

<b>Content Covered/Themes/Areas of Focus</b>	<b>American Council on the Teaching of Foreign Languages ACTFL Standards</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<p><b>Unidad Preliminar:</b> Hola p. 5-33 Opening school procedures. Share textbook link or provide initial materials. ETR: Getting to know you activities</p>	<p><b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  <b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own</p>	<p><i>Entre Culturas 1 p. 6-8</i></p>	<p>Compare what you know to facts about the frequency of languages used on the internet and the use of Spanish in the world and your community.  <b>Suggested Activities:</b>  Label and Color a map of Spanish speaking countries.  Choose a city to say where you are from in the Spanish speaking world.  Have students brainstorm their knowledge about Spanish topics in groups.  Groups can play "Scattergories", getting points for having topics not mentioned by other groups.  Find a person who: Get signatures of people that know something related to Spanish. First person who gets all the signatures wins.</p>	<p>Paso 2 list Spanish speaking countries represented in your community.  Paso 3 In English participate in the discussion forum in Explorer. When and where are Spanish used in our country and community?</p>	

<p><b>Unidad Preliminar:</b> p. 10-17 Saludos y despedidas Greetings and Farewells. Alphabet: letter names and sounds they represent. Spelling.</p>	<p><b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p><i>Entre Culturas 1 p. 10-17</i></p>	<p>Listen to, make and practice greeting dialogues.  p. 11 Personal space in different cultures  p.12. Alphabet letter names and sounds.  p. 15 Spelling.  <b>Suggested Activities:</b> Create secret codes that students need to read to one another, spelling out words. End code results are silly sayings in Spanish. / Spell out fun words that cognates &amp; false cognates./Sing Alphabet song: <a href="https://www.youtube.com/watch?v=JUcu9PUh9_A">https://www.youtube.com/watch?v=JUcu9PUh9_A</a>. Play hangman using Spanish numbers. Create clock partners. With each time, practice greetings Allow students to choose a Spanish name, make name cards and practice greeting one another each day.  Shuffle 'Em Up: Have all students make a name tag. Give everyone the wrong name tag. Pick a person, who must go around the room giving everyone the right name tag. When he/she gives a person the name tag, he/she must ask: "Te llamas Juan?" and the person must respond with "Si, Me llamo Juan" or "No, no me llamo Juan."  Rare birds: Have each person write on an index card 3 things about them (favorite songs/after school activities/ something interesting about them no one else knows) and his/ her name.  Collect cards. Read one fact and have kids guess who it is: "Se llama Juan?"/ Teaching Usted vs Tu: Place a dot on 1/2 the classes hand with a marker. After teaching the difference between tu and Usted, announce that the students with a mark are adults. The others are kids. Have students greet and address one another: adults with Como está Usted? and kids with Como estas?</p>	<p>pg 11 Act 3 Paso 2 Students greet one another and ask how they are.  page 13 Act 6 Ask other students where they are from and respond to their questions.  Listening: page 10 &amp; 11: Write out names and words using words spelled out.  Page 17 activity 13: Practice spelling your partner's name and your own</p>	<p><b>Summative assessment Quiz suggestions:</b>  Spell out words to determine if words are spelled correctly. Correctly identify greetings at various times of the day and/or fill in the blanks for what to use with Greetings &amp; Farewells.</p>
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<p><b>Unidad Preliminar</b> Así se dice 3 p. 18 Numbers 1-31, days of week, months. Cultural comparisons with seasons of the year.</p>	<p><b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own</p>	<p><i>Entre Culturas p.19-20</i></p>	<p>Use video blog to compare Paraguayan, Ma Laura with yourself. Talk about your identity with new vocabulary. Ask and answer questions about identity. Extension 1-4</p> <p><b>Suggested Activities:</b>  Days of the Week song: <a href="https://www.youtube.com/watch?v=9nyuTTn6hVM">https://www.youtube.com/watch?v=9nyuTTn6hVM</a>  Share history of the days of the week with Roman Gods/ Create a calendar (or one month of calendar)  Months of the year song: <a href="https://www.youtube.com/watch?v=xP6-MNMzoNw">https://www.youtube.com/watch?v=xP6-MNMzoNw</a>  Count to 10: In a circle, student count with saying 1 or 2 numbers. The student that says 10 must sit down. Vary this by playing to 21. In this version, students can say 3 numbers.  Sitting in a circle, try to count to 10. Only one person is allowed to stand at a time, calling out a number. If two people stand at same time or say number at the same time, the entire group has to start over  Count by twos  Put yourself in order in a line, based on the last 4 digits of your phone number  Pomelo (grapefruit): Teacher picks out a number. In a circle, students count. When they reach a multiple of #, the student must call out “pomelo,” instead of a number. If he/she forgets or says a number wrong, he/she is out. (Ex- teacher says 3. Students say uno, dos, pomelo, cuatro)  Play Pico Firme Bago. Student A picks a secret three digis number (ex. 327) Student B guesses the new number (ex. 623)  Pico=Wrong place, wrong digit. Firme: Wrong place, correct digis; bago: Correct place, correct digit. Student A would</p>	<p>Exit Ticket: Share the date of your favorite holiday in Spanish page 19, Act 15 list to dates you hear and mark on a calendar.  page 19: Act 16 Paso 1: Share your birthday with others.  Page 19: Act 16 Paso 2: Identify what day of the week birthday falls on 2017 calendar.  Create a season wheel  Exit ticket: Identify favorite season and month  page 22 Act 18 Paso 1 y 2: Practice saying who are and listening for your birthday.  page 23: Act 19: Identify information about La fiesta de San Fermín. Listen for months in a song And practice versus of the song with a partner.  page 24: Compare favorite holidays, with their dates with a peer  Create a simple song or poem using dates.  page 26 Act 22 Listening: Listen for years in Spanish and identify songs of the year  page 27: Act 23: Identify years that events happened in students' lives.  Page 28-29: Observe an ad and answer questions about time/seasons/ months.</p>	<p><b>Summative assessment Homework/ Quiz suggestions:</b>  page 41 paso 4 &amp; Extension 5  Video Blog: Compare self with Paraguayan student.  Identify days of the week &amp; months  Identify numbers to 31</p>
