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Spanish 3

Credits: 1

Recommended: 10, 11

Prerequisite: Spanish 2

Test Prep: CLEP Spanish (You should finish all your years of Spanish study first before taking it.)

Course Description: Students will grow in their ability to speak, write, read and listen and understand Spanish. Students will study vocabulary, grammar and culture while working on these skills. Grammar covered in this course includes: preterit, imperfect, regular and irregular forms, present, future, direct object and indirect object pronouns, and correct usage.

This course is two in one. It's based on [GVL's Spanish 3 course](#). The vocabulary and many activities come from there. Interspersed is a grammar course based on John Turner's *All the Spanish Grammar You Really Need to Know*. When you aren't receiving a score for something, use it as a learning opportunity. You may not know all the answers (so I didn't have you score it), but you can learn from your mistakes and come away knowing all the answers.

You should get in the habit of reading over your vocabulary each day before you start your lesson.

You should get in the habit as well of writing out your vocabulary and writing out verb conjugations and such. It's one thing to think a word, it's another to actually produce it.

Day 1(*)

1. (*)Print out your [first quarter](#) grading sheet or use the [Excel](#) version.
2. Let's start with review.

3. Review the [alphabet](#).
4. Read about [consonants](#) in Spanish and complete the exercise.
5. Read about [vowels](#) in Spanish and complete the exercise.

Day 2

1. Read about [spoken and written accents](#) in Spanish and complete the exercises.

Day 3

1. Review [numbers 1-100](#).
2. Work with the [flashcards](#). Make sure you listen to the numbers and identify them.
3. Can you [spell](#) them? Try to fill in the blanks in both sets.

Day 4

1. Review the [months](#). Make sure you practice spelling.
2. Take the quiz.
3. Review the [days and seasons](#).
4. Take the quiz.
5. Review the [question words](#).
6. Take the quiz.

Day 5

1. Review [present tense verbs](#).
2. Take a quiz.
3. Read over more [conjugations](#). Write some out for practice.

Day 6

1. Can you [fill in the blanks](#) with the correct verb and form?
2. Can you [fill in the blanks](#) with the correct verb and form?

Day 7

1. Review [stem changing verbs](#) in the present tense.
2. Take the quiz (10 questions) and record your score out of 5, a half a point for each correct answer. Spelling counts!
3. Review more [stem changing verbs](#).
4. Take the quiz and record your score as above.
5. Review more [stem changing verbs](#).
6. Take the quiz and record your score as above.

Day 8

1. Fill in the blanks with the [correct form of the verbs](#).
2. Record your score out of 8. (There are two sections. Score 1/2 point for each correct answer. Spelling counts!)
3. Fill in the blanks with the [correct form of the verbs](#).

Day 9

1. Conjugate the [verbs](#).

Day 10

1. Review [preterit verbs](#).
2. Take a quiz and record your score out of 5. Score half a point for each correct answer. Spelling counts.
3. Review [stem changing verbs](#).
4. Take a quiz and record your score, same as above.
5. Continue to review [preterit forms](#).
6. Take a quiz and record your score, same as above.

Day 11

1. Review the preterite for [ser, dar, ir, hacer](#).
2. Take a quiz and record your score out of 5 (as usual).
3. Review the [preterite](#). Write out some conjugations without looking and then check your spelling.

Day 12

1. Fill in the blanks with the [correct form of the preterite](#).
2. Record your score out of 10. (1/2 point for each correct answer. Remember that spelling matters!)
3. Fill in the blanks with the [correct form](#).

Day 13

1. What can you read of this [activity](#)?
2. Review [gender](#) and plural.
3. Review indefinite [articles](#).

The City

Day 14(*)

1. (*)Read over your [vocabulary list](#).
2. Listen to the [vocabulary](#) and [practice](#).

3. Also, read the paragraph on the page. Then put your mouse on it to see the translation. How much could you understand on your own?

Day 15

1. Review the page on [indefinite articles](#), the contraction of del and al, and negation.
2. Complete all of the exercises.
3. Review your vocabulary for this unit.

Day 16

1. Review this [grammar page](#) on adjectives and compound nouns.
2. Complete the exercises.
3. Review your vocabulary for this unit.

Day 17

1. Review [telling time](#) and common expressions with tener.
2. Review your vocabulary for this unit.

Day 18

1. Translate five sentences from the top section of this [review page](#).
2. Check and correct your answers.

Day 19

1. Use the [map](#) to answer the [questions](#) (from the quiz group on page 3 on GVL).
2. Record your score out of 4.
3. Watch this video on the [uses of ser and estar](#).
4. Here's a [chart summary](#).
5. Review the [present tense of ser](#) and its uses if you think you need to. (This is very short.)
6. Choose the [correct verb](#). (Do both sections. Look at the feedback after each choice.)

Day 20

1. Watch this video on [directions](#). Taking notes might come in handy very soon!
2. Enter the correct [form of ser](#).
3. Record your score out of 10.
4. Choose the correct answer, [ser/estar](#).
5. Record your score out of 8.

