Unit 2- La Sala de Clases

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Generic Time Period**
Length: **13 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn vocabulary for classroom objects. They will learn how to describe where different objects in the classroom are located. They will ask questions about the location of these classroom objects and will be able to respond to the questions being asked.

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.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
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.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.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.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
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.c	State needs and preferences.
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.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
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.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Essential Questions

How does Spanish grammar differ from English?

How do you think classrooms will evolve in the next ten years? What classroom objects would join your vocabulary and what objects would become obsolete?

How may classrooms differ in Spanish-speaking countries?

Application of Knowledge: Students will know that...

- “estar” means "to be" and is used for location: El libro está encima de la mesa.
- “los” and “las” are the masculine/feminine plural forms of "the"
- “ser” means "to be" and is used in descriptions: El libro es grande.
- “unos” and “unas” (some) are the masculine/feminine plural
- el, la, los and las are definite articles
- if a noun ends in a "z", get rid of the "z" and add "ces" to make it plural
- if a noun ends in a consonant, add "es" to make it plural
- if a noun ends in a vowel, add "s" to make it plural
- prepositional phrases are used with the verb "estar" to identify the location of objects
- the different present tense forms of "estar" (to be): estoy, estás, está, estamos, estáis, están

- un, una, unos and unas are indefinite articles

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

- ask questions about where items are located
- conjugate "estar" correctly in the present tense
- describe and interpret the location of classroom objects in the classroom
- identify classroom objects
- identify target vocabulary in authentic material
- label the parts of the computer
- make nouns plural
- use the correct definite and indefinite articles that match the noun given

Assessments

- Diagnostic- Word Splash
- Diagnostic- KWL Chart
- Formative: write the correct vocabulary word that matches the picture
- Formative: describe where an object is located and have students identify the object
- Formative: answer questions using the target vocabulary
- Formative: match the form of "estar" with the correct subject pronoun
- Formative: make the nouns plural
- Formative: Do Now's and Ticket to Leave's
- Formative: answer basic questions about a commercial selling school supplies in Spanish
- Summative: create a skit where someone loses something in the classroom
- Summative: create a board game that reviews the grammar and vocabulary in this unit

Suggested Activities

- quia.com review games (battleship/rags to riches/hangman)
- bingo (vocabulary)
- jeopardy (vocabulary and grammar)
- ball game (estar)- someone gives a subject and throws the ball to a classmate, that classmate must conjugate the verb correctly
- "I Spy" in Spanish (vocabulary)
- illustrate your ideal classroom and write a paragraph describing where different objects are located
- identify unit vocabulary and grammar using authentic material (songs/commercials)
- create a practice test for another student to complete
- play a Smart Board game (Anagram)- unscramble the vocabulary words
- Work with a partner and describe different objects in the classroom. The classmate must identify the objects, using the descriptions given

Activities to Differentiate Instruction

- tiered activities
- skeleton notes
- activities that appeal to kinesthetic and visual learners
- examples given
- teacher-designed groups/partners
- enrichment worksheets
- challenge questions and activities
- picture vocabulary cards
- Spanish experts to consult with struggling students

Integrated/Cross-Disciplinary Instruction

- Language Arts- prepositional phrases
- Art- classroom illustrations
- Physical Education- ball review game
- Performing Arts- skits
- Music- song interpretation

Resources

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