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<p><b>Unidad 1</b> Quiénes somos? p. 34-81 Comparisons pages 36-44 Personal Description, some celebrity professions.</p>	<p><b>Cultural Comparisons</b> <b>Interpersonal Communication</b></p>	<p><i>Entre Culturas 1 p. 36-45</i></p>	<p>page 44: Identify cognates in professions page 45: Try to Match famous people with their professions <b>Suggested Activities:</b> Assign identities to various students as introduction Pair students into groups for assignments by identity.  Create a powerpoint of famous individuals that have certain identities.</p>	<p>p. 42 Activity 3: Soy and identity vocabulary Exit Ticket: Explain ways Texas and Paraguay are similar and different.</p>	<p><b>Summative Homework/ quiz suggestions:</b> Act 7 Extension Extension 2, -8 Quiz on identifying identities</p>
<p><b>Unidad 1</b> Observa 1 Adding eres and es to our knowledge and use of ser. Using gustar to express likes with 10 activities.p.49 and p. 52</p>	<p><b>Interpersonal Communication:</b> see above <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><i>Entre Culturas 1 p. 46-57</i></p>	<p>page 45 Act 7 Match famous people with their profession. page 47 Paso 1 &amp; 2: Self Identify and Question Partner about Identity page 50: Act 10 &amp; 11: Identity Activities <b>Suggested Activities:</b>  Identity Game: Assign identities. Each person first introduces themselves with name and identity. Then class is split into two teams. Someone from Team A points at one of their members and a player from Team B must correctly identify their identity. If there is a mistake, he/she must sit down. Continue until last team is standing. Ask questions about what identity each person has. TPR -ar verbs and have competitions acting out words</p>	<p>Video Blog page 40,-1 paso 1-4 page 43: Act 5 Paso 1 y 2: complete poll of classmates' identities. page 44: Act 6 Paso 1-3 page 48: Act 9 Describe a classmate.  En camino p. 66-67  Thumbs up/Thumbs down: Have students respond to whether they like to do various activities.  Verdad/No es verdad Cards: Hold up Cards (variation of Thumbs up/Thumbs down.) Provide cards that are held up when something is True or not.  Have students draw pictures of classmates liking to do something. Write their name, and have sentence in first person stating what "I like to do"</p>	<p><b>Summative Homework/ quiz suggestions:</b> page 51, Act 12 Extension Activities: 2, 3 ademas se dice, 4-8.</p>

<p><b>Unidad 1</b> Observa 2 Saying what you like to do. Giving name, origin, age and birthdate.</p>	<p><b>Interpersonal Communication</b></p>	<p><i>Entre Culturas 1 p. 52-57</i></p>	<p>page 53: Act 13: Play 20 questions about what you like to do. page 56 Act 15: Match questions and answers page 57: Act 16: Listening Activities</p> <p><b>Suggested Activities:</b> Play memory game, where first person tells about themselves and next person has to share what last person says, then share about himself. Next person has to share about 2 before him first Teach TPR actions to represent each like. Have competitions where students act out the activities the fastest. Create a poll for other students about what they like to do. Fact or Fiction: Have students complete a questionnaire. Randomly pick a few and create a few lies. Have students guess whether the activities the students like to do are true or not.</p>	<p>page 54: Act 14: Select a person in the reading most compatible with you Exit Ticket: Have student act out/draw and state something he/she likes to do. Exit Ticket: Ask a main question learned (age, name, origin or likes) and have students answer it.</p>	<p><b>Summative Homework/ quiz suggestions:</b> page 55: Act 14 Paso 2: Introduce yourself to roommate, including your name, age, origin, 3 things you like to do and three things you don't like to do. Quiz activities learned page 57: act 17: Write down 5 questions to find out about a classmate. Ser Activities: Extension 2-5</p>
<p><b>Unidad 1</b> Observa 2 Using ar verbs along with gustar. Compiling all the information to date in short monologues about oneself.</p>	<p><b>Interpersonal Communication Language Comparisons</b></p>	<p><i>Entre Culturas p. 54-57</i></p>	<p>page 57 Act 17: Create an interview for another student. Draw a pictures of a classmate/ another person and their likes.</p>	<p>page 54-55: Act 14 Read and Write notes about likes/dislikes page 56: Act 15 Match questions and answers to main questions page 57: Act 16 Listening Act answer main questions</p>	<p><b>Summative Homework/ quiz suggestions:</b> Activities: Extension 2, -9 gustar: Extension 2-6</p>

<p><b>Unidad 1</b> Observa 3 Questions and Answers Asking how old someone is and languages they speak. Using all the forms of ser p. 62</p>	<p><b>Interpersonal Communication Presentational Communication Cultural Comparisons</b></p>	<p><i>Entre Culturas p. 58-81</i></p>	<p>page 59 Act 18: Interview classmates about their age. page 59-60 Act 19: languages page 69 Compare languages and identities</p> <p><b>Suggested Activities:</b> Place kids in concentric circles and have them go around in a circle using greetings and asking one another names and ages. Have students guess famous people's ages in powerpoint. Have students in powerpoint guess what language various famous people speak as native language.</p>	<p>Exit Ticket: Share your own age Exit Ticket: Share what languages you speak page 61 Act 20 Paso 3: Fill in info about video.</p> <p>Whiteboards: Make guesses of languages spoken/age of various people.</p>	<p><b>Summative Homework/ quiz suggestions:</b> Extension 1-4, 6 The Explorer section has the Unit Summative Assessments in electronic form. <b>Integrated Performance Assessment</b> outlined on pages 80-81 Listen to two video blogs and answer, write and email to introduce yourself to an exchange student and make a video blog to send to Costa Rica or Spain to introduce yourself to a host family.</p>