Day 21

1. Write a 15 sentence dialog asking for and receiving directions.
2. Use vocabulary from this section. (Day 14)

3. Use correct spelling and verb conjugations.

Day 22

1. Correct your 15 sentence dialog asking for and receiving directions if need be. You will receive points for spelling and usage!
2. Practice reading your dialog out loud. You will have to play both parts of the dialog.
3. When you are ready, read it out loud to an audience.
4. Receive a score for your presentation.
 1. Score up to 1 points for each sentence (out of 15) if you followed the directions.
 2. Score up to 5 points for accuracy. Parent, ask your child to show you were to find some of the words or phrases in the learning material for you to check on the accuracy of the spelling.
 3. Score up to 5 points for fluency, not stumbling, reading confidently.
 4. Record your score out of 25.

Day 23

1. Use this [picture](#) to describe the locations of two things. Use the vocabulary list and *ser* and *estar*. Write three sentences for each.
2. Receive a score for your sentences.
 1. Score up to 3 points for each sentence (out of 18) if you followed the directions and wrote in complete sentences. Score up to 7 points for accuracy. Parent ask your child to show you were to find some of the words or phrases in the learning material for you to check on the accuracy of the spelling.
 2. Record your score out of 25.

Day 24

1. Use this [picture](#) to describe the locations of two other things. (Yes, it's the same picture.) Use the vocabulary list and *ser* and *estar*. Write three sentences for each.
2. Receive a score for your sentences.
 1. Score up to 3 points for each sentence (out of 18) if you followed the directions and wrote in complete sentences. Score up to 7 points for accuracy. Parent ask your child to show you were to find some of the words or phrases in the learning material for you to check on the accuracy of the spelling.
 2. Record your score out of 25.

Day 25

1. Review the vocabulary from Day 14.
2. Read the page on [questions](#) and complete the exercises.

Day 26

1. Complete the [review assessment](#).
2. Choose five from each of the translation sections to write out in Spanish.
3. Write the question word for section B. You do not need to answer the questions.
4. Score the other sections. Add 1 point for any translated sentence that was exactly perfect.
5. Record your score out of 23. That's one point for each blank.

Day 27

1. I hope you learned your vocabulary! You may review the words before you take the test, but then you need to put away all notes and close all other windows/tabs, etc. on your computer. If you cheat now, it will just show later when you don't know the words!
2. Take a [vocabulary test](#) on the words from Day 14.
3. Record your score out of 20.

The Future

Day 28(*)

1. (*)Read over the [vocabulary list of professions](#).
2. Work on learning them. You might want to copy them since many are easy to remember but are harder to spell exactly. You'll need to be able to spell these!
3. Do the [picture/vocabulary matching activity](#).

Day 29(*)

1. (*)Read over the [vocabulary list of technology](#).
2. Work on learning this vocabulary and the professions.
3. [Listen](#) to vocabulary words.

Day 30

1. Answer the [question](#) at the bottom of the page in complete sentences.
2. You need to be learning your vocabulary. Make sure you can spell the professions!
3. Record 5 points if you answered the question in a complete sentence (or two) stating how you like to communicate with your friends and why.

Day 31*

1. Watch this video on the [future tense](#).
2. What are two ways the future is formed? When would you use each form?

3. Practice writing out the future tense conjugation.
4. Fill in the blanks with the [future tense](#). Check your answers.
5. *Print out this blank [verb sheet](#). Fill in the present and future of a verb that you know. Fill in the preterit as well. Hold onto this.

Day 32

1. Watch the [video](#) on the future tense.
2. Fill in the blanks with the correct form of the [future tense](#).
3. Check your answers.
4. Record your score out of 17. (potential for extra credit)

Day 33

1. Read this [poem](#) as best you can. You can click on words for pictures of their meanings.
2. Fill in the blanks with the [future tense](#).
3. Read the [translation](#) of the poem.
4. Now click on the poem link in number one above and read the poem one more time in Spanish.

Day 34

1. Go over these [university vocabulary words](#).
2. You are going to write 10 sentences talking about your future or the future. You must include profession and/or technology vocabulary from this unit. You must also use the future tense!
3. You can finish this on Day 35.
4. Make sure your spelling and conjugations accurate!

Day 35

1. Finish your sentences on the future.
2. Practice reading the out loud.
3. Read them to an audience and receive a score.
 1. Score up to 1 points for each sentence (out of 10) if you followed the directions.
 2. Score up to 5 points for accuracy. Parent, ask your child to show you were to find some of the words or phrases in the learning material for you to check on the accuracy of the spelling.
 3. Score up to 5 points for fluency, not stumbling, reading confidently.
 4. Record your score out of 20.

Day 36

1. Watch [episode 1 of *Destinos*](#) and listen.

Day 37

1. Read the page on [adverbs](#) and complete the exercises.
2. Make sure you know the vocabulary from this unit. Can you spell the professions?

Day 38

1. Read the page on [negative and indefinite words](#) and complete the exercises.
2. Make sure you know the vocabulary from this unit.

Day 39

1. Read the page on [demonstratives](#) and complete the exercises.
2. Make sure you know the vocabulary from this unit.
3. Your test is on Day 41.

