Unit 3 - Descripciones

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

Unit Overview

In this unit, students will learn how to describe themselves and others in Spanish. They will be able to ask questions about what a person is like and respond to those questions.

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.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
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.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.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
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.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.L.1.a	Make lists.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Essential Questions

How do our surroundings effect who we are?

What makes up someone's identity?

How can Spanish help you better understand English grammar?

Application of Knowledge: Students will know that...

- "¿Cómo eres/es/son?" are used to ask what someone is like
- “el” and “la” are definite articles equivalent to "the" in English
- “el” is masculine and “la” is feminine
- “los” is masculine plural and “las” is feminine plural
- “un” and “una” are indefinite articles and are equivalent to "a" or "an" in English
- “un” is masculine and “una” is feminine
- “unos” is masculine plural and “unas” is feminine plural (equivalent to "some" in English)
- adjectives are used to describe people and things
- adjectives must agree with the noun it is describing in both number and gender: La chica es trabajadora. Los chicos son inteligentes.
- definite and indefinite articles must agree with the noun in number and gender
- in Spanish, adjectives come after the noun they describe
- the verb "ser" changes based on the subject: ¿Cómo eres tú?, ¿Cómo es él?
- to respond to the previous question, use the verb "ser" conjugated and the adjective(s) that best describes the person: Soy inteligente, Eres impaciente

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

- ask what people are like
- describe themselves and others
- identify definite and indefinite articles
- interpret description, both written and orally
- place adjectives after the nouns that they describe
- use adjectives that agree with the noun in number and gender

- use definite and indefinite articles that agree with the noun in number and gender
- use the correct form of "ser" and adjectives to describe themselves and others

Assessments

Diagnostic- Word Splash

Diagnostic- KWL Chart

Formative: teacher-designed Do Now's and Ticket to Leave's

Formative: written and oral descriptions where students are describing themselves and others

Formative: diamond poem:create a poem where students use adjectives to describe themselves (p.59 in Realidades I)

Formative: read or listen to descriptions about people and answer questions about the descriptions given

Summative: using prezi, describe someone famous in Spanish and present the person to the class

Summative: create a song about themselves or others using adjectives and the grammar that they have learned

Suggested Activities

- bingo
- jeopardy
- play quia.com review games
- write descriptions of themselves and have the class read the descriptions and determine who is being described
- create a skit where a new person is being introduced to a group
- practice the forms of "ser" by playing the ball review game: students give a subject and throw the ball to a classmate, the classmate must give the correct form of the verb"ser"
- Smart Board (vortex)- students will categorize the adjectives given (masculine or feminine)
- interpret authentic songs and commercials
- Practice Book activities
- list masculine and feminine adjectives
- describe a friend in Spanish
- create a practice test for their classmate to complete that reviews unit vocabulary and grammar
- have students describe the person projected on the Smart Board

Activities to Differentiate Instruction

- skeleton notes
- teacher-designed groups

- tiered activities
- kinesthetic activities
- picture vocabulary cards
- enrichment worksheets
- challenge questions and activities
- Spanish experts to consult and help others who are having difficulty

Integrated/Cross-Disciplinary Instruction

- Performing Arts- skits
- Physical Education- ball game
- Music- song interpretation

Resources

- quizlet (vocabulary)
- quia.com (vocabulary and grammar)
- Prentice Hall (Pearson) *Realidades I*
- Prentice Hall (Pearson) *Realidades Practice Workbook*
- phschool.com (virtual text)
- exchange.smarttech.com (Smart Board Activities)
- zambombazo (authentic material)
- superteachertools.us (jeopardy)
- yeclaeys.wordpress.com/realidades-chapter-1-b/ (audio/worksheets/puzzles)