<p><b>Unidad 1</b> Observa 3 p. 58-81 Note Sintesis de gramatica p. 62-63, Yo and tu form of -ar verbs, all forms of ser, Question words and making questions, Using gustar.</p>	<p><b>Language Comparisons</b></p>	<p><i>Entre Culturas p. 62-62</i></p>	<p><b>Suggested Activities:</b> Teach Adam's Family Song using SER conjugations and snapping. soy, eres, es (snap, snap), soy eres es (snap, snap), somos, son (snap, snap), etc Create an Index Card Conjugation Cheat Sheet</p>	<p>Whiteboards: Match up subjects and conjugations of SER with powerpoint pictures. Create a chart of Ser verb from memory</p>	<p><b>Summative Homework/ quiz suggestions:</b> Quiz on SER all forms. page 67 Act 23: Create slide presentation to introduce self. Unidad 1: Summative Assessment/IPA p. 80-81</p>
<p><b>Unidad 2</b> La vida en la escuela. p. 82-135 Compare Costa Rica and California.</p>	<p><b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p><i>Entre Culturas p.82-101</i></p>	<p>Page 86 Activity 1</p> <p><b>Suggested Activities:</b> Create Venn Diagram of similarities and differences between Costa Rica and California</p>	<p>Exit Ticket: Describe a similarity/difference between Costa Rica and California Create a question student has about Costa Rica. Think Pair Share similarities and differences between countries.</p>	

<p><b>Unidad 2</b> Observa 1 Video Blog: Soy Isaac. Estar yo and tu forms page 96 Vocabulary of school subjects. Numbers to 100. Possessives. Definite Articles with gender and number. School schedule page 100.</p>	<p><b>Interpersonal Communication Presentational Communication</b></p>	<p><i>Entre Culturas p. 88-97</i></p>	<p>Video Blog page 88-89 Act 2 Page 91: Act 3: Video Page 92: Act 5 Page 92: Act 6 page 93: Act 7 page 95: Act 8: Listening Activities definite articles Page 96- 97 Act 11 Paso 1: Reading activity <b>Suggested Activities:</b> TPR with actual school items Play Tic tic toe humano with terms Play snatch. Grab the object the fastest competition Play cranium, where students need to either draw out/act out/describe in Spanish objects from a classroom</p> <p>Guerra (War): Using cards, student play war, but adding cards. Whoever has most cards wins. For the next round, multiply the cards. Create dot to dot pictures in Spanish using list of numbers read out in German by a partner. Steal the Bacon: Students sit in two rows in Teams. In the center, have a piece of pretend bacon (or any object). Give each student index cards with several numbers each on them. The students in row A have cards that are mixed up, but all have the same numbers as students in Row B. Call out a number. One student from each group should run to try to get to the Bacon first. Find the Number the Fastest: Index Cards with numbers are placed on the Ground. Have teams of 4 or 5, sitting in a circle, each assigned a letter. Call letter A, then a a number. Whoever finds it the fastest wins a point for the team.</p>	<p>Page 91: Act 4 Paso 1 y 2 (Using Tengo/tienes) page 95: Act 9 practice with definite articles</p> <p>Exit Ticket: Describe what school items are in student's bag. Whiteboards: Draw pictures of objects called out/Show items and write names of objects Take a poll of what items are needed in school or costs of items in US. Play kahoot/quizlet</p>	<p><b>Summative Homework/ quiz suggestions:</b> Video Blog: page 89 Act 2 Paso 3 and 4 Así se dice Extension: 2,4,7,9- 15 Gender of Nouns: Observa; Observa Extension 1-5</p>
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<p><b>Unidad 2</b> Observa 2 Places in a school vocabulary. Use of hay. p.103. Telling what time classes take place. Reasons why a class is liked/disliked</p>	<p><b>Interpersonal Communication Interpretive Communication</b></p>	<p><i>Entre Culturas p. 98-105</i></p>	<p>Page 99: Act 12: With places Page 99: Act 13: comparing with classes in Costa Rica Page 100: Act 14 Create horario Page 101: Act 15 Paso 1 &amp; 2 : Classes with Time page 104: Act 17: Indefinite articles page 105: Act 18 Compare and contrast school experiences in Costa Rica and US.</p> <p><b>Suggested Activities:</b> Have students create a map of a school Have a students identify location of people on a map of a school and/or have students move figures in their map of a school. Use a school map and describe where each class takes place. Place names of classes on board. Using fly swatter/ruler/ etc, two students compete to identify the class fastest. Create own school schedule. whiteboard Hold up:: Describe what is being taught or what supplies are being used, etc, and have students write down the name of the class in Spanish on their whiteboard. Play steal the Bacon with Time TPR Time with clocks. Use body to TPR time in competitions.</p>	<p>Using posters with reasons to like/dislike a subject, have students place post-its with each class they have under the title. Draw a quick map of school. Exit Ticket: Pick a class for the students and have them write why they like/dislike the class.</p>	<p><b>Summative Homework/ quiz suggestions:</b> Asi se dice Extension 2,4,6-11, actividad additional Observa Extension 2, 4-6  page 97 Act 11 Paso 2: Create an ad to solicit donations of school supplies. Include name of school, dates of campaign and list of supplies</p>
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<p><b>Unidad 2</b> Así se dice 3: 8 activities of what we do at school. Ar verbs.p. 106.</p>	<p><b>Cultural Comparisons Presentational Communication</b></p>	<p><i>Entre Culturas 106-109</i></p>	<p>page 107: Act 19: listening  page 108: Act 21  page 108-9: Act 22- interview others  <b>Suggested Activities:</b>  TPR actions and compete  Play snatch with new terms  Play pictictionary with new terms  Place activities on ground. Have teams of 4, each person with a letter A-D. Call out a letter and have students scramble to find activity on ground first.  Resource: Spanish Burrito Builder Game</p>	<p>page 109: Act 22 Paso 2:  Write sentences that describe compatibility with other students.  Thumbs Up: If you do certain activities.  Draw pictures of yourself doing certain activities on whiteboard.  Exit ticket: Write down activities you do at school.  whiteboard activities called out.</p>	<p><b>Summative Homework/ quiz suggestions:</b>  Así se dice Extension 2,4,6, 8-11, 12</p>
