Unit 4: Tu dia en la escuela

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

Unit Overview

In this unit, the students learn to speak about their classes and their personal schedules. Descriptions of specific items needed for each class will be emphasized. The students will also compare and contrast schools in the United States to schools in Spanish-speaking countries.

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.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.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.

Essential Questions

- Why is it not always necessary to state the subject when speaking in Spanish?
- How is the grade system in the US similar to and different from the grade system in a Spanish-speaking country?

- How does the structure of a school affect the way students learn?
- How does a typical school day in the US differ from or resemble that of a typical school day in a Spanish-speaking country?

Application of Knowledge and Skills...

Students will be able to . . .

- Ask and tell the subject of a sentence.
- Conjugate regular AR verbs in the present tense.
- Describe the Latin origin of Spanish and how it relates to other romance languages and to English.
- Discuss school schedules.
- Discuss school-related activities.

Activities

- Read conversations using new vocabulary in context and identify and list the new vocabulary.
- Complete textbook vocabulary listening activities.
- Choose clip art to identify and label the new vocabulary.
- Complete conjugation charts for regular AR verbs.
- Create a verb web: select an AR verb; conjugate it; translate it to English; use it in a sentence.
- Complete blanks in sentences with the correct subject pronoun.
- Complete worksheets replacing the proper noun with the subject pronoun.
- Make a list of AR verbs that relate to various classroom and school activities.
- SmartBoard activity: conjugate the AR verbs for the corresponding pronoun.
- After researching on the Internet, create a Venn Diagram to compare and contrast a school day in the US with a school day in a Spanish-speaking country.
- Poll classmates on their classes and class schedules.
- Survey classmates on their school activities (ex. leer and escribir)
- Create a visual display (PowerPoint, Glogster, Poster) representing your school day. Include Spanish captions that depict subjects, times, locations of objects in the classroom and activities in each class. Present to the class.
- Select a Spanish-speaking country and research its education system. Create a visual display including pictures and charts. Present to the class.
- *El primer dia de clases*: Read the skit and act out the different characters.
- Complete interactive activities in text "Tu dia en la escuela" chapter (pages 73-97).
- Complete worksheets from Teacher Guided Activities.
- Complete activities from practice and WAV workbooks.
- Play Bingo games for vocabulary review.
- Use the Internet to research the Latin language and how the romance languages developed from it.

Activities to Differentiate Instruction

- choice of visual display for project: PowerPoint, Glogster, Poster, etc.
- option to write a paragraph instead of creating a visual display.
- skeleton notes.
- teacher-designed groups (Design groups according to: ability, learning style, etc)
- tiered activities and homework
- SmartBoard activities
- tiered homework assignments
- Spanish "experts"

Integrated/Cross-Disciplinary Instruction

- Language Arts - verb conjugations and subject pronouns.
- Math - ordinal numbers.
- World Languages - origin of Spanish from Latin.

Resources

- *Realidades 1* Textbook
- Textbook online website (PHSchool.com)
- Teacher Guided Practice Book
- Practice Workbook
- Writing, Audio, Visual Workbook
- Audio exercises
- Flashcards
- SmartBoard
- google.com (images)
- Glogster.com
- economist.com
- exchange.smarttech.com (SmartBoard activities)