Unit 3: ¿Adónde vas?

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

Unit Overview

In this unit, students will learn about asking questions, locations in the community, leisure activities, and cultural perspectives on leisure activities. The unit also introduces students to ways to express where they are going on different days of the week and with whom they are going.

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.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.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.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.
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.

Essential Questions

- How is the social life of teenagers in the US the same or different from that of Spanish-speaking students?
- How do recreational events in big US cities compare to those in Spanish-speaking countries?
- What are some places in your community?
- Why is it important for a traveler to know the names of common locations in cities?

Application of Knowledge and Skills...

Activities

- Complete the note sheet that accompanies the IR PowerPoint (see attached).
- Complete unit study guide (see attached).
- SmartBoard activity: Picture Prompt - label the locations in the city.
- Find clip art or draw pictures to represent fifteen vocabulary words of your choice.
- Use the Internet to research the origins of the Spanish names for the days of the week. Write down the god that each day honors and the god's "responsibility" .
- Complete a worksheet on interrogatives (see attached).
- Using the interrogatives, create your own original question for each one, switch papers with a classmate and have him/her answer the questions (see attached).
- Write the interrogatives in the correct order (see attached).
- Complete textbook listening activities for new vocabulary words.
- Un chico reservado: Read the skit and act out the different characters.
- Complete interactive activities in text chapter 4A (pages 170-195).
- Complete worksheets from Teacher Guided Activities book that correspond with the unit.
- Complete activities from practice and WAV workbooks.
- Play Bingo games for vocabulary review prior to an assessment.

Note sheet on the verb IR
PowerPoint presentation - IR
Study Guide
Scrambled Questions
Original Question Activity
Answering the questions in Spanish

Activities to Differentiate Instruction

- Choice of poster board or Glogster.com for student individual project.

- Provide students with skeleton notes.
- Provide opportunities for students to work together in teacher-designed groups (Design groups according to: ability, learning style, etc)
- Provide tiered activities and homework.
- SmartBoard activities
- Spanish "experts".

Integrated/Cross-Disciplinary Instruction

- Related Arts - Francisco de Goya and his painting "El quitasol".
- Latin - the origins of the days of the week and the gods that each day honors
- Language Arts - interrogatives
- Social Studies - the history of a Spanish-speaking city

Resources

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

The Verb IR - SmartBoard activity

SmartBoard activity - Interrogatives

SmartBoard - Test Review