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<p><b>Unidad 2</b> Observa 3 Reading about a Costa Rican high school. p. 110 Focus on nosotros and ar conjugation.</p>	<p><b>Cultural Comparisons</b> <b>Products</b> <b>Presentational Communication</b></p>	<p><i>Entre Culturas p. 110-135</i></p>	<p>page 111 Act 23 page 112 Act 24 page 113: Act 25 &amp; 26 Page 125 Act 32 Education/literacy comparison Page 126-128:Act 33 Paso 1 Y 2 y 3 y 4 uniforms in the schools Page 129-130:Act 34 Paso 1 &amp; 2: Reading on School Website of classes / shows costa rican school schedule Page 131: Act 35: School class schedule of costa rican student Page 132-133: Act 36 Paso 1-4: School Vision in Costa Rica/vs. US 134-135: Paso 1-3 Student Life in Costa Rica and US <b>Suggested Activities:</b> Conjugations Back song: <a href="https://www.youtube.com/watch?v=4Ex3k3yKjYk">https://www.youtube.com/watch?v=4Ex3k3yKjYk</a> Use manipulatives to find root and add endings. Whiteboard Hold up: Use whiteboards to check for understanding Play battleship with -ar conjugated terms. Play Around the World competing to know conjugations: One person stand next to person behind him. The two students compete to answer a question. Whoever gets it wrong sits in the seat. The person getting it correct goes to the next person.</p>	<p>page 115 Act 28: Create a blog entry telling a typical day in your school. Draw pictures of people doing activities on whiteboard/With pictures given describe in Spanish what people are doing on whiteboard. Exit ticket: Ask questions using AR verbs and have students respond using new verb conjugation in answers. Whiteboards: Practice conjugations</p>	<p><b>Summative Homework/ quiz suggestions:</b> page 114 Act 27: Create an interview for another student Observa Video Extension Act 24, Enfoque en la forma, Extension 1-5  Interpersonal Assessment: page 135 Write an email following guidelines in Explorer course. Presentational Assessment: Create a PechaKucha-style visual presentation, following instructions in Explorer.</p>
<p><b>Unidad 2</b> Assessment of Unit 2 Summative Assessments or IPA</p>	<p><b>Interpretive Communication</b> <b>Interpersonal Communication</b> <b>Presentational Communication</b></p>	<p><i>Entre Culturas p. 134-135 and or Recursos for Summative Assessment.</i></p>			<p>Explorer Summative Assessments. IPA Listen and rate 16 aspects of your school and a Costa Rican school. Write about your school to an e-pal simulation. Present 4 slides and 90 seconds speaking about your school.</p>

<p><b>Unidad 3</b> Compare Colorado and Spain. Video Blog: Soy Marina. Así se dice 1 Vocabulary of the family.p. 136-195</p>	<p><b>Relate products to perspectives of the culture.</b> <b>Interpretive Communication</b> <b>Interpersonal Communication</b></p>	<p><i>Entre Culturas 138-159</i></p>	<p>Video Blog Page 140 Act 1: Productos de España y Colorado Page 142-143 Act 2 Paso 1-3 Page 145 Act 3 Page 146-147 Act 5: Paso 1 listening / Paso 2 -3 148: Act 6 Paso 1 Paso 2</p> <p><b>Suggested Activities:</b> Cut out pictures of family members and TPR, using classroom commands: Ex: Pon la madre en la silla. Play bingo with family members. Table Top: State Table of 2: Students must find partner (Table of 5 would be group of 5) and set up parameters for talking about family members or asking questions about others' family members for a set amount of time. Then call out new Table. Have students create a family tree, naming their family members and names for family members. Model your own family tree. Use family members cut outs to create a family tree.</p>	<p>page 145 act 4 paso 2: Sum up information learned about partners family. Whiteboards: Draw pictures of family members play kahoot it with new family members</p>	<p><b>Summative Homework/ quiz suggestions:</b> Video Blog: page 143 Act 2 Paso 3,4 Así se dice Extension 2,4,7,9-15</p> <p>page 147 act 5 paso 4: Write an email to introduce your family Vocabulary Quiz on family members</p>
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<p><b>Unidad 3</b> Observa 1 Family trees, surnames in the Spanish speaking world, describing your family.p. 136-159; gender and number with adjectives</p>	<p><b>Interpretive Communication</b> <b>Interpersonal Communication</b> <b>Relating practices to the perspectives of the culture.</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><i>Entre Culturas p. 150-153</i></p>	<p>Page 151 Act 7 Paso 1-2' Page 152: Act 8 List &amp; Act 9 (Game- memory with adjectives) Page 153: Act 153 Paso 1 Y Paso 2 (listening) En Camino page 178 Paso 1 &amp; 2 Explora page 181-183 Act 33: Poema</p> <p><b>Suggested Activities:</b> Model description of a family member. Have students write about their own family member and read to another student. Have students ask questions. Then share with class information they learned about their partner's relative with the class. Play Guess Who it is Games, where kids create descriptions of classmates or famous people and have others guess who is being described. Describe my own (or pretend) family members and have students create a drawing of what they read about them. Then show them real pictures to compare their drawing with. Have students find classmates that fit certain descriptions and sign their name to the box. Whoever gets all the signatures the fastest wins. Card Game: In groups of 3, one has list of adjectives and says adjective in English. He flips over card. If it is black, it is masculine. If it is red, it is feminine. If it is face card, it is plural. Competing players must call out correct adjective with correct ending the fastest to keep the card as a point.</p>	<p>Thumbs Up/thumbs down: Whether a family member fits a certain description. Can be used with powerpoint or in regards to kids own family. Exit Ticket: Describe a family member</p>	<p><b>Summative Homework/ quiz suggestions:</b> Observa 1: Extension 2, 4-8 quiz adjective agreements</p>
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<p><b>Unidad 3</b> Observa 2 Dónde está? in the house. Use of there is, there are. Nine family activities. ER and IR activities for the first time.</p>	<p><b>Interpretive Communication</b> <b>Interpersonal Communication</b> <b>Cultural Comparisons</b></p>	<p><i>Entre Culturas p. 154-159</i></p>	<p>155: Act 11 156: act 12 157-Act 13 Paso 1 &amp; 2 157- Act 14: Paso 1 &amp; 2 158: Act 15 Paso 1 &amp; 2 Page 159: Act 16 Paso 1 &amp; 2 <b>Suggested Activities:</b> Students create a floor plan of own home and label. TPR objects into the floor plan. Tell students where to place objects. Create a poster of home and TPR activities on poster Call out an activity and student must point to room where an activity could take place. (Could be a competition) TPR activities Play Snatch with new vocabulary terms</p>	<p>whiteboard Check: Draw a picture of a room thumbs Up/Down: Call out an activity and a room. If it could take place in that room, put thumbs up. If not, thumbs down. Exit ticket: Provide a room and student must describe what happens there. Have students describe differences between garden in US and Spain/Costa Rica Have students compare at what age kids leave home in Costa Rica and US</p>	<p><b>Summative Homework/ quiz suggestions:</b> Así se dice 2 Extension: 2,4,6,7  Vocabulary Quiz on locations in a home.</p>
