**Spanish 1 Agenda week of February 19, 2018**

**Monday, February 19, 2018**

* Warm –Up Page 62 Act. 19 *Frases desordenadas*. Students wrote on their warm up sheet. Students had to demonstrate understanding of work order and the placement of adjectives by organizing sentence parts in the correct order. The class translated each sentence together.
* Listening exercises 1B - Students wrote in class and handed this in.
  + Activity 5 Buenos Amigos – Students listened to students describe themselves and had to write down the descriptive adjectives and activities heard.
  + Activity 6 Mi Estación Preferida – Students listened to a radio show describe the personalities and activities that people like to do according to their favorite season.
* Current event presentations – Presentations that had not been done were done. Students wrote notes on the presentations and turned in the notes.
* Independent work – students worked independently

**Important dates:**

* Tuesday, February 20, 2018
  + 1B Vocabulary Quiz
  + 1B Vocabulary activities
* Wednesday, February 21, 2018
  + Adjective foldable
* Friday, February 23, 2018
  + TEST – chapters 1A and 1B – IPA style

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**Tuesday, February 20, 2018**

* Warm-Up p. 61 Activity 18 *La escuela de Diego* Students wrote on their warm-up sheet. Students demonstrated their understanding of indefinite articles corresponding to gender of nouns. Students also translated the sentences into English.
* Current event presentations – Remaining students presented.
* Vocabulary – students took notes on additional vocabulary to be able to describe people.
* Storytelling – students were given instructions on how to complete both sides of the storytelling sheet. One side has text and students draw corresponding images. The other side has images and the students write corresponding text.
* Diamond Poem – Students were given instructions on creating a Diamond poem. This assignment is due Thursday, February 22, 2018. Instructions are also on the class website.
* Quiz – vocabulary 1B
* Independent work

**Important dates:**

* Wednesday, February 21, 2018
  + Adjective foldable
  + Storytelling – complete both sides of the storytelling page.
* Thursday, February 22, 2108
  + Diamond Poem
* Friday, February 23
  + Test on chapters 1A and 1B – (IPA) Integrated Performance Assessment style.

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**Wednesday, February 21, 2018**

* Warm-Up: Powerpoint with animal names – written on warm-up page
* Listening exercises 7-9 – Written on class work page.
  + Activity 7 – Students were asked to listen to conversations and identify if the people talking were referring to a male or female if it was not possible to tell. There was a focus on adjective endings
  + Activity 8 - Students listened to someone describe himself and another person and the activities they liked. Students were to identify common traits and likes.
  + Activity 9 Students listed to someone have a conversation with a doctor describing what was seen in her dreams. Students identified what was seen.
* Conversation practice – Answers written on class work page
  + Students worked in pairs to practice answering questions about personality. Students were encouraged to increase the proficiency of their responses by answering in complete sentences.
* Songs
  + Students wrote Song Responses in their notes.
  + Written on class work page - Students listened to *Puedo ir al baño* and watched the video. Students were to write whether or not they liked the song and another response.

**Important dates:**

* Thursday, February 22, 2108
  + Diamond Poem
* Friday, February 23
  + Test on chapters 1A and 1B – (IPA) Integrated Performance Assessment style.
* Tuesday, February 27, 2018
  + Signed progress reports due
* Thursday, March 8, 2018
  + Midterm – period 1
* Friday, March 9, 2018
  + Midterm – period 4

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**Thursday, February 22, 2018**

Warm-Up – Songs: Students viewed videos and listened to the song. Then they wrote song responses on the warm-up sheet.

* *Me Gustas Tú* – Manu Chao - Students watched version of the song with a video showing images of items and discussed the ver gustar, location of the origin of the singer, review of time and cognates
* *La Bicicleta* – Carlos Vives and Shakira – Students watched the song with images of parts of Columbia and diverse populations, vendors, etc.
* Stations – Students completed station work exercising interpretive reading and presentational writing on job applications and information about singers.
  + STATION #1 - Categorizing with colors: Students should read the Wikipedia ribbon with three musicians. Students select a different color to represent each singer and complete the color key on sheet B. Students read the Wikipedia information and color statements on sheet B accordingly.
  + STATION #2 - Chart with stage names. Students read the Wikipedia descriptions and complete the chart. If short on time, ask students to select one singer or complete 10 items.
  + STATION # 3 – Solicitud - Students read the application and translate words on top. Ask students to write and answer the bold questions on the bottom and to answer.
  + STATION #4 - Google Docs – application

**Important dates:**

* Friday, February 23, 2108 – by the end of class
  + Diamond Poem
* Monday, February 26, 2018
  + Test on chapters 1A and 1B – (IPA) Integrated Performance Assessment style.
* Tuesday, February 27, 2018
  + Signed progress reports due
* Thursday, March 8, 2018
  + Midterm – period 1
* Friday, March 9, 2018
  + Midterm – period 4

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  + STATION #4 - Google Docs – application
  + Independent work
    - Diamond Poem
    - Current event #2
    - Prepare for test

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