**Lección 4 (p118 – 155)**

**El 26 de octubre – el 16 de noviembre (14 días)**

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|  | **objectives** | **Instruction**  | **HW** | **assessment** |
| 1 | WL.IV.10.1WL.IV.10.2WL.IV.10.3 | **10/26 (Get a sub for me to go to Columbus indigenous language conference)** Students will read an email and write a response. 1. See and learn about “Conectores de discurso”
2. Email. Pay attention for those conectores (**Botón #2 and #2.1) (see Botón 2.3,** to learn how AP graders would grade your response)
3. Write an email response. (send it to me = mihoegnor@gmail.com)

IF you finish early, practice vocab p155. (**Botón #1)** | Vocab p155 | Make sure students understand the prompt before they start writing. It is not a test, just a practice.  |
| 210/29 | WL.IV.11.2WL.IV.10.1WL.IV.10.2WL.IV.10.3 | Students will read an article and write a persuasive essay and grade among each other using AP grading scale. Read the article p24 (**botón #3)** Write an essay. (20 minutos) (**Botón 3.1)** (see **Botón 3.2** to learn how AP graders would grade your response) Peer evaluation. (Use **botón 3.2** to grade peer’s answers)(this about the reasons why you chose that grading)  | Vocab p155 | Make sure students understand the prompt. Learning to grade fair with a good reason.  |
| 3 | WL.IV.1.1 | Students will practice using new vocabulary. Students will speak with the simulation conversation. P121 #1 and workbook p37P122 read vocab (pronounce), see expressions, do #1 and #2P123 #7 in pair SPEAK Simulation conversation. (p26**) (botón 4 y #4.1)** | Vocab p155 | Make sure every one is speaking with simulated practice over and over.  |
| 4 | WL.IV.1.1WL.IV.1.1WL.IV.15.2WL.IV.8.3 | Students will watch the short film and answer to the comprehension questions. Only look at p124 and pictures on p125 (not read), we will discuss what the film is about.P125 we will read the dialog and nota cultural.Comprehension (turn it in for a grade) (10 pts) If we have time, p155 test each other by speaking.  | Vocab p155 | Film comprehension (10 points)  |
| 511/1 | WL.IV.28.1WL.IV.25.4WL.IV.23.2WL.IV.24.3WL.IV.20.1WL.IV.20.2WL.IV.20.3WL.IV.20.4 | Students will speak about the day of the dead.Students will discuss about the day of the dead.Vocab check p155 inglés DAY OF THE DEAD1. Tell me what you know.
2. Watch video ( 5W 1H, por qué, cuándo, qué, dónde, cuánto, cómo, quién … in mind. **(botón 5)**
3. Using the answer of 5W1H, explain about the day of the dead to your partner. Change the partner and practice more.
4. Watch another video (real native speaker speed on the news.) **(botón 5.1)**
5. What did you pick up from this video? Comment
6. **SING llorona. (botón 5.2)**
 | Vocab p155 | Vocab check p155 inglésMake sure everyone is speaking.  |
| 6 | WL.IV.21.1WL.IV.21.2WL.IV.21.3 | Students will read the Mexican legend llorona and answer to the comprehension questions. Students will write their own version of llorona. (creative writing. )1. Review of day of the dead from yesterday
2. Read llorona (get the material from Marsha’s file)
3. Answer to the questions.
4. Write your own version of llorona Legenda (could be city legenda, Huntington Version, etc). 🡪 due date is Sunday Nov 4 by 11:59 pm. (30 points) 🡪 mihoegnor@gmail.com ( I need the time to grade).

 Rubric is (**Botón 5.3)**  | Vocab p155 | Reading speed matters. Check their comprehension with more speed reading.  |
| 711/5 | WL.IV.1.1WL.IV.7.7 | Students will review subjunctive and learn new way to use subjunctive (adjective). 1. What is subjunctive? Does English have?
2. Read p134-135
3. P136 #1, 2, 3
4. **Botón 6 (review) and Botón 6.1 (if you did not finish, HW)**
 | Vocab p155 | Llorona Leyenda Due 30 points  |
| 811/7 | WL.IV.1.1WL.IV.1.2WL.IV.1.3WL.IV.7.1 | Students will speak the Subjunctive with adjective clauses (first bingo game, second interview). 1. Bingo game with all the verbs they have studied so far with this textbook.

