Unit 5: La rutina diaria

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Week 21**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit students will focus on health, fitness, hygiene and daily routine. Students will use reflexive verbs to speak about the things that they do in order to get themselves ready. The unit will continue to introduce students to the preterite form so that they may speak about their past actions. Students will be able to put events in the correct sequence and write descriptions of things they've done.

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.3	Express needs.
WL.7.1.NH.B.L.1.b.4	Give reasons.
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.C.7	Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

Essential Questions

- How do people describe their daily routine?
- What are some special customs from the Spanish-speaking world that are not customary for the people of the United States?
- What is a typical day like in the life of a Hispanic teenager?

Application of Knowledge and Skills...

Activities

- In whole group, students will view Youtube video:http://www.youtube.com/watch?v=NSblebrx6ng. Students will listen to a child describe his daily routine.
- Teacher presentation of common reflexive verbs. Students will be able to distinguish between reflexive and non reflexive actions.
- Students will view video Fotonovela- ¡Necesito arreglarme! They will respond orally to teacher prompts. Some activities may include questions such as reflexivo? No reflexivo?
- In small groups, students will compare/contrast weekday-weekend activities.
- Students will compare and contrast their routines with those in other parts of the world.
- In small groups, students will take turns miming actions involving daily routines. Students will use the small white boards to guess the action being done by their classmates.
- Have students write out three daily routine activities without showing them to their partner. The partner will ask questions that contain adverbs of time in order to guess the action. For example: Is it done before or after taking a shower?
- In small groups, have students write and act out a brief skit. Tell them to imagine that they are siblings who are trying to get ready for school at the same time, but only have one bathroom in the home. Have the rest of the class vote on the funniest or most original skit.
- Teacher will write cloze sentences on the board and have the students complete them with an indefinite or negative word.
- In partners, students will take turns giving one-word positive and negative word prompts and having the other respond in complete sentences.
- Teacher will write the names of four vacation spots on four slips of paper and post them in different corners of the room. Ask students to pick their vacation preference by going to one of the corners.

Then, have each group create a short paragraph describing the five reasons for their choice as well as one complaint about each of the other places. Students will use the target language for the entire activity.

Activities to Differentiate Instruction

- Have native speakers talk to their classmates about their daily routine in the target language.
- Allow students to use their vocabulary list while they guess the words their classmates are miming.
- 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 - daily hygiene
- Language Arts - reflexive verbs
- Geography - Peru
- 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