

Tema 4, Capítulo 4A
Day 1

■ Completed

<p>Learn about a painting by Francisco de Goya Learn new vocabulary about places to go Listen to and understand descriptions about locations for activities Listen to and understand statements about identification of places</p> <p>Vocabulary: Preview vocabulary, places to go vocabulary Technology: Overhead/LCD projector, CD player Pacing: 90 minutes</p>	<p>National Standards 1.2, 2.1, 2.2, 3.1, 4.1</p>
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<p>1. WARM-UP/ASSESS (10 minutes)</p> <p>ALL STUDENTS Return the Examen del capítulo 3B Go over any recurring errors that students may have made, reteaching as necessary.</p>	<p>Targeted Resources</p> <ul style="list-style-type: none"> 📄 Examen del capítulo, 3B 🔑 Answer Key: Examen del capítulo, 3B 📄 REALIDADES para hispanohablantes: Examen del capítulo, 3B 🔑 REALIDADES para hispanohablantes: Answer Key: Examen del capítulo, 3B
<p>2. PRESENT/PRACTICE (35 minutes)</p> <p>ALL STUDENTS Objectives (p. 171) Go over the chapter objectives with students to prepare them for the new material.</p>	<p>Targeted Resources</p> <ul style="list-style-type: none"> 📄 Vocabulary & Grammar 📄 Transparencies: Transparencies 12-20 📄 Atlas, Cap. 4A
<p>3. PRESENT/PRACTICE</p> <p>ALL STUDENTS Fondo cultural: El quitasol (p. 170) Go over the information and have students respond to the question. Core Instruction: Vocabulario y gramática en contexto (pp. 172-173) Play Tracks 1 and 2. Present the new vocabulary about places to go. Actividad 1 ¿Estás de acuerdo? (p. 173) Play Track 3. Students listen to someone talking about locations for activities and indicate comprehension. Actividad 2 ¡Muchas actividades! (p. 173) Play Track 4. Students indicate listening comprehension about identifying a place.</p> <p>ADVANCED LEARNERS / PRE-AP* Have students research the <i>Parque del Retiro</i> in Madrid. They can search in guidebooks or on the Internet to create reports on its history and what activities are available there. Have students create a calendar for the coming month on which they label where they are going and at what times.</p> <p>STUDENTS WITH LEARNING DIFFICULTIES To help students acquire the structure <i>a + el = al</i>, use the Clip Art from the <i>Teacher Express CD-ROM</i> or the <i>Teacher's Resource Book</i> and provide each student with copies of the pictures. Have them label the pictures with the appropriate prepositions.</p>	<p>Targeted Resources</p> <ul style="list-style-type: none"> 📄 Vocabulary, Cap. 4A 📄 Vocabulary & Grammar 📄 Transparencies: Transparency 81 📄 Vocabulary & Grammar 📄 Transparencies: Transparency 82 🔊 TRB: Cap. 4A, Audio Script 🔊 TRB: Cap. 4A, Input Script 🖼️ TRB: Cap. 4A, Vocabulary Clip Art 📄 TPR Stories: Tema 4 📄 Act. 1, Act. 2 Audio, Cap. 4A 📄 Answers on Transparencies: Cap. 4A, Act. 1 Answers 📄 Answers on Transparencies: Cap. 4A, Act. 2 Answers

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