Unit 3: En mi dormitorio

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

Unit Overview

In this unit, the students will learn to speak about the things that can be found in their bedroom, particularly furniture and electronic equipment. They also will learn to make comparisons based on size and color. Stem changing verbs will be studied and students will learn their conjugations. Finally, the Spanish architectural influence on home construction will be explored.

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.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.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 can a bedroom reflect the personality of its owner?
- How has Spanish architecture influenced the construction of homes in the US?

Application of Knowledge and Skills...

Activities

- Draw a picture of your bedroom and label ten items. Share your drawing with a partner and discuss the items that can be found in your bedroom.
- Survey your classmates to find out the electronic equipment they have in their bedroom. Use the information to create a bar graph.
- Listening Activity: Students will listen for ten things that can be found in a bedroom. Using the communicators, they will write in Spanish the name of the objects they hear.
- SmartBoard activity: Match the vocabulary word to the visual shown.
- SmartBoard activity: Cluttered bedroom - students will organize all the bedroom objects and place them in the correct bedroom according to the written description.
- Write five comparison sentences that compare your favorite TV show with your least favorite TV show. Share with the class.
- Give students two bedroom pictures and have them write three comparison sentences about the two bedrooms.
- Complete notes to accompany PowerPoint on the comparative and the superlative (see attached).
- Complete teacher-created study guide (see attached).
- Complete textbook listening activities on new vocabulary words.
- *El cuarto de Ignacio*: Read the skit and act out the different characters.
- Complete interactive activities in text chapter 6A (pages 270-295).
- 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.

Student note sheet for PPT
PPT - Comparisons and the Superlative
Study Guide

Activities to Differentiate Instruction

- Provide students with skeleton notes (see attached).
- 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"

Skeleton Notes on Stem Changing Verbs

Integrated/Cross-Disciplinary Instruction

- Related Arts - Salvador Dali and his painting "Muchacha en la ventana"
- Language Arts - comparatives and the superlative

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
- www.google.com (images)
- exchange.smarttech.com (SmartBoard activities)
- www.Glogster.com

See attached websites for quia.com vocabulary review

Vocab Review - Matching, Word Search & Concentration
Vocab Review - hangman
SmartBoard - Poder and Dormir Review
Websites for student practice