See **Botón 6.3**1. Interview game

First watch video **Botón 6.2** With the pair, interview each other  Qué buscas en ………. 1) novio/novia 2) Universidad 3) casa en tu futuro 4) la clase de Español AP 5) ……más… | Vocab p155 | Check everyone is participating in SPEAKING (when interview)  |
| 9 | WL.IV.1.1WL.IV.1.2WL.IV.2.4 | Students will time-read about central American culture and answer to the comprehension questions. Students will watch the video about Antigua, Guatemala. P128 –p129 Parte Blanca = your goal time is 2 minutes.P129 parte amarilla = your goal time for all is 1 minuto y 30 segundos P129 parte morada = read without timingP132 comprehension (#3 #6 #1 #5 #6 in white part are from p130-131)(#1, #6, #10 and #11 are from p130-131)Let’s Learn about Semana Santa in Antigua Guatemala (**botón 7)** 8:27 min.  | Vocab p155 | Reading on their own. Make sure each students understand what their reading as well as speed of reading.  |
| 10 | WL.IV.1.1WL.IV.2.1 | Students will review reflexive verbs by speaking. Students will distinguish the use of Por and Para. p138-139 Review the grammar of stem changing. Speak with the video (without the sound) (**botón 8)** 4 min. 1. Yo
2. With él
3. With él, past tense AYER.

P142-143 (read attention also)P144 #1 and #2Practica🡪 (**Botón #8.1)**If you finish early, study vocab p 155 on quizlet **Botón #1** | Vocab p155 | Make sure everyone is talking (none is doing lip sinc.)For Por and Para #8.1, 90 % or better.  |
| 1111/13 | WL.IV.1.1WL.IV.5.1WL.IV.5.2WL.IV.5.3WL.IV.5.6 | Students will watch the video (on native speaker’s TV program ) about generation gap and fill in the blank.Watch **Botón #9**  While watching, take notes on the worksheet. (does not have to be neat). **(Botón 9.1)** Discutir sobre la brecha generacional (discussion about the generation gap in work place) Advantage to have generation gapDisadvantage to have generation gapWhich generation you feel comfortable in, and why? What would you do when you encounter generational problem? What if the problem is not only generational, but also cultural, too…. What would you do? How do you ( or do you not) react differently from the simple generational gap?  | Vocab p155 | Video (Mexican native speaker) . They should understand this speed, but if necessary, stop occasionally to check understanding.  |
| 12 | WL.IV.1.1WL.IV.5.6WL.IV.6.2 | Students will watch the TV show (Spain) about child discipline, and discuss about the solutions. Watch the video (first 12:20 minutes) (**Botón 10)** In group of 3-4 people, come up with the solutions for the problems. How would you discipline these spoiled children?Image you were a babysitter, or your future children are so spoiled. Later we discuss the solution. Now watch the continuation to see the professional solution (Rocio is a child psychologist) .  | Vocab p155 | Video SPanish native speaker. It is very fast for them, so stop occasionally to check understanding. |
| 1311/15 | WL.IV.1.3WL.IV.2.1 | Students will take the vocab exam and pronounce the new vocabulary. Students will take the preset of the new vocabulary. 1.Vocab quiz p155. (60 pts) You will hear the definition, and you will answer with the corresponding Spanish word(s). 2. Introduction of next vocab p193. Pronounce correctly. 3. Pretest P193 | Vocab p193 | Vocab quiz pDefinition 60 pts. |
| 14 | WL.IV.1 | Skip this day (for this year 2018-19 for 14 days)  | Vocab p193 |  |
| 1511/16 | WL.IV.2.1WL.IV.6.2 | Students will watch teenage marriage in Mexico and discuss.**Video (Botón 11 ) only 3 minutes**First, describe her daily routineThen discuss about her situation. What do you think she feels?Her husband?Her child?Economic situations between USA and Mexico? Who’s fault? How to prevent? What would you do if you were a this girl? HW for the break p149 time read (do p150 #1)And p151 read Author Augusto Monterroso, and read p153 and do p154 #1.  | Vocab p193P150P154 |  |