xix. * -Play Enamorate by Dvicio.   **HOMEWORK:** Read book page 6. Do Page 7, activity 3 Translate the questions and answers. Match up logical answers with questions. | **MONDAY:**  **TARGET: Strengthen greetings and introductions.**   * Date/Count to 31. * Check in and correct workbook p. 2 C and wordsearch. * Apuntes greetings: Buenos dias, buenas noches, buenas tardes, adios, nos vemos, hasta luego, hasta manana. * Practice hellos and goodbyes: walk up to another student. Say hello. They say good bye. You take their seat. Then they go to a new person etc. * Put on board to translate: **6 sentences to translate, SPN A U1** 1. Hi. My name is Maria. What is your name? See you later. 2. Good morning. My name is Maria. What is your name (formal)? 3. Good afternoon. What is his name? 4. Good evening. What is her name? 5. His name is Juan. 6. My name is Julia. * Practice writing words from oral prompt. (This is vowel practice.)   **HOMEWORK: Finish translation sentences.** |
| **TUESDAY:**  **TARGET:** Assess grasp of Greeting and How are you Vocabulary.   * Check in and correct homework p.7 Circle 3. Translate/match. * Use SPN A U1 Matching exercise (PRINT) to review Capítulo 1-A Vocabulary. * Kids take Capítulo 1-A vocabulary practice quiz. (List ENGL SPN on board. Have them write correct SPN by numbered ENG.)   **HOMEWORK:** Study Vocabulario Capitulo 1-A words for a quiz Thursday. Practice quiz tomorrow. | **TUESDAY:**   * **TARGET: Review vocab.** * Check in translation of 6 sentences. * Apuntes: How are you vocab * Matching exercise for vocab to this point. (PRINT)   **HOMEWORK: Finish matching.** |
| **WEDNESDAY:**  **TARGET:**  Reinforce introduction and from where vocabulary. Check in Matching sheet SPN A U1.   * Take 1A Vocab Practice quiz. * Apuntes: From where. * Read book P. 11. Do page 11 circle #11: Say that the person in the picture "es de" the place listed under the picture   **HOMEWORK: Finish book work and study for real vocab quiz.** | **WEDNESDAY:**  **TARGET: Learn Mexican culture.**   * Cultura notes: Mexican Independence day -September 16. - Map of Mexico. - Aztec (Olmec, Teotihuacan, Maya, Toltec) people. * 1541 Hernan Cortez., Quetzalcoatl (flag with Green, white, red, Piedra, Nopal, Aguila. * Colors of the flag Green Hope/independence from Spain, White purity of the catholic faith/unity, Red blood of the heroes/Religion. Blood of Jesus. * Revolution was planned for Oct 2. But plans leaked out. September 16 was the day Father Hidalgo rang the bell in his church calling everyone to fight for liberty. Beginning of the Independence war (10 yrs long.) * In every Zocalo (plaza) the bell is rung. (original bell rung in palacio Nacional by the president. ) * Celebration starts 11pm 9-15 when liberty bell is rung and president does grito, “Viva Mexico, viva la independencia!” * Flags, balloons, Sombreros,  Antiojitos (finger food) Ponche (de guyaba, sugar, raisins and apples). Mariachi music, noisemakers, photographers. * All September is Mes De Patria with traditional Mexican food: Chile en Nogada, Guacamole, Mole Poblano. People dress as Charros and China Poblanas or indigenous dress. Or flag colors. * Check in Mexican Independence day artwork. (Post some) and translation of 6 sentences from Monday.   **HOMEWORK: Create a drawing representing Mexican Independence Day. Include as many ideas about Mexico and their independence as possible. Start in class and color this.** |
| **THURSDAY:**  **TARGET:** Reinforce introductions. Learn greeting and leave taking.   * Check in book page 11 part 11. * 4Take real Vocab 1A quiz. * Get Vocab 1B sheet. (PRINT) * Listening activity CD1, Track 1. Book page 7, Activity 1. (Asking or * giving a name?) * Using T chart with 2 interview questions: ¿Cómo te llamas? and ¿Cómo estás?, Students interview 6 classmates asking what their name is and how they are. Record their answers on the T chart.   **Homework: Finish vocab sheet.** | **THURSDAY:**  **TARGET: Learn number spelling**   * Check in Mexican Independence Day art. * Do workbook p. 1 A, B. P. 2 D * Audio script, unit 1, activities 4-6. (In teacher workbook pages 77-78 have script.) * Check up listening activity CD 1, track 1. * (PRINT for kids answer sheet for this page 175/176 teacher workbook. ) * Teacher workbook page 129 worksheet.   **HOMEWORK:** Work on spelling numbers 0-5. Use book p. 30 to help you. |
| **FRIDAY: ½ day hours 1-3**  **Target: Learn about Spanish art.**   * Check in and go over Capítulo 1-B Vocabulary list. * Have all SPN 1 preps on this half day. So, went over vocab and gave time for homework and handed back quiz 1A instead of doing culture notes on Spain: art, food, festivals, flamanco.   **HOMEWORK:** Do Book p.9, activity 6. | **FRIDAY: ½ day hours 1-3**  **Target: Strengthen vocab.**   * Practice orally how are you vocab. Individual kids chose someone in the class: 1. Greet each other. 2. Ask how they are, they answer, then they ask you how you are and you answer. Use a see you later phrase. * If time: Dibujos animados de Peppa Pig. * <https://www.youtube.com/watch?v=Isf3SSY9lNw> * <https://www.youtube.com/watch?v=d1HxzsmGKgA> * Hangman with intro, greeting, and how are you vocab.   **HOMEWORK: Study vocab on pages 2-3 of Book.** Workbook 3 E and study 5 and answer questions about it on 6 |