|  |
| --- |
| Español 3 Lección 6  **The below guidelines give you suggestions for learning the material in Lesson 6. The activities include estimations of the time each may take. You should combine as many or as few activities as you would like so you reach the target of around 45 minutes per day. As you work, pay attention to the following dates of assessments so you can determine what activities will help you.** |
| **Assessments:**  **Vocabulary: April 24**  **Grammar (future + subjunctive conjunctions) May 1**  **Lesson Exam: May 8** |
| **Proficiency Goal for essentials: Spanish 3 students demonstrate intermediate mid-advanced low proficiency in usage of:**   * **nature and conservation vocabulary** * **future tense**   **subjunctive with conjunctions/adverbial clauses**  **Extras:**   * **prepositions a, hacia, and con**   **Measurement: learning checks, Lesson 6 exam**  **Suggested dates for assessments:**  **Vocabulary: April 24**  **Grammar (future + subjunctive conjunctions) May 1**  **Lesson Exam: May 8** |
| **Suggested Vocabulary Activities to gain proficiency before assessments (goal to complete by April 24)**   * Download a copy of the Lesson 6 chapter packet from my website, from Teams, or [here](file:///C:\Users\garciae\OneDrive%20-%20issaquah.wednet.edu\Lib%20Spanish%203\Lección%206\Lec%206%20Chapter%20Packet.docx). * Flip through the flash cards of the [Lección 6: La naturaleza](https://quizlet.com/500688019/descubre-3-leccion-6-vocabulario-la-naturaleza-flash-cards/?new) Quizlet Set and make note of the words that are new to you compared to ones you remember from last year/your experiences. (15 minutes) * **Each day,** practice memorizing your vocabulary (10 minutes) * Complete pg. 2-3 of the chapter packet, vocab practice exercises A, B,C. (10-20 minutes) * Read the article on the [Galápagos](https://issaquahwednet-my.sharepoint.com/personal/garciae_issaquah_wednet_edu/Documents/Closure%20Plans/Spanish%203/Lectura%20lec%206.docx),(on my website if link doesn’t work) and answer the questions.(10-20 minutes) * Complete the following listening activities on VHL: * <https://m3a.vhlcentral.com/sections/0/activities/82129?popup=1> * <https://m3a.vhlcentral.com/sections/0/activities/82131?popup=1> |
| **Suggested Grammar Activities to gain proficiency in the future tense: (goal to complete by May 1)**   * (If you haven’t already), download a copy of the Lesson 6 chapter packet from my website, from Teams, or [here](file:///C:\Users\garciae\OneDrive%20-%20issaquah.wednet.edu\Lib%20Spanish%203\Lección%206\Lec%206%20Chapter%20Packet.docx). * Watch this [video](https://www.youtube.com/watch?v=u_PJWk9UGSk) on the future tense of regular verbs(key elements begin at 2:25. Then at 5:23, you can start application and practice of the concepts). Watch as much of the video as you need to learn the concepts (~8 minutes). Link to video if above doesn’t work: <https://www.youtube.com/watch?v=u_PJWk9UGSk> * Complete pg. 3 of the chapter packet (future tense practice) (5 minutes) * Read the irregular stems listed on pg. 3 and 4 (2 minutes) * Watch this [video](https://www.youtube.com/watch?v=IWJ3cluipBg) on the future tense of irregular verbs (~8 minutes)   (link to video if hyperlink doesn’t work <https://www.youtube.com/watch?v=IWJ3cluipBg>   * **Each** **day**, flip through the flash cards of the [Lección 6: Future](https://quizlet.com/500693746/future-tense-irregulars-and-regulars-flash-cards/?new) formations Quizlet Set, which focuses on the irregular stems. (15 minutes) * Complete pg. 4-5 of the chapter packet, which focuses on regular and irregular verbs in the future tense. Any unfamiliar vocabulary is likely new vocab found on your vocabulary list. (20 minutes) * Listen to these two songs: [Yo no sé mañana](https://www.youtube.com/watch?v=2PVi95J-FMo) (or go to <https://www.youtube.com/watch?v=2PVi95J-FMo>) and   [Si tú no vuelves](https://www.youtube.com/watch?v=0FXHti3r_dQ) (or go to <https://www.youtube.com/watch?v=0FXHti3r_dQ>)   * Choose one of the songs from above and scroll to the next pages of this document to access the lyrics activity. You can also access the lyrics activity on Teams. * Try to fill in a few of the lyrics that you hear (they will mostly be verbs used in the future tense) * Choose one of the stanzas (around 4-6lines) that includes some future tense use. On the Lyrics activity in Teams, give a short summary in English of what the lyrics in that portion of the song are talking about. No need to use a translator, just the general impression you got after watching/reading/listening. |
| **Suggested Grammar Activities to gain proficiency in subjunctive with conjunctions of time/adverbial clauses (goal to complete by May 1)**   * (If you haven’t already), download a copy of the Lesson 6 chapter packet from my website, from Teams, or [here](file:///C:\Users\garciae\OneDrive%20-%20issaquah.wednet.edu\Lib%20Spanish%203\Lección%206\Lec%206%20Chapter%20Packet.docx) * Think of what you remember (if anything) about CAPAS and the subjunctive with conjunctions from last year. (1 minute) * Understanding/remembering how the “sometimes subjunctive” conjunctions will be essential in your learning the new “sometimes subjunctive” conjunctions. In the chapter packet, the middle of pg. 6 through pg. 10 is all review of the conjunctions from Spanish 2. If you are rusty on CAPAS or how they work, please read through and complete the practice on pgs. 6-10 (20 minutes) * For a video refresher on CAPAS and other Spanish 2 conjunctions, click [here](https://www.youtube.com/watch?v=8fn0WeAW5Xs). (site in case link doesn’t work: <https://www.youtube.com/watch?v=8fn0WeAW5Xs>) (10 minutes) * Pg. 11 begins the new “sometimes subjunctive” conjunctions. Read through the rules and explanations on pg. 11 (5 minutes) then click here to watch the VHL tutorial (5 minutes = 10 total). * Read through pg. 11 one more time, then try the practice on pgs. 12 & 13 (20 minutes) * Complete pgs. 12-14 (grammar). * Check answers using Lesson 6 Chapter Packet Key online. |