Day 40

1. Review [stem-changing verbs](#) and complete the exercise.
2. Complete [exercise D](#) for a score. Count your correct answers.
3. Translate at least five sentences. Add a point for each one translated perfectly.
4. Record your score out of 45.

Day 41

1. Take your [professions test](#). NOTE! After each one, check your own work! It will give you the correct answer. You may write either the masculine or the feminine. If you spelled it perfectly, including “el” or “la,” then you get one point. You get no points for a word not spelled perfectly.
2. Record your score out of 15. (potential for extra credit)
3. Take the [technologies test](#).
4. Record your score out of 9.

Day 42(*)

1. (*)Read over your new [vocabulary](#) and practice it. Writing it out is a good way to help get it in your brain and to learn the correct spelling.
2. Listen to [vocabulary words](#).

Day 43

1. Read this short passage with your new vocabulary in mind.
 - “¿Prefieres viajar en avión o tren? ¿Llevas muchas maletas? ¿Tienes un pasaporte? A mí no me gusta mucho ni despegar ni aterrizar en avión. Es la razón que prefiero viajar por

los trenes. Hay que tener un pasaporte y tu billete pero no hay tanta seguridad y hay muchos baños y opciones para la comida en un tren. Los trenes llegan a tiempo también. Puedes tener una gran vista en cada asiento y hablar con otros pasajeros. Normalmente visito un kiosco y compro una revista o un libro para leer antes de ir. Descanso y tomo un café. ¡Es una gran manera para viajar!”

(from http://cms.gavirtualschool.org/Shared/WorldLanguage/SpanishIII/SP3_Viajemos_SOFTCHALK/index.html)

2. Does the author prefer to travel by planes or trains? Why? Tell someone what it seems the author likes to do on trains. (answers: trains; She doesn't like the taking off and landing of planes; talk to other passengers, read a book, drink coffee, other possibilities)

Day 44(*)

1. (*)Answer the following **questions** the best you can from **listening** to these speakers talk about their first airplane ride.
2. Check your **answers**. Record your score out of 8.

Day 45

1. Watch this video on the **conditional verb form**.
2. Here's a **chart** to help you.
3. Write out the conjugation of the conditional verb form for comer, vivir and hablar.
4. **Check** your work. Read over this page and then write out the conditional conjugation of an irregular ir and er verb.

STOP

Time for a report card and portfolio/records updating.

Portfolio/records: In your portfolio you should include a couple of your assignments from this quarter. You could also take a screen shots of different quizzes/exercises. Keep your written work. Choose things that are neat and well kept.

This is how you find your grade: add up all the grades you have been recording for this quarter. Add up your scores and write that number down.

Divide your score by total possible. Move the decimal point over two places to the right. In the next box over, write the number in front of the decimal (something between 1 and 100). This is your percent grade. In the next box over write your letter grade. Anything starting with a 9 is an A. Anything starting with an 8 is a B. Anything starting with a 7 is a C and so forth. If you have everything perfect, then your grade is 100. That's an A too.

Your goal is to get an A for the course at the end of the year. Go back and look at where you lost points. What can you do to avoid losing those points in the next quarter?

Day 46(*)

1. (*)Print out your [second quarter](#) grading sheet or use the [Excel](#) version.
2. Look at and listen to the lesson on the [conditional](#).
3. At the bottom of it click on the worksheet and complete. Type in your answer and then click on the ? to see the correct answer.
4. Then go back to the lesson page and click on the quiz at the bottom. Take the quiz and check your answers.
5. Record your score out of 5.

Day 47

1. Read this [poem](#) as best you can. Use the links within the poem for vocabulary help.
2. Read the translation.
3. Now go back and read the poem out loud as best you can.
4. Give yourself 1 extra credit point if you read it to an audience.

Day 48

1. Fill in the [conditional forms](#) of the verbs.
2. Practice your vocabulary. Have you written it out to practice spelling?

Day 49

1. Write 12 sentences about a Spanish-speaking country you want to visit. Talk about how you would travel there and while you are in the country and what you would like to see and do there. Use travel vocabulary and the conditional tense. You have three days to work on this. Look up the country you are choosing and learn a little about it for inspiration.
2. You will finish and present on Day 51.

Day 50

1. Write 12 sentences about a Spanish-speaking country you want to visit. Talk about how you would travel there and while you are in the country and what you would like to see and do there. Use travel vocabulary and the conditional tense. You have one more day to work on this. Make sure to use correct spelling and conjugations.
2. You will finish and present on Day 51.

Day 51

1. Finish writing 12 sentences about a Spanish-speaking country you want to visit. Talk about how you would travel there and while you are in the country and what you would like to see and do there. Use travel vocabulary and the conditional tense.
2. Practice reading it.
3. Present your report to an audience and receive a score.
 1. Score up to 1 points for each sentence (out of 12) if you followed the directions.
 2. Score up to 5 points for accuracy. Parent, ask your child to show you were to find some of the words or phrases in the learning material for you to check on the accuracy of the spelling.
 3. Score up to 5 points for fluency, not stumbling, reading confidently.
 4. Record your score out of 22.

Day 52

1. Read about [future tense with *ir a*](#) and complete the exercises.

Day 53

1. Read about [personal 'a'](#) and complete the exercise.
2. Read about [conocer and saber](#) and complete the exercise.

