Unit 2- Actividades

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Generic Time Period**
Length: **11 Weeks**
Status: **Published**

Unit Overview

This unit will introduce activities that are common to students. It focuses on exchanges which will discuss activities that are preferred, and others that are disliked. There will be discussions on students favorite and least favorite activities.

Standards

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but a re not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Essential Questions

How does someone's likes and dislikes define who they are?

How do likes and dislikes vary with different global communities?

How do pastimes vary around the world?

Application of Knowledge: Students will know that...

- cognates are words that have the same linguistic derivation as another, and are the same original word and root
- to form a Spanish negative, "no" is placed in front of the verb or expressions
- "me gusta" is used with the pronoun "I"
- "No me gusta nada" (I don't like it at all) and "No me gusta ni (activity) ni (activity)" (I don't like this nor that), are other negative expressions
- "te gusta" is used with the pronount "You (familiar)"
- cognates mean the same word that they resemble, there are false cognates that do not have the same meaning
- Spanish infinitives end in ar, er, and ir
- también and tampoco are used to express agreement and disagreement
- the verb gustar (I like) is used when expressing activities that are liked and disliked: Me gusta, No me gusta
- vocabulary, such as, "¿Qué te gusta hacer?" and "¿Te gusta (activity)?", are questions used to ask about personal preference

Application of Skills: Students will be able to...

- make negative statements
- ask and respond orally to questions about preferences
- express agreement and disagreement
- identify cognates and false cognates
- interpret authentic material (songs, commercials) where activities, like and dislikes are mentioned
- interpret authentic text where activities, likes and dislikes are mentioned
- orally identify activities people like and dislike
- use “gustar” appropriately to speak of likes and dislikes

Assessments

- pre-assessment (vocabulary)
- diagnostic- respond to five questions
- formative- interpretation of authentic material
- formative- review games: guess who the person is based on the description given
- formative- creating written descriptions of likes and dislikes
- listening activities- infinitives
- daily oral questions and responses
- teacher-selected do now's and ticket to leaves
- summative- skits using activities and likes/dislikes
- summative- personal project - students will describe their likes using either a poster, prezi or pow toons

Suggested Activities

- Write a description of someone famous and have a partner determine who it is
- Play charades- one student performs, while the others try to determine the activity being presented
- Have students identify the cognates from the false cognates
- Play Bingo for vocabulary review
- Play jeopardy to review grammar and vocabulary
- Have students interview each other and present their partner to the class
- Have students listen to authentic songs or commercials and have them identify the activities mentioned
- Clip art- label and identify
- Have students illustrate a person, depicting their likes and dislikes. Have a partner write a description of the person created.
- Write a letter to a friend, describing their likes and dislikes

Activities to Differentiate Instruction

- graphic organizers
- skeleton notes
- tiered activities
- kinesthetic activities
- teacher-designed groups
- picture vocabulary cards
- enrichment worksheets
- challenge questions and activities
- peer review and conferencing

Integrated/Cross-Disciplinary Instruction

- Performing Arts- skits
- Art- illustrations of activities
- Music- interpreting songs
- Language Arts- infinitive verbs

Resources

- quia.com (vocabulary and grammar)
- zambombazo (authentic material)
- Prentice Hall (Pearson) *Realidades 1* (text)
- phschool.com (online text)
- quizlet (vocabulary flashcards)
- superteachertools.us (jeopardy and other games)
- yeclaeys.wordpress.com/realidades (audio, puzzles, worksheets)
- Prentice Hall (Pearson) *Realidades Practice Workbook*