

Realidades 1 - Unit 4A "Adonde vas?"

Content Area: **World Language**
Course(s): **Spanish I CP**
Time Period: **4th Marking Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In Unit 4A, students will be introduced to common vocabulary, phrases, and concepts, related to describing freetime and leisure activities, travel destinations, weekend plans, and schedules, 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 4A, students will be able to:

1. Listen to and read about lesiure activities and schedules
2. Talk and write about places to go and activities to do during free time
3. Exchange information about weekend plans
4. Compare leisure activities in the Spanish-speaking world and 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 leisure activities between Spanish-speaking countries and the United States
3. Information exchange about weekend plans
4. Descriptions of travel destinations and schedules

Essential Questions

1. Where do you go in your freetime and what activities do you do there?
2. What places do you visit on vacation or on the weekend?
3. How do you create questions in Spanish?

APPLICATION OF KNOWLEDGE AND SKILL:

Students will know...

Students will know:

1. Leisure activities
2. Places in the community
3. Vacations spots and destinations
4. The verb IR
5. Asking questions

Students will be skilled at...

Students will be skilled at:

1. Naming leisure activities
2. Naming places in the community
3. Discussing common leisure activities in Spanish-speaking countries
4. Conjugating the verb IR
5. Asking and answering questions

Academic Vocabulary

1. I am (characteristic)
2. I give
3. I go
4. I stay home
5. after
6. afterwards
7. alone
8. at home
9. beach
10. because
11. cafe
12. church
13. countryside
14. free time
15. friends
16. from where
17. from/of
18. generally
19. gym
20. house
21. how many
22. how/what
23. in order to
24. in order to dance
25. library
26. mall
27. mosque
28. mountains
29. movie theater
30. on Fridays
31. on Mondays
32. on Saturdays
33. on Sundays
34. on Thursdays
35. on Tuesdays
36. on Wednesdays

1. soy
2. doy
3. voy
4. me quedo en casa
5. despues de
6. despues
7. solo/sola
8. en casa
9. la playa
10. porque
11. el cafe
12. la iglesia
13. el campo
14. el tiempo libre
15. los amigos
16. de donde
17. de
18. generalmente
19. el gimnasio
20. la casa
21. cuantas
22. como
23. para
24. para bailar
25. la biblioteca
26. el centro comercial
27. la mezquita
28. las montanas
29. el cine
30. los viernes
31. los lunes
32. los sabados
33. los domingos
34. los jueves
35. los martes
36. los miercoles

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| 37. park | 37. el parque |
| 38. piano lesson | 38. la leccion de piano |
| 39. pool | 39. la piscina |
| 40. restaurant | 40. el restaurante |
| 41. s/he gives | 41. da |
| 42. s/he goes | 42. va |
| 43. s/he is (characteristic) | 43. es |
| 44. s/he is (location) | 44. esta |
| 45. synagogue | 45. la sinagoga |
| 46. temple | 46. el templo |
| 47. to be (characteristic) | 47. ser |
| 48. to be (location) | 48. estar |
| 49. to give | 49. dar |
| 50. to go | 50. ir |
| 51. to go shopping | 51. ir de compras |
| 52. to go to a job | 52. ir a un trabajo |
| 53. to run | 53. correr |
| 54. to see | 54. ver |
| 55. to see a movie | 55. ver una pelicula |
| 56. to see movies | 56. ver peliculas |
| 57. to stay | 57. quedar |
| 58. to use the telephone | 58. usar el telefono |
| 59. to work | 59. trabajar |
| 60. we are (characteristic) | 60. somos |
| 61. we are (location) | 61. estamos |
| 62. we give | 62. damos |
| 63. we go | 63. vamos |
| 64. week | 64. la semana |
| 65. weekend | 65. el fin de semana |
| 66. weekends | 66. los fines de semana |
| 67. what | 67. que |
| 68. when | 68. cuando |
| 69. where | 69. donde |
| 70. where are you from | 70. de donde eres |
| 71. where are you going | 71. adonde vas |
| 72. which ones | 72. cuales |

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| 73. which/what | 73. cual |
| 74. who | 74. quien |
| 75. who [all] | 75. quienes |
| 76. why | 76. porque |
| 77. work | 77. el trabajo |
| 78. y'all are (characteristic) | 78. sois |
| 79. y'all are (location) | 79. estais |
| 80. y'all give | 80. dais |
| 81. y'all go | 81. vais |
| 82. you all/they are (characteristic) | 82. son |
| 83. you all/they are (location) | 83. estan |
| 84. you all/they give | 84. dan |
| 85. you all/they go | 85. van |
| 86. you are (characteristic) | 86. eres |
| 87. you are (location) | 87. estas |
| 88. you don't say | 88. no me digas |
| 89. you give | 89. das |
| 90. you go | 90. vas |

Learning Goal

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

Vocabulary: Leisure activities, Places in the community

Grammar: The verb IR, Asking and answering questions

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|---------------|---|
| 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). |

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| 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 leisure activities
 2. Label places to go
 3. Conjugate the verb IR
 4. Label places in the community
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Target 2 - Level 2 Comprehension

SWBAT:

1. Draw a map of the city and label the places
 2. Read about leisure activities and schedules and summarize the reading
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Target 3 - Level 3 Analysis

SWBAT:

1. Compare and contrast leisure activities in Spanish-speaking countries with those in the United States
 2. Create a journal detailing the activities of a vacation or excursion
 3. Compare and contrast weekend plans in Spanish-speaking countries with those in the United States
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Target 4 - Level 4 Knowledge Utilization

SWBAT:

1. Research a Spanish-speaking country and prepare a report of the tourist sites of the country
 2. Respond to situations (lost in country, etc.) in spoken and/or written form
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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

Differentiation / Enrichment

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 will 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