Day 54

1. Read about [relative pronouns](#) and complete the exercises.

Day 55

1. Read about [possessives](#) and complete the exercises.

Day 56

1. Complete [exercise D](#) and check your answers.
2. Your score is out of 35. (35 blanks)

3. Translate two of the English sentences and two of the Spanish sentences.
4. Add a point to your score for any correctly translated sentence.

Day 57

1. Watch episode 2 of [Destinos](#).

Day 58

1. Take a vocabulary [quiz on transportation](#).
2. Record your score out of 24.
3. Take out your verb sheet and fill in the conditional conjugations.

Arte

Day 59(*)

1. (*)Look over your new [vocabulary](#).
2. Listen to [vocabulary words](#).
3. Did you copy the words to practice spelling?

Day 60

Read this [biography of Picasso](#) as best you can and answer the [questions](#).

1. Check your [answers](#).
2. Record your score out of 7.

Day 61

1. Watch the [video on por vs. para](#).
2. Read more on [por vs. para](#).

Day 62

1. Study [por vs. para](#).
2. Take the [quiz](#).
3. Record your score out of 20.

Day 63(*)

1. (*)Look at the [por chart](#).
2. (*)Look at the [para chart](#).
3. Watch the lesson on [por vs. para](#).
4. List three uses of por and three uses of para.
5. Record 6 points for 6 uses.

Day 64

1. Read this [story](#) and point your mouse at each red por or para and read about its usage.

2. Fill in the [blanks](#). There's no score for this. It will tell you the correct answer after you fill in each box.

Day 65

1. Write twelve sentences in which you interview a Spanish-speaking artist. Remember that the pronoun comes after the verb when asking a question. Por is used to say who created a piece of art. Use vocabulary and grammar from this unit.
2. You will present on Day 67.
3. Choose an artist. You'll have to do a little research. Pick a piece of artwork/music/etc. to ask about.
4. Maybe these sites will give you inspiration.
 - [art history](#)
 - [art museum](#)

Day 66

1. Write twelve sentences in which you interview a Spanish-speaking artist. Remember that the pronoun comes after the verb when asking a question. Por is used to say who created a piece of art. Use vocabulary and grammar from this unit.
2. Use correct grammar and spelling.
3. You will present on Day 67.

Day 67

1. Finish your twelve sentences in which you interview a Spanish-speaking artist. Remember that the pronoun comes after the verb when asking a question. Por is used to say who created a piece of art. Use vocabulary and grammar from this unit.
2. Make sure it's correct and practice reading it.
3. Present your interview to an audience.
 1. Score up to 1 points for each sentence (out of 12) if you followed the directions.
 2. Score up to 5 points for accuracy. Parent, ask your child to show you were to find some of the words or phrases in the learning material for you to check on the accuracy of the spelling.
 3. Score up to 5 points for fluency, not stumbling, reading confidently.
 4. Record your score out of 22.

Day 68

1. Review [ser and estar](#) and complete the exercise.

2. Review your vocabulary from Day 59. Can you spell it?

Day 69

1. Practice the [past participle](#).
2. Review your art vocabulary for a test.

Day 70

1. Read about and practice the [infinitive and gerunds](#).

Day 71

1. Study your vocabulary. Make sure you can spell the words!
2. Take a [vocabulary test](#).
3. Record your score out of 15.

Day 72

1. Watch the next episode of [Destinos](#).

Las Diversiones

Day 73(*)

1. (*)Go over the [vocabulary](#) for this unit.
2. (*)Go over the [vocabulary](#) for this unit.

Day 74(*)

1. Review the [vocabulary](#) for this unit.
2. (*)Go over this additional [vocabulary](#) for this unit on “diversions.”
3. Listen to some of the [vocabulary](#).

Day 75(*)

1. Watch this lesson on the [present perfect tense](#).
2. Take out your verb sheet and fill in this tense. (from Day 31)
3. Use this [chart](#) to help you.

Day 76

1. Read over the lesson on the [present perfect](#).
2. Take the [quiz](#). Complete numbers 1-20 (parts A and B).
3. Record your score out of 20.

Day 77(*)

1. Look at your chart from Day 75 and listen to and read this list of [irregular](#) conjugations.
2. (*)Follow the directions and [write the correct form](#) of the verb. Spelling counts!
3. Check your [answers](#).

4. Record your score out of 10.

Day 78

1. Complete all three sections, [filling in the correct form](#) of the verb. Follow the directions.
2. Record your score out of 25. (potential for one extra credit point)

Day 79

1. [Listen](#) to all of the videos.
2. Match the [vocabulary](#) to the pictures.

Day 80

1. [Translate](#) one of the paragraphs on this sheet. Be careful to translate the verb tenses accurately. You may use an online dictionary to look up individual words, but don't use Google translate for phrases or sentences. Parent: if their translation sounds all weird, they used Google translate!
2. Record 5 points for completing this assignment.

