Unit 4: ¡De compras!

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Week 15**
Length: **6 Weeks**
Status: **Published**

Unit Overview

In this unit students will explore consumerism in Spanish-speaking countries. They will be able to express their shopping preferences and be able to negotiate and know various ways to pay for their items. This unit will provide students with the terms for clothing, shopping and provide a review of colors. Students will be introduced to the preterite tense to talk about actions that happen in the past. The verbs saber and conocer will be introduced to students to talk about the different ways in which they can know a person.

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.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
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.5	Request, suggest, and make arrangements.
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.3	Describe in writing people and things from the home and school environment.
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.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.NH.C.C.9	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
WL.7.1.NH.C.L.1.a.3	Express an opinion and preference.
WL.7.1.NH.C.L.1.a.4	Request and suggest.

Essential Questions

- How can you discuss events that happen in the past?
- How do people talk about shopping and describe clothing?
- How do shopping practices in Spanish-speaking countries compare to those of the United States?
- What types of markets are common in Spanish-speaking countries and why?

Application of Knowledge and Skills...

Activities

- Using whole group, teacher will utilize a SmartBoard presentation to introduce new vocabulary relating to clothing and accessories.
- Students will be asked to describe what they are wearing.
- Students will view Fotonovela- ¡Que ropa más bonita! This video will introduce students to a shopping experience. A “Si/No” activity will follow in order to assess comprehension.
- Students will interpret an authentic advertisement from the Internet. Students will be asked to describe the advertisement, some of which may include store hours, what is being sold, what is on sale this week, etc. Galerias dept. store/ El Cortes- Interpret/ advertisement.
- A clip will be presented in a whole group setting that shows El Rastro which is an open air market in

Madrid. Students will be comparing and comparing shopping practices such as the concept of “regatear” which means to bargain. Students will engage in activities explaining where/how/when one can bargain.

- In small groups, students will create and present a fashion show De moda. Students will be responsible for selecting who will be the announcer, model and music organizer. They will have a checklist with items such as: Do we have the music, what are people wearing, what is the sequence of the show and general planning.
- Suggest a random vacation spot and then ask students at random what clothing they need to take.
- Have students form pairs and tell them they are going on a shopping spree. On paper strips, write varying dollar amounts, from ten dollars to a thousand and distribute them. Have pairs discuss what they would buy.
- Have students research the typical clothing of a Spanish-speaking country and share their findings with the class.
- Ask students to write down three things they know how to do well. Collect the papers and shuffle them and read the sentences aloud. Have the rest of the class guess who wrote the sentences.

Activities to Differentiate Instruction

- Students may use a written skit during presentation of the fashion show.
- Allow students to use a vocabulary list while discussing what they are wearing.
- Have native speakers discuss the types of clothing that are typical/common in their country of origin.
- 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

- Language Arts - Indirect object pronouns, demonstrative adjectives
- Geography - Cuba
- 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