Unit 2: Los pasatiempos

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Week 5**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit students will learn about sports and pastimes. They will be able to make plans and invite someone to come along with them. The unit will also focus on new grammar concepts like stem-changing verbs and irregular yo form verbs. Students will practice using a Spanish-English dictionary to write an events pamphlet. Students will also learn about various soccer rivalries and athletes that are influential in the Spanish-speaking world.

Standards

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.NH.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.NH.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.NH.B.L.1.a	Ask and answer questions related to everyday life.
WL.7.1.NH.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.NH.B.L.1.b.2	Ask for and give permission.
WL.7.1.NH.B.L.1.b.3	Express needs.
WL.7.1.NH.B.L.1.b.4	Give reasons.
WL.7.1.NH.B.L.1.b.6	Extend, accept, and decline an invitation.
WL.7.1.NH.B.L.1.b.7	Express an opinion and preference.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.

WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.
WL.7.1.NH.C.L.1.a.1	Express needs.

Essential Questions

- How do people talk about pastimes, weekend activities and sports?
- How do you make plans and extend an invitation?
- What sports and sports figures are popular in the Spanish-speaking world?
- Why should people keep themselves active?

Application of Knowledge and Skills...

Activities

- Students will be picked randomly to interview each other about their favorite pastimes and activities they participate in. As a whole group, the class will then create a graph using those findings.
- Have students write down their three favorite activities. Have them pair up and share their information using complete sentences. As a class, call on individuals to report their partners' favorite pastimes. Partners will then confirm or correct the findings.
- Teacher will prepare short descriptions of places that they need to visit using the vocabulary from the chapter. Read each description aloud and have students name the appropriate location.
- Have students write down six activities that they enjoy and then circulate the room to collect signatures from others who enjoy the same activities.
- Students will translate the Fotonovela to English.
- Have students act out the Fotonovela and change the likes and dislikes of the characters to reflect theirs.
- Ask students to write six true/false statements about the Fotonovela episode. Have them exchange papers with a classmate who will complete the activity identifying if each statement is true or false.
- Have students play a game of charades acting out the different activities while the rest of the class writes their guess on the white boards.
- Have the class stand in a circle. As the teacher tosses the ball to a student, they will call out the infinitive of a stem-changing verb followed by a pronoun. The student should conjugate the verb correctly and then pass the ball to another student while giving them a verb and pronoun to conjugate.
- Have students choose their favorite pastime and work in small groups with other students who have chosen that same activity. Have each group write six sentences about the activity, using a different stem-changing verb.

Activities to Differentiate Instruction

- Have native speakers describe sports preferences in their families' countries of origin.
- Have students edit false statements to make them true.
- Allow students to use their vocabulary list while playing charades game.
- Choice of working alone or in partners.
- Provide skeleton notes for presentations.
- Provide opportunities for students to work together in teacher designed groups.
- Provide tiered activities and homework.
- Assign Spanish "experts" to assist with each lesson.

Integrated/Cross-Disciplinary Instruction

- Health/Physical Education - Sports
- Geography - Mexico
- Technology - SuperSite activities (vhlcentral.com)

Resources

- *Descrubre* 1 Textbook
- Descubre SuperSite Resources (vhlcentral.com)
- Fotonovela
- Flashcultura
- Flashcards
- exchange.smarttech.com (SmartBoard activities)
- Audio exercises
- PowerPoint
- Spanish-English Dictionary
- Internet
- SmartBoard
- Cuaderno de práctica
- Cuaderno de actividades comunicativas