Day 81*

1. *Print out this blank [verb sheet](#).
2. Fill it in for the verb reir, to laugh. How much can you fill in? Make sure you have the present, future, preterite, present perfect, conditional and gerund.
3. Check your [work](#). Correct any mistakes. Spelling counts!
4. Record your score out of 30. (potential for one extra credit point)

Day 82

1. Review the [preterite](#) and complete the exercises.

Day 83

1. Read the lesson on [large numbers](#) and complete the exercises.

Day 84

1. Review [dates and weather](#) and complete the exercises. There's a video link at the bottom of the exercise for you to listen to.

Day 85

1. Read the lesson on [both, all and every](#) and complete the exercises.

Day 86

1. Complete [section A](#).
2. Translate three sentences from section B.

3. Score up to 10 points for section A. Score up to 5 points for each sentence. Take a point off for each misspelling or incorrect word.
4. Record your score out 25.

Day 87

1. Review your vocabulary from all units. Your test is on Day 90.
2. Watch the next episode of [Destinos](#).

Day 88

1. Review your vocabulary from all units. Your test is on Day 90.
2. Watch the next episode of [Destinos](#).

Day 89

1. Review your vocabulary from all units. Your test is on Day 90.
2. Watch the next episode of [Destinos](#).

Day 90

1. Take your [vocabulary midterm](#).
2. Record your score out of 50.

STOP

Time for a report card and portfolio/records updating.

Portfolio/records: In your portfolio you should include a couple of your assignments from this quarter. You could also take a screen shots of different quizzes/exercises. Keep your written work. Choose things that are neat and well kept.

This is how you find your grade: add up all the grades you have been recording for this quarter. Add up your scores and write that number down.

Divide your score by total possible. Move the decimal point over two places to the right. In the next box over, write the number in front of the decimal (something between 1 and 100). This is your percent grade. In the next box over write your letter grade. Anything starting with a 9 is an A. Anything starting with an 8 is a B. Anything starting with a 7 is a C and so forth. If you have everything perfect, then your grade is 100. That's an A too.

Your goal is to get an A for the course at the end of the year. Go back and look at where you lost points. What can you do to avoid losing those points in the next quarter?

La Moda

Day 91(*)

1. (*)Print out your [third quarter](#) grading sheet or use the [Excel](#) version.
2. (*)Work on learning the [vocabulary](#) for this unit.
3. Listen to some of the [vocabulary](#).

Day 92(*)

1. (*)Review [colors](#) and how to use them in descriptions.
2. Listen to the [commercial](#). What can you understand?
3. Write sentences describing what you are wearing. Use colors (light/dark) and names of items of clothing. Write at least three sentences.
4. Record up to 6 points for 3 sentences which each included an item of clothing and a color.

Day 93

1. Practice [clothing vocabulary](#).
2. Browse the [online clothing store](#) and read the labels. Can you read the menu and navigate the store?
3. Make sure you are learning your vocabulary every day. Can you spell it?

Day 94(*)

1. Make sure you know your clothing vocabulary.
2. Give a try at reading on this [Spanish wedding fashion website](#). You can also click on the pictures to read descriptions.
3. [Listen](#) to the speakers talk about clothing. (*)Answer the [questions](#).
4. Check your [answers](#).
5. Record your score out of 12.

Day 95

1. Do you know what a [direct object](#) is?
2. Practice using [direct object pronouns](#).
3. More [practice](#)

Day 96

1. Fill in the correct [direct object pronoun](#).
2. Record your score out of 14.
3. Do you know what an [indirect object](#) is?
4. Practice with the [indirect object pronoun](#).

Day 97

1. Learn about using [direct and indirect object pronouns](#) in Spanish.
2. Copy sentences to practice.

Day 98

1. Practice with the [direct and indirect object pronouns](#).
2. More [practice](#)

Day 99

1. Complete the exercises on the direct and indirect objects.
 1. [one](#), Record your score out of 10.
 2. [two](#), Record your score out of 8. (potential for extra credit)
 3. [three](#), Record your score out of 10.

Day 100

1. Take the [quiz](#) on direct and indirect object pronouns.
2. Note your score out of 20.
3. You may write up to five sentences using two object pronouns in each. For each sentence you can add a point to your score.
4. Record your total out of 20.

Day 101(*)

1. (*)Here are [vocabulary review sheets](#).
2. Write 12 sentences describing two new outfits that you have designed. You can finish this on Day 102 and present it. Make sure you are using correct spelling and grammar.

Day 102

1. Finish your twelve sentences in which you describe clothing.
2. Make sure it's correct and practice reading it.
3. Present your interview to an audience.
 1. Score up to 1 points for each sentence (out of 12) if you followed the directions.

2. Score up to 5 points for accuracy. Parent, ask your child to show you were to find some of the words or phrases in the learning material for you to check on the accuracy of the spelling.
3. Score up to 5 points for fluency, not stumbling, reading confidently.
4. Record your score out of 22.

Day 103

1. Watch episode seven of [Destinos](#).
2. Make sure you know your clothing vocabulary for a test on Day 105. Can you spell it?

Day 104

1. Watch episode eight of [Destinos](#).
2. Make sure you know your clothing vocabulary for a test on Day 105. Can you spell it?

Day 105

1. Take the [vocabulary test](#). If you can't type Spanish letters, you can [print this](#) out and take it on paper.
2. Record your score out of 15. Spelling counts! If it's not spelled correctly, then it's incorrect.