<p><b>Unidad 3</b> Observa 2 Spaces where we live. house floor plans, locations in relationship to other objects/ Conjugation of ESTAR</p>	<p><b>Interpretive Communication</b> <b>Interpersonal Communication</b></p>	<p><i>Entre Culturas p 160-163</i></p>	<p>Page 161 Act 17 page 162 Act 18 Page 163: act 19, act 20  <b>Suggested Activities:</b> Provide drawing of house with only one room drawn in. Provide details of where other rooms are located. Have students draw it as they hear it described. Provide a drawing of a house and have one student describe to another. Play Hot/Cold: Send a student outside. Give instructions in Spanish where an object is located. Play 20 questions to where something is located</p>	<p>En Camino Act 31 Paso 1 &amp; 2 Exit Ticket: Describe where a room is in your home</p>	<p><b>Summative Homework/ quiz suggestions:</b> Observa 2: Extension 2, 4-6  Quiz Estar &amp; locations of house  <b>Presentational Project:</b> Describe your home and where rooms are located in the home.</p>

<p><b>Unidad 3</b> Así se dice 3: Invitations. Nine activities that include er and ir verbs, saying I am sorry, I can't, I have other plans. Observa 2 Conjugation of -er and -ir verbs. Writing about family activities. Talking about family activities. Verb IR, tener que</p>	<p><b>Interpretive Communication</b> <b>Interpersonal Communication</b></p>	<p><i>Entre Culturas p. 164-167</i></p>	<p>Page 165 act 22 paso 1 &amp; 2 Page 165 Act 21-22 Paso 1 Page 166: act 22 paso 3 Page 166 act 23 paso 1, paso 2 (listening) paso 3 Page 167: Act 24 Paso 1 &amp; 2</p> <p><b>Suggested Activities:</b> <a href="https://www.youtube.com/watch?v=4KzO0Is3VhI">https://www.youtube.com/watch?v=4KzO0Is3VhI</a> Adonde song with other question words; <a href="https://www.youtube.com/watch?v=gq7hI1O83EI">https://www.youtube.com/watch?v=gq7hI1O83EI</a> anita, adonde vas song Have students create their own song for IR. In concentric circles, have students ask others to do something with them. Opposite partner responds Play When the Cold Wind Blows, it blows for the student that likes to (and use an activity) Play Cranium with dice and activity cards: If 1,4 is thrown, act out an activity; 2, 5 draw the activity; 3, 6 describe in spanish without using terms</p>	<p>Exit Ticket: Create a list of things you would like to do on vacation Create a list of all the things student has to do this weekend.</p>	<p><b>Summative Homework/ quiz suggestions:</b> Así se dice Extension 2,4-8, 10 Quiz activities vocabulary Quiz conjugations of IR</p>
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<p><b>Unidad 3</b> Observa 3 Que hacen los españoles en familia? Focus on nosotros and ellos forms. Irregular forms of dar, hacer, poner, salir, ser and ver in the present tense. p. 169 margin note. Expressions of frequency p. 171 margin note.</p>	<p><b>Interpretive Communication</b> <b>Interpersonal Communication</b></p>	<p><i>Entre Cultura Sp.168-195</i></p>	<p>Page 169: Act 25 paso 1 (listening) &amp; 2 (listening) Page 170 act 26 Page 172 Act 28 Page 173 Act 28: Paso 1 &amp; 2</p> <p><b>Suggested Activities:</b> Play beisbol, where students sit in a horseshoe and compete to reach the 5 winner seats (one end of the horseshoe). If a student misses a question, he/she must go to the beginning of the horseshoe (opposite end). Compete using conjugations and vocabulary from section. Play battleship with irregular verbs Create an interview for another person using new vocabulary Teach adverbs of frequency with TPR.</p>	<p>Page 171 act 27 En camino page 179</p> <p>Draw pictures of people doing learned activities whiteboard check of conjugations and vocabulary</p>	<p><b>Summative Homework/ quiz suggestions:</b> Observa Extension: 2, 4-7 Quiz conjugations of new verbs</p>
<p>Preparation for Midterm. Unit 1, 2 and 3 review. Or time to properly complete Unit 3 material.</p>	<p><b>Interpretive Communication</b> <b>Interpersonal Communication</b> <b>Presentational Communication</b></p>	<p><i>Entre Cultura Sp. 194-195</i></p>	<p><b>Suggested Activities:</b></p>		<p>Summative Assessments Unit 3 Recursos. Mid Term Q2 assessment in Recursos. IPA tasks are: Reading a post of exchange student Yael. Listen and record responses to Yael's questions. Make a digital album and write about your family so Yael knows about your family. p. 194-195</p> <p>Un programa de hermandad con una escuela en Costa Rica page 135, Rubric page 378</p>

Review for Exams. Possible IPA presentations. This is not "down" time but a buffer built into the curriculum this first year to accommodate the new Unit structure and new way of assessing students.	<b>Interpretive Communication</b> <b>Interpersonal Communication</b> <b>Presentational Communication</b>		<b>Suggested Activities:</b>		<b>Presentational Project:</b> Familia Nueva, cultura nueva page 195: Create a digital album to share info and photos of your own family and home, Rubric page 379
Exams <b>Unidad 4</b> La comida es cultura. (Video Blog: Soy Christian) 4 verbs like gustar, estar used with adjectives p. 228-229 There is the potential for a lot of reading in paragraph form in this chapter. Comparisons Mexico and North Carolina. p. 198-199	<b>Cultural Comparisons</b> <b>Products</b> <b>Interpretive Communication</b>	<i>Entre Culturas p. 196-247</i> <i>Video blog 202-203</i>	page 200 Act 1: paso 1 & 2: Comparing products in Mexican and North Carolina  <b>Suggested Activities:</b>  Mix up order ( on slips of papers) of preparing chile rellenos and have students in pairs put it back together.	Exit Ticket: Compare a community favorite food with chiles rellenos.	Mid Term Exams in Explorer <b>Summative Homework/ quiz suggestions:</b> Video Blog: page 200 act 1 paso 2; extension 2  Presentational: Act out a scene making a favorite recipe

