

Realidades 1 - Unit 1A "Que te gusta hacer?"

Content Area: **World Language**
Course(s): **Spanish I CP**
Time Period: **1st Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In Unit 1A, students will be introduced to common vocabulary, phrases, and concepts, related to common activities, likes and dislikes of self and others, necessary for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations, i.e. survival skills. Students will gain a working knowledge of the basic structure of the target language using the present tense.

Transfer

By the end of Unit 1A, students will be able to:

1. Listen to and read about activities people like and don't like to do
2. Talk and write about what you and others like and don't like to do
3. Describe your favorite activities and ask others about theirs
4. Describe dances and music from the Spanish-speaking world and compare them to dances you know
5. Compare favorite activities of Spanish-speaking teens to those of teens in the United States

MEANING:

Understandings

Students will understand:

1. The similarities and differences between teenagers of Spanish-speaking countries and those of the United States
2. The similarities and differences of common teenage activities, dances, and music between Spanish-speaking countries and the United States

Essential Questions

1. What activities do you like and not like to do?
2. What activities do others like and not like to do?
3. How do you ask others about their likes and dislikes in terms of activities?
4. What types of music and dance are popular among teenagers in the United States?

APPLICATION OF KNOWLEDGE AND SKILL:

Students will know...

Students will know:

1. Names of activities
2. Expressions of like and dislike
3. Infinitives
4. Negatives
5. Expressions of agreement and disagreement

Students will be skilled at...

Students will be skilled at:

1. Labeling activities
2. Expressing likes and dislikes
3. Expressing agreement and disagreement
4. Describing dances and music from Spanish-speaking countries
5. Comparing favorite activities of Spanish-speaking teenagers with those of the United States

Academic Vocabulary

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|----------------------------------|---|
| 1. And you? | 1. ¿Y a ti? |
| 2. I do too | 2. a mi tambien |
| 3. I don't like | 3. no me gusta/a mi no me gusta |
| 4. I don't like at all | 4. no me gusta nada/a mi no me gusta nada |
| 5. I don't like either | 5. a mi tampoco |
| 6. I like | 6. me gusta |
| 7. I like a lot | 7. me gusta mucho/a mi me gusta mucho |
| 8. I like better/more | 8. me gusta mas/a mi me gusta mas |
| 9. What do you like better/more? | 9. ¿Que te gusta mas? |
| 10. What do you like to do? | 10. ¿Que te gusta hacer? |
| 11. also, too | 11. tambien |
| 12. and | 12. y |
| 13. neither nor | 13. ni....ni |
| 14. or | 14. o |
| 15. to dance | 15. bailar |
| 16. to draw | 16. dibujar |
| 17. to go to school | 17. ir a la escuela |
| 18. to listen to music | 18. escuchar musica |
| 19. to play sports | 19. practicar deportes/jugar deportes |
| 20. to play the guitar | 20. tocar la guitarra |
| 21. to play videogames | 21. jugar videojuegos |
| 22. to read magazines | 22. leer revistas |
| 23. to ride a bike | 23. montar en bicicleta |
| 24. to run | 24. correr |
| 25. to sing | 25. cantar |
| 26. to skate | 26. patinar |
| 27. to skateboard | 27. montar en monopatín |
| 28. to ski | 28. esquiar |
| 29. to spend time with friends | 29. pasartiempo con amigos |
| 30. to swim | 30. nadar |
| 31. to talk on the phone | 31. hablar por telefono |
| 32. to use the computer | 32. usar la computadora |
| 33. to watch tv | 33. ver la tele/mirar la tele |
| 34. to work | 34. trabajar |
| 35. to write stories | 35. escribir cuentos |

36. well

36. pues

37. yes

37. si

Learning Goal

Students will be able to show appropriate and accurate use of the Spanish Language for the following vocabulary and grammar:

Vocabulary: Activities, Expressing Likes and Dislikes

Grammar: Infinitives, Negatives, Expressing Agreement or Disagreement

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.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
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.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
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.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Target 1 - Level 1 Retrieval

SWBAT:

1. Identify vocabulary related to activities
 2. List activities that one likes and does not like
 3. Use expressions of like and dislike
 4. Use expressions of agreement and disagreement
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Target 2 - Level 2 Comprehension

SWBAT:

1. Illustrate learned activities
 2. Diagram activities commonly done by Spanish-speaking teens and those of the United States
 3. Explain ways in which activities done by Spanish-speaking teens are similar to those done by teens in the United States
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Target 3 - Level 3 Analysis

SWBAT:

1. Compare and contrast likes and dislikes of Spanish-speaking teens with those of the United States
 2. Compare and contrast popular dances and music of Spanish-speaking countries with those of the United States
 3. Categorize activities by location, popularity, rules for completion, etc.
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Target 4 - Level 4 Knowledge Utilization

SWBAT:

1. Read about and research the characteristics of a normal day for a Spanish-speaking teenager and compare with that of a teen in the United States
 2. Reserach the common dances and music of the Spanish-speaking countries
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Summative Assessment

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises

9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

Accommodations/Modifications

DIFFERENTIATION:

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

ENRICHMENT:

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

Unit Resources

1. Textbook - Realidades 1 (Print and online)
2. Online practice workbook

3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts

Interdisciplinary Connections

LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.