Los Pasatiempos

Day 106(*)

1. (*)Start learning your new vocabulary, [pastimes](#).
2. Make sure you know and can spell the [days of the week](#).

Day 107

1. Complete the [crossword puzzle](#) from the GVL course. Pay attention to the spelling of the vocabulary.
2. Use the [flashcards](#). Make sure you are always saying your words out loud.

Day 108

1. We're going to review and practice the preterit.
2. Watch this [video](#).
3. Look over the [forms of the preterit](#) and pay attention to the irregular forms.
4. Complete this [exercise](#).

Day 109

1. Watch this video on [irregular preterite verbs](#).
2. Complete the [exercise](#) on irregular preterite forms.

Day 110(*)

1. Watch this video on the [imperfect of regular and irregular verbs](#).
2. (*)Complete this [worksheet](#) on the imperfect.
3. Check your answers. Score 1 point for each correct verb form (out of 10). Score 1 point for each correct (including spelling) verb in the translation plus 1 point for the accuracy of the rest of the sentence (out of 16).
4. Record your score out of 25. (potential for an extra credit point)

Day 111

1. Watch the [video on the preterite vs. the imperfect](#).
2. Watch another [video](#).
3. Are you taking notes?
4. Are you practicing your vocabulary? Lazy bones learn no Spanish. I'm sure that's an old saying from somewhere.

Day 112(*)

1. (*)Read over this chart of usage of the [preterite and the imperfect](#).
2. You can also use this [presentation](#) to remind you.

Day 113

1. [Fill in the blanks](#) with the correct verb forms.
2. Check your [answers](#). Correct anything wrong and work to understand any mistakes.

Day 114

1. Try the exercise using both the [preterite and the imperfect](#).
2. Here's one more [practice](#) for you.

Day 115(*)

1. (*)Complete this worksheet by [translating the sentences](#). You will decide which verb form to use.
 - Remember: The imperfect is always used with weather and age.
2. Score up to four points for each sentence. 1 point for each correct verb—spelled correctly, 2 points for the accuracy of the rest of the sentence (so you can give partial credit)
3. Record your score out of 45. (potential for extra credit)

Day 116

1. Complete the [exercise](#) by choosing the correct verb form.
2. Write three sentences about what [Lucia](#) does and doesn't do. What are her hobbies? Use the imperfect and preterite. Use the vocabulary.

3. Record up to 2 points for each sentence for using the imperfect and preterite in each sentence, plus one point for a correctly spelled vocab word.
4. Record your score out of 9.

Day 117

1. Complete the [exercise](#) by choosing the correct verb form.
2. Write three sentences about what [Fernando](#) does and doesn't do. What are her hobbies? Use the imperfect and preterite. Use the vocabulary.
3. Record up to 2 points for each sentence for using the imperfect and preterite in each sentence, plus one point for a correctly spelled vocab word.
4. Record your score out of 9.

Day 118

1. Complete the exercise by choosing the correct verb form.
2. Write three sentences about what [Carolina](#) does and doesn't do. What are her hobbies? Use the imperfect and preterite.
3. Record up to 2 points for each sentence for using the imperfect and preterite in each sentence, plus one point for a correctly spelled vocab word.
4. Record your score out of 9.

Day 119

1. Complete the [exercise](#) by choosing the correct verb form.
2. Write three sentences about what [Eva](#) does and doesn't do. What are her hobbies? Use the imperfect and preterite.
3. Record up to 2 points for each sentence for using the imperfect and preterite in each sentence, plus one point for a correctly spelled vocab word.
4. Record your score out of 9.

Day 120

1. Complete the [exercises](#) by writing the correct verb form.
2. Record your score out of 50. (potential for extra credit)
3. Write three sentences about what [Miguel](#) does and doesn't do. What are her hobbies? Use the imperfect and preterite.
4. Record up to 2 points for each sentence for using the imperfect and preterite in each sentence, plus one point for a correctly spelled vocab word.
5. Record your score out of 9.

Day 121

1. [Listen](#) and list a favorite activity for each.
2. Record your score out of 6. One point for each person you can identify a favorite activity for.
3. Study your vocabulary for the unit. Can you spell it?

Day 122(*)

1. (*)Take your vocabulary test. [Online Printable version](#)
2. Record your score out of 20.

Day 123

1. Watch the next episode of [Destinos](#).

Day 124

1. Watch the next episode of [Destinos](#).

Day 125

1. Watch the next episode of [Destinos](#).

La Comida

Day 126*

1. Read the lesson on the [imperfect](#) and complete the exercise.
2. There are 18 blanks. Record your score out of 9, a half point each.
3. Through day 130 you'll be doing these grammar reviews while learning your new vocabulary.
4. *Here's your new vocabulary to be working on, [la comida](#).

Day 127

1. Read the lesson on the [imperfect vs. the preterite](#) and complete the exercise.
2. There are 18 answers. Record your score out of 9, a half point each.
3. *Be working on your new vocabulary, [la comida](#).

Day 128

1. Read the lesson on using [hace](#) with time expressions and answer the questions.
2. Be working on your new vocabulary, [la comida](#).