<p><b>Unidad 4</b> Así se dice 1: Vocabulary of foods and words to describe foods. p. 230-231</p>	<p><b>Cultural Comparisons</b> <b>Products</b> <b>Interpretive</b> <b>Communication</b> <b>Interpersonal</b> <b>Communication</b></p>	<p><i>Así se dice 1 204-209</i></p>	<p>Page 205: Act 3: Describe colors of fruits Page 205: List Act 4 Paso 1 y 2:  Page 206-207: Act 6 Paso 1-3 Page 208 Act 7, 8 List Act Page 209: Act 9</p> <p><b>Suggested Activities:</b> TPR Fruits and veggies. Compete, grabbing food the fastest. Play Concentration as a class, putting food terms on index cards on the board. Class is in 2 teams, taking turns flipping cards to find matches. Can also play as memory game. Give a recipe in English for something and create a list of what would be needed and how much/converting to metric. Use a list of prices to determine overall cost. Bring in food/send home recipe to try at home Create mini scene making a recipe with a partner.</p>	<p>Exit Ticket: Share a favorite food/fruit/etc Thumbs up/down: Do you like a particular food... True/False Cards: Describe a food as a particular color. Student uses card to state whether statement is true or false. Whiteboards: Draw foods learned.</p>	<p><b>Así se dice:</b> Page 206 act 5 Extension 2,4,6, 8-14</p> <p>Presentational: Act out a scene at a market</p>
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<p><b>Unidad 4</b> Observa 1 Verbs Preferir and recomendar (e-ie). p. 211 and almorzar / poder (o-ue) p. 213. Present tense stem changing verbs querer and poder.</p>	<p><b>Interpretive Communication</b>  <b>Interpersonal Communication</b>  <b>Cultural Comparisons</b>  <b>Products</b></p>	<p><i>Entre Culturas p. 210-213</i></p>	<p>page 213: act 13 &amp; 14 Explora Act 35 page 235: Food expresses our roots video Explora Act 36 vori-vori Video about Paraguayan soup and mealtimes</p> <p><b>Suggested Activities:</b>  Role play dialogues asking for licuados from a vendor.  Create conversation strips to put together in correct order  Play battleship with verbs  Balloon pop: Put conjugated forms into balloons. When kids pop balloons, they must find a chart on the board and place with correct pronoun.  Play dominoes with verbs.  Flip a Verb Card: With a partner: Flip a card from a pile, which has verbs learned. Using a pencil and a paperclip, create a spinner on a circle (prepared in advance with subject pronouns). Student must then create a sentence using the pronoun, conjugated verb and finish the sentence...  Snakes and Ladders Board Game. Each space has a verb. Use dice to move (Each number = a pronoun). Student must conjugate correctly to stay on spot.  Grid: Prepare a 3x3 table with conjugated verb on each square. Post outside the classroom. One person in a small group has to run outside and memorize the chart and return to group to copy the words in the correct positions. The others in the group must conjugate the verb correctly.  Taboo: Create a set of cards, with a conjugated verb on each. First student looks at card and gives English translation to group. Competing groups need to translate the fastest to win.  Verb Game Show: Have students compete against one another in the front of the room</p>	<p>Play Kahoot with verb conjugations  Whiteboards: Practice conjugations  Exit Ticket: Conjugate a verb  Exit Ticket: Share a food you prefer  Explora Act 35: Venn Diagram to compare breakfasts  Explora Act 36: Compare soups in your community with vori vori</p>	<p><b>Summative Homework/ quiz suggestions:</b>  page 211 Act 10  page 212 Act 12  Extension 1-4  Quiz on irregular verb conjugations</p>
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<p><b>Unidad 4</b> Así se dice 2 Words to describe foods/mealtimes</p>	<p><b>Cultural Comparisons</b> <b>Interpersonal</b> <b>Communication</b></p>	<p><i>Entre Culturas p. 214-215</i></p>	<p>215: Act 15,18 <b>Suggested Activities:</b> TPR new food vocabulary Play Tornado. One person calls out translations to 2 players competing. Winner draws one line to a house every time you get a translation question correct. First person to build an entire house wins. Create crossword puzzles with translations Play Bingo food</p>	<p>En camino p. 235-236 Actividad 36 p. 236 Comparing foods. Paso 3 (Venn Diagram) page 215: Act 16 Describe a typical meal in your home. Play Kahoot with vocabulary Thumbs Up/Down: Whether you eat certain meals at different mealtimes. Whiteboards: Draw pictures/Translate vocabulary</p>	<p>page 215 act 17 Así se dice 2 Extension 2,4,6- 11 <b>Summative Homework/ quiz</b> <b>suggestions:</b>  Quiz on food vocabulary/descriptions</p>
<p><b>Unidad 4</b> Observa 2 Poem about food. p. 216 Expressing like with foods.Gustar p. 221 When are meals in Spanish speaking countries?</p>	<p><b>Interpretive</b> <b>Communication</b> <b>Cultural Comparisons</b> <b>Practices</b></p>	<p><i>Entre Culturas p. 216-221</i></p>	<p>217: Act 19 218: Act 21 Paso 1 &amp; 2  <b>Suggested Activities:</b> Read poem and make observations of Gustar Play pictiary on board using Gustar, indicating how many people like something and what they like to eat. Play when the Cold Wind Blows, but using foods and how people feel about them. Take a survey of others and how they feel about foods.</p>	<p>page 232 En Camino Act 32 Hand out cards for reactions to foods: Call out a food and have kids raise which card describes how they feel about the food.</p>	<p>217: Act 20 219: Act 22 220: Act 23 <b>Summative Homework/ quiz</b> <b>suggestions:</b>  Page 220 Reflexion intercultural; Students write their own poem about foods in their life. Quiz on gustar</p>
<p><b>Unidad 4</b> Así se dice 3 vocabulary of taquerías. pedir and servir p. 223 Two verbs that change e to i. Tener expressions</p>	<p><b>Cultural Comparisons</b> <b>Products</b> <b>Interpersonal</b> <b>Communication</b></p>	<p><i>Entre Culturas p. 216-223</i></p>	<p>222: Act 25: List Act 223: Act 26-27  <b>Suggested Activities:</b> Create conversation strips that are out of order. Have students put back in order. Snatch vocabulary</p>	<p>Exit ticket: Use pedir to ask for something. Exit Ticket: Play the role of a restaurant and indicate what you serve.</p>	<p>Así se dice extension 2,4-8 <b>Summative Homework/ quiz</b> <b>suggestions:</b>  Quiz on new pedir/servir</p>

