Unit 4: ¿Cómo es tu casa?

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 identify the rooms in a house. The unit will also present the students with the proper way to give instructions when working on household chores. Finally, students will gain an understanding of the cultural perspectives of different types of housing.

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.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 the chores you do reflect your family values and culture?
- How does the design of homes in the US compare to the design in Spanish-speaking countries?

Application of Knowledge and Skills...

Activities

- Listening Activity: You will hear the speaker describe his/her house. Write in Spanish the names of the rooms that you hear.
- SmartBoard Activity: Label the rooms of the house.
- Make a list of three chores that you do around the house, share your list with a partner.
- Survey five students to find out what chores they do. Use the information to create a bar graph.
- Simon: play a game of Simon Says using the affirmative commands. Take turns having the students be Simon.
- Write five sentences using the present progressive and share with a partner.
- SmartBoard Activity: use the present progressive to identify what the people in the pictures are doing at the moment.
- Complete textbook listening activities on new vocabulary words.
- *Los quehaceres de Elena*: Read the skit and act out the different characters.
- Complete interactive activities in text chapter 6B (pages 296-319).
- 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.

Activities to Differentiate Instruction

- Provide students the choice to work alone or with a partner on the 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

- Language Arts -present progressive tense

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
- exchange.smarttech.com (SmartBoard activities)