Day 129

1. Read the lesson on [ordinals](#) and try to translate three sentences.
2. Be working on your new vocabulary, [la comida](#).

Day 130

1. [Compete sections A and C](#). Score up to 1 point for each numbered exercise (9 for part A, 7 for part C).
2. For an extra credit point, choose one sentence to translate. If you are correct, add one point to your score.
3. Record your score out of 16.
4. Listen to some [food vocabulary](#).
5. Watch this [tortilla video](#).

Day 131*

1. *Here are [food words to review](#).
2. Here's [vocabulary review for fruit](#).
3. Here's another [practice](#) page.

Day 132

1. Here's another [food vocabulary review](#) page.
2. Write ten sentences each using a verb from your new vocabulary list. Use other vocabulary in each sentence as well. You must use at least two vocabulary words in each sentence.
3. Score 1 point for each sentence with at least two vocabulary words in it. Score another point for any sentence with three or more vocabulary words in it, up to two extra points.
4. Record your score out of 10.

Day 133(*)

1. Watch this [video](#) and answer the (*)[questions](#).
2. Check your [answers](#).
3. Record your score out of 5.

Day 134

1. Watch these videos on when to use the subjunctive.
 - [part 1](#)
 - [part 2](#)
2. Read this [lesson](#) about the subjunctive.

Day 135

1. The font is weird on this but try the [exercise](#). You can use the lesson if you need it.
2. Form the [subjunctive](#).

STOP

Time for a report card and portfolio/records updating.

Portfolio/records: In your portfolio you should include a couple of your assignments from this quarter. You could also take a screen shots of different quizzes/exercises. Keep your written work. Choose things that are neat and well kept.

This is how you find your grade: add up all the grades you have been recording for this quarter. Add up your scores and write that number down.

Divide your score by total possible. Move the decimal point over two places to the right. In the next box over, write the number in front of the decimal (something between 1 and 100). This is your percent grade. In the next box over write your letter grade. Anything starting with a 9 is an A. Anything starting with an 8 is a B. Anything starting with a 7 is a C and so forth. If you have everything perfect, then your grade is 100. That's an A too.

Your goal is to get an A for the course at the end of the year. Go back and look at where you lost points. What can you do to avoid losing those points in the next quarter?

Day 136(*)

1. (*)Print out your [fourth quarter](#) grading sheet or use the [Excel](#) version.
2. Go through these subjunctive “[triggers.](#)” (You can [listen](#) to this shockwave flash file.)
3. Take the [quiz](#) on the subjunctive.

Day 137

1. Practice the [subjunctive](#).
2. Write the [subjunctive form](#) of the verbs.
3. Record your score out of 15, a half point each.

Day 138

1. Practice the [subjunctive](#).
2. Write the [subjunctive form](#) of the verbs.
3. Record your score out of 12, a half point each.

Day 139

1. Write the [subjunctive form](#) of the verbs.
2. Record your score out of 12, a half point each.
3. Make sure you know how to spell your food vocabulary words.

Day 140

1. Write the [subjunctive form](#). (16)
2. Write in the [subjunctive form](#). (10)
3. There are 26 blanks. Record your score out of 13, a half point each.

Day 141(*)

1. Watch these [videos](#).
2. (*)Answer these [questions](#) as you listen.
3. Check your [answers](#).

Day 143

1. A little [subjunctive practice](#).
2. Write 10 sentence recipe using the subjunctive.

Day 144

1. Finish your ten-sentence recipe.
2. Make sure it's correct and practice reading it.
3. Present your recipe to an audience.
 1. Score up to 1 points for each sentence (out of 10) if you followed the directions.
 2. Score up to 5 points for accuracy. Parent, ask your child to show you were to find some of the words or phrases (food vocabulary or verbs in the subjunctive) in the learning material for you to check on the accuracy of the spelling.
 3. Score up to 5 points for fluency, not stumbling, reading confidently.
 4. Record your score out of 20.
4. You can have 10 extra credit points if you make a Spanish-speaking recipe video. Email it to us and we can post it in our hall of fame.

Day 145(*)

1. A little review with videos....[vocabulary](#), [subjunctive](#). (These play on shockwave flash.)
2. (*)Complete this subjunctive [worksheet](#).
3. Check your [answers](#).
4. Record your score out of 18.

Day 146

1. Study your new [vocabulary list](#) (It's the list that starts with "to chop"). You will have to write out the vocabulary. It's only right if it's spelled correctly.
2. Watch the next episode of [Destinos](#).

Day 147(*)

1. (*)Write in the [vocabulary](#).
2. Check your [answers](#).
3. Record your score out of 19.
4. Watch the next episode of [Destinos](#).

Restaurante

Day 148*

1. *Here are some review [restaurant words](#).
2. Cover the Spanish and try to write the words in Spanish.
3. How did you do? Correct your mistakes.

Day 149*

1. *Study your new restaurant [vocabulary words](#).
2. You can use this to [listen to the words](#). (shockwave flash file)

Day 150

1. Read these [facts about chocolate](#) and share a few with someone (in English).
2. Here is a [recipe site](#) in Spanish. Choose something to try.