<p><b>Unidad 4</b> Observa 3 p. 224 Demonstrative adjectives p. 224 and a, con and de to give details. Describing food.</p>	<p><b>Interpersonal Communication</b></p>	<p><i>Entre Cultura Sp. 224</i></p>	<p>224: Act 28 225: Act 29-30 Explora page 242 Act 39: Reading on food prepared quickly... (fast food)</p> <p><b>Suggested Activities:</b> Show powerpoint of foods with different tastes. Have students respond using Whiteboards to how they are.</p>	<p>En camino p. 232 Actividad 34 Reading and interpreting a menu.</p>	<p><b>Summative Homework/ quiz suggestions:</b></p> <p>Observa Enfoque en la forma Observa Extension 2, 4-7</p> <p>Extension 31: Write a short paragraph summarizing the experience at the Casa Mision restaurant, including: the date of the meal, the price, description of the meal, an evaluation of the restaurant and whether it was liked.</p>
<p><b>Unidad 4</b> Observa 3 p. 227 Role play a server and customer in a restaurant.</p>	<p><b>Presentational Communication</b> <b>Interpersonal Communication</b></p>	<p><i>Entre Culturas p. 227</i></p>	<p><b>Suggested Activities:</b> Prepare in small groups/partners and present a skit at a taqueria</p>	<p>Paso 2 p. 227 Me gustaria probar.</p>	<p><b>Summative Homework/ quiz suggestions:</b></p> <p>Create a skit taking place at a taqueria</p>
<p>Unidad 4 Explora Select formative activities from p. 234-235 make them summative or use Recursos for summative activities or complete the IPA p. 246-247</p>	<p><b>Interpersonal Communication</b> <b>Interpretive Communication</b> <b>Presentational Communication</b></p>	<p><i>Entre Culturas p. 234-245</i></p>	<p><b>Suggested Activities:</b> Review for Unit Test/Unit Test Work on project Aqui se vende comida hispana page 246</p>		<p>Summative assessment in Recursos or IPA presented on pages 246-247. Read about a food truck in the Dominican Republic that sells Mexican food. Design your own food truck. Write a text message to a friend inviting him/her to get something from the Don Camaron food truck. Present to the class A food truck to promote food to sell at your school.</p> <p>Aqui se vende comida hispana page 246: Design and promote a food truck, Rubric page 380</p> <p>Unit Test 5</p>

<p><b>Unidad 5</b> La vida es un carnaval. p. 248-301  Compare The Dominican Republic and New York.  Vocabulary of events and celebrations p. 284-285. First use of preterite estuvo. Making plans using ir + a for future tense.  Affirmative and negative expressions.  Video Blog p. 255: Soy Paola. Grammar synthesis page 282-283  The future with ir a, negative and affirmative expressions, yo form preterites all persons, hacer and ir irregulars and -car,-gar and -zar yo forms. Caribbean pronunciation.</p>	<p><b>Cultural Comparisons</b>  <b>Relate products to the culture</b></p>	<p><i>Entre Culturas p. 248-252, 254-259</i>  <i>Video Blog 254-255</i></p>	<p>page 252 Act 1  page 254 Act 2 Paso 1-3  <b>Suggested Activities:</b></p>	<p>page 255 Act 2 Paso 4:  Compare you activities with Paola's activities.</p>	<p><b>Summative Homework/ quiz suggestions:</b></p>
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<p><b>Unidad 5</b> Así se dice 1 Saturday leisure activities. p. 257 Dormir and jugar (o/u to ue) present tense stem changers.</p>	<p><b>Interpretive Communication</b></p>	<p><i>Entre Culturas p. 256-259</i></p>	<p>256 Act 3 List 257 Act 4 Paso 1 y 2 258: Act 6 &amp; 6 259: Act 7 <b>Suggested Activities:</b> TPR new activities Play picture dictionary with new terms. Play Charades Play Snatch with new words in pairs. Cut out flashcards, Place all words Spanish side up. Teacher calls out term. Whoever finds the card fastest, keeps it for a point. Concentration on Board as Class: Use index cards on board with German and English terms. Split class into two teams to come up and find matches. What are you doing? Student A does an action. Student B asks” Que haces? Student A responds by answering a new activity. Student B must come to center of room and act out what Student A says. Continue with Student C asking: Que haces? Touch Someone Who: A few people are chosen in the front. Everyone else has head down, thumbs up. Call out a hobby and the chosen ones must touch the thumb of a person they think would do that activity. That person next round will go to front as chosen.</p>	<p>Exit Ticket: Describe something that will be done on the weekend. With partner, create a list of things done for fun. Compare that with list with list on page 257. Create a list of activities done each day of the week. Thumbs Up/Down: Check whether students do various activities (can also add in when) Whiteboards: Draw pictures of various students doing different activities.</p>	<p><b>Summative Homework/ quiz suggestions:</b> Así se dice Extension 2,4,6-10  Quiz after school activity vocabulary Quiz conjugation of jugar verb.</p>
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<p>Unidad 5 Observa 1 Use of estar and idiomatic use of tener page 263 margin Making plans and invitations p. 264-268.</p>	<p><b>Interpretive Communication</b> <b>Interpersonal Communication</b></p>	<p><i>Entre Culturas p. 260-263</i></p>	<p>261: Act 8 262: Act 9 263: Act 10 263: Act 11</p> <p><b>Suggested Activities:</b> TPR Emotions. Compete with others to make emotion the fastest Give an emotion. On Whiteboards, have students identify an activity or situation that makes them feel that way. Play when the cold wind blows with emotions and what activity makes you feel a certain way In groups, give each a feeling. Create a poster for that feeling, explaining what makes them feel that way.</p>	<p>En camino p. 286 Act 34 Hobbies Tell teacher/partner how you are feeling today, using ESTAR Whiteboards: Provide a scenario. Have students say how they feel in such a scenario.</p>	<p><b>Summative Homework/ quiz suggestions:</b> Extension Act 8 Planes logicos Observa Extension 2,4-8, 10  Quiz emotions vocabulary</p>
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<p><b>Unidad 5</b> Así se dice 2 Negative and Affirmative expressions p. 270. Activity 24 p. 273 Making an invitation dialogue.</p>	<p><b>Interpersonal Communication Presentational Communication</b></p>	<p><i>Entre Culturas p. 264-269</i></p>	<p>265: Act 12 &amp; 13 266: Act 15 list 267: Act 16 &amp; 17 268: Act 18 269: Act 19 &amp; 20: Paso 1 y 2 <b>Suggested Activities:</b> Create two concentric circles (stronger students on inside). As students rotate around the room, have students invite one another to do something. The other accepts or declines the invitation. Play jeopardy in small groups, making one student a moderator and 2-3 others play against each other . Play Around the world using interrogatives. One student stands next to a child sitting. Ask a question. Whoever gets it wrong must sit in that child’s seat. The winner goes to the next seat/child for the next question.</p>	<p>Exit Ticket: Invite your partner to do something with you. Accept or decline Whiteboards: Set up scenario and invite. Have students respond to invite on Whiteboards.</p>	<p><b>Summative Homework/ quiz suggestions:</b> 266: Act 14 Así se dice 2 Extension 2, 4-10</p> <p><b>Possible Presentational Assignments</b> Plan a party. Create invitations telling others what kind of party it is/ what to wear and when to arrive. Create a skit with a partner discussing upcoming plans to attend a party. Present to class. Create a skit inviting a partner to do something. The other person must provide excuses or details if accepting. En Camino page 286: Create a video blog</p>
