

Realidades 1 Unit 7A Cuanto cuesta?

Content Area: **World Language**
Course(s): **Generic Course, Spanish I CP**
Time Period: **3rd Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In unit 7A, students will be introduced to common vocabulary, phrases and concepts related to clothes shopping for daily interpersonal interaction. The students will also be able to discuss and "purchase" gifts. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will gain a working knowledge of the basic structure of the target language using the present tense.

Transfer

Students will be able to:

1. Communicate about their responsibilities at home.
 2. Describe houses and apartments.
 3. Compare and contrast where people live.
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MEANING:

Understandings

Students will understand:

1. The concept of currency conversion.
2. How shopping in Spanish-speaking countries compares to and differs from shopping in the United States.

Essential Questions

Is shopping a chore?

What do we buy for ourselves and others?

Application of Knowledge and Skill

Students will know...

Students will know:

1. The names of the clothing items.
2. How to indicate specific items.
3. Common shopping expressions.
4. The numbers in 100's.

Students will be skilled at...

Students will be able to:

1. Describe what they want to purchase.
2. Speak with a store employee.
3. Discuss the cost of a item.
4. Use new stem-change verbs in the present tense.

Academic Vocabulary

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|-----------------------|-----------------------------------|
| 1. Excuse me | 1. Perdon |
| 2. It fits me badly | 2. me queda mal |
| 3. It fits me well | 3. me queda bien |
| 4. Letsgo | 4. Vamos |
| 5. blouse | 5. la blusa |
| 6. boots | 6. las botas |
| 7. cap | 7. la gorra |
| 8. clothing store | 8. la tienda de ropa |
| 9. coat | 9. el abrigo |
| 10. dress | 10. el vestido |
| 11. it costs | 11. cuesta |
| 12. jacket | 12. la chaqueta |
| 13. jeans | 13. los jeans |
| 14. maybe | 14. quizás |
| 15. new | 15. nuevo/nueva |
| 16. pants | 16. los pantalones |
| 17. price | 17. el precio |
| 18. salesperson | 18. el dependiente/la dependienta |
| 19. shirt | 19. la camisa |
| 20. shoes | 20. los zapatos |
| 21. shorts | 21. los pantalones cortos |
| 22. skirt | 22. la falda |
| 23. so much / so many | 23. tanto |
| 24. socks | 24. los calcetines |
| 25. store | 25. la tienda |
| 26. suit | 26. el traje |
| 27. sweater | 27. el sueter |
| 28. sweatshirt | 28. la sudadera |
| 29. swimsuit | 29. el traje de bano |
| 30. t-shirt | 30. la camiseta |
| 31. that | 31. ese/esa |
| 32. these | 32. estos/estas |
| 33. they cost | 33. cuestan |
| 34. this | 34. este/esta |
| 35. those | 35. esos/esas |

| | |
|-----------------------------|--------------|
| 36. to buy | 36. comprar |
| 37. to cost | 37. costar |
| 38. to enter | 38. entrar |
| 