Day 151

1. Watch this video on [formal commands](#).
2. Read the sheet on [formal commands](#).
3. Make sure you practice by writing some out.

Day 152

1. [Read](#) and/or [listen](#) to the exceptions to the rule.
2. Review if necessary and then click to generate a [quiz](#) for practice.

Day 153

1. Take the [quiz](#) on formal commands.
2. Score a half point for each correct answer.
3. Record your score out of 10.

Day 154

1. Take the quiz on [formal commands](#).

2. Score a half a point for each correct answer.
3. Record your score out of 12.

Day 155

1. Watch the video on [formal commands in a restaurant](#).
2. Write a dialog between a waiter and a customer at a restaurant. Write at least twelve sentences. Use your vocabulary and formal commands.

Day 156

1. Finish writing your sentences.
2. Make sure they are correct.
3. Score up 24 points for your sentences if you followed the directions.
4. Read your sentences allowed. Score up to 6 more points for fluency.
5. Record your score out of 30.

Day 157(*)

1. (*)Review [formal commands](#).
2. Study your vocabulary for the unit and make sure you can spell the new vocabulary.

Day 158*

1. (*)Take your [vocabulary quiz](#).
2. Check your [answers](#).
3. Score one point for each correctly spelled answer.
4. Record your score out of 15.
5. Watch the next episode of [Destinos](#).

Day 159

1. Watch the next episode of [Destinos](#).

Day 160

1. Watch the next episode of [Destinos](#).

Los Quehaceres

Day 161

1. Review [house vocabulary](#).
2. Cover up the Spanish and try to write the words. What do you already know?
3. Check your work and fix mistakes.

Day 162

1. Learn your [new chore vocabulary](#).

2. You can [listen](#) to some of the vocabulary. (This is a shockwave file.)

Day 163

1. [Listen](#) to these people talk about their homes.
2. Listen without looking at the words and write down notes about their homes.
3. Listen again and read along. Were you correct?

Day 164

1. Watch the video lesson on [informal commands](#). Take notes.
2. Read the [lesson](#) and then click to take the practice quiz.

Day 165(*)

1. Read the [lesson](#) and take the practice quiz.
2. (*)Try the worksheet on [informal commands](#).
3. Check your answers at the bottom of the page.

Day 166

1. Read the explanation about [pronouns and commands](#).
2. Take the [commands quiz](#).
3. Score a half point for each correct answer.
4. Record your score out of 10.

Day 167

1. Take the [positive and negative commands quiz](#).
2. Score a half a point for each correct answer.
3. Record your score out of 10.

Day 168

1. Read the [=part 1](#) of the story of Cinderella.
 - Read through it with a dictionary and work on figuring it out (along with your knowledge of the story).
 - Then read through it out loud.

Day 169

1. Read the [part 2](#) of the story of Cinderella.
 - Read through it with a dictionary and work on figuring it out (along with your knowledge of the story).
 - Then read through it out loud.

Day 170

1. Read the [part 3](#) of the story of Cinderella.
 - Read through it with a dictionary and work on figuring it out (along with your knowledge of the story).
 - Then read through it out loud.

Day 171

1. Read the [part 4](#) of the story of Cinderella.
 - Read through it with a dictionary and work on figuring it out (along with your knowledge of the story).
 - Then read through it out loud.

Day 172

1. Read the [part 5](#) of the story of Cinderella.
 - Read through it with a dictionary and work on figuring it out (along with your knowledge of the story).
 - Then read through it out loud.

Day 173

1. Use informal commands as you tell the story of chores around your home. Write twelve sentences.

Day 174

1. Finish your sentences.
2. Record up to 2 points for each sentence if you followed the directions.
3. Record up to 6 points for 6 words spelled/used correctly. Show them to your parent in the learning material.
4. Record up to 5 points for fluency when you read it to your audience.
5. Record your score out of 35.

Day 175

1. On Day 180 you will have a vocabulary final exam. It will be multiple choice.
2. You will also present a monologue. Write a story that you will tell. My suggestion is to write about your week. It should be three minutes long. It should use vocabulary from the course and the verb forms from the course. When you write it, underline words/forms you use from the course, so that they can be checked.
3. Study your vocabulary and prepare your talk.

4. The vocabulary final is worth 50 points. Your talk is worth 50 points: 10 points for fluency (practice!), 10 points for correctness (checked against course material for spelling/usage), 30 points for following the directions (10 points for each minute).

Day 176

1. Prepare for your final.
2. You can read about this girl's [chores](#) in Guatamala.

Day 177

1. Prepare for your final.
2. Take a tour of [Alhambra](#), a palace in Granada, Spain.

Day 178

1. Prepare for your final.

Day 179

1. Maybe you need to rest your brain a bit. Watch an episode of [Destinos](#).

Day 180

1. Present your speech.
 - 30 points for a three minute story using words and verb forms from the course.
 - 10 points for correct spelling/usage
 - 10 points for fluency
 - Record your score out of 50.
2. Take your [vocabulary final](#).
3. Record your score out of 50.

Congratulations on finishing Spanish 3!

Figure out your total grade for the quarter and for the course. Record it on your transcript and create a course record.