<p><b>Unidad 5</b> Observa 2. Adverbs of frequency/Affirmative &amp; Negatives/ What are rules of the metro?/ Baseball in Dominican Republic page 271</p>	<p><b>Relating practices to the culture Interpersonal Communication</b></p>	<p><i>Entre Culturas p.270-273</i></p>	<p>271 Act 21 272: 23 273: Act 24-25 <b>Suggested Activities:</b> TPR Affirmatives/Negatives Create a set of rules for others. Create a skit between two people that argue positively and negatively back and forth</p>	<p>Activity 22 p. 272 whiteboard: Negative Nancy: Provide a sentence in positive form. On whiteboard, turn the positive statement into a negative. Thumbs up/down: Call out a statement in either positive or negative. If statement is true, thumbs up. Exit Ticket: Change a statement from positive to negative or vice versa.</p>	<p><b>Summative Homework/ quiz suggestions:</b> 273: Act 24 paso 1 Observa Extension 2,3 5-7</p>

<p><b>Unidad 5</b> Así se dice 3 Talking about celebrations and when they occur during the day. p. 275.Como chatear p. 277 compare texting practices between the DR and US</p>	<p><b>Interpersonal Communication</b> <b>Interpretive Communication</b></p>	<p><i>Entre Culturas p. 274-277</i></p>	<p>275: Act 26 Paso 1 y 2 and Act 27 276: Act 28</p> <p><b>Suggested Activities:</b> Have students create a text conversation with a partner TPR vocabulary for festivals Play pictionary/charades with new vocabulary Create a poster of various festivals in groups. Describe what happens at those festivals.</p>	<p>Thumbs Up/Thumbs down: Do students enjoy activities at a festival? Whiteboards: Draw pictures of festival activities Exit ticket: Describe what activity is done at a particular festival.</p>	<p><b>Summative Homework/ quiz suggestions:</b> Así se dice 3 Extension 2, 4-7</p> <p>Quiz vocabulary for a festival</p> <p><b>Presentational Assignment</b> page 276 Act 29: Create a public poster to announce a festival.</p>
<p><b>Unidad 5</b> Observa 3 Using the past tense with yo and making and responding to questions with the tu form. Hacer and ir irregular forms used. p. 278,280.Select activities from the Explora section pages 288- 299. Plan summative unit Assessments from Recursos or the IPA.</p>	<p><b>Interpersonal Communication</b> <b>Interpretive Communication</b> <b>Presentational Communication</b></p>	<p><i>Entre Culturas p. 278-281</i></p>	<p>279: Act 30 280: Act 31: Paso 1 &amp; 2 281: Act 32</p> <p><b>Suggested Activities:</b> Create a poll for other students to get their opinions on various activities. As they get and tally their answers, have students fill in an appointment agenda as they go. Teach students how to play dominoes using present/past terms from chapter on dominoes blocks. (Can use paper blocks)</p>	<p>Exit Ticket: Explain 3 things you did yesterday. Whiteboards: Give students a present tense verb and have them put it in past tense.</p>	<p><b>Summative Homework/ quiz suggestions:</b> 281: Act 33 Observa Extension 1-3</p> <p>Quiz: Preterite yo forms</p> <p>Summative Assessments from Recursos or IPA Look at photographs of Carnaval share your interpretations in Spanish. Make a text chat with Paola to explain you are coming to visit and how to help her be ready for your stay. Make a short narrated video or slideshow to send to Paola that lays out your plan for a trip to the Dominican Republic. What will you see? What will you do?</p> <p>Vamos a Visitar Santo Domingo page 300: Design an Itinerary for a trip to Dominican Republic., Rubric page 381</p>

Two possibilities: Continue with Unidad 5 if summative assessments require more time. Or, Use the Video Blog: Soy Melissa and weather related terms from Unidad 6 Grammar p. 334-335, p 336-337	<b>Presentational Communication</b>	<i>Entre Culturas p. 308-309</i>	308 Act 2 <b>Suggested Activities:</b> Place a weather statement in various places in the room. Call out a scenario. Students must walk to the statement that best fits that scenario for the student. Create a weather wheel. TPR: Dress the person, depending on the weather.	Exit Ticket: Provide a weather statement. Students must write one thing they do in that season.	Quiz on weather
Exam review.	<b>Interpersonal Communication</b>		<b>Suggested Activities:</b> Play Around the World Play jeopardy review Have students create games in groups to review	Play kahoot it Review	
Exam schedule.	<b>Presentational Communication</b> <b>Interpretive Communication</b>				Final Exam
ADDITIONAL RESOURCES					
	QUIZLETS UNITS PRE-6 link to master list				
	Vocabulary Quizlets and the Links to vocabulary lists are in the cells below. <a href="https://docs.google.com/document/d/1j2Z2p1aOEVq_vEuisxtT9FRYH7ltdTayVtdRA4ii2wA/edit?usp=sharing">https://docs.google.com/document/d/1j2Z2p1aOEVq_vEuisxtT9FRYH7ltdTayVtdRA4ii2wA/edit?usp=sharing</a>				
Ser Me gusta Que versus cual	<a href="https://docs.google.com/document/d/10O4KYUOnj0KMERYzrzAt9PVzNYeUb7GNcPBv3mPP4Ww/edit?usp=sharing">https://docs.google.com/document/d/10O4KYUOnj0KMERYzrzAt9PVzNYeUb7GNcPBv3mPP4Ww/edit?usp=sharing</a>				

<p>Definite articles and gender  Hay  Muchos and muchas  A que hora  -ar verbs</p>	<p>A teacher-made crossword puzzle is available for each  Así se dice 1 Unidades Pre-6  CROSSWORDS 39 puzzles.  <i>copy and paste in browser</i>  <b>PDF</b> file:///C:/Users/Fred.Robinson/Downloads/EC%201%20Unidades%20Pre-6%20CROSSWORDS.pdf</p>				
<p>Estar and prepositions  Family activities er/ier verbs  Adjective agreement</p>					
<p>Stem changing verbs  Gustar  Estar with adjectives</p>					
<p>Future ir + a infinitive  Question words  Estar and adjective  Affirmative and negative expressions  Preterit of yo forms</p>					
<p>Hacer and estar to talk about weather  Present progressive  Compound verb expressions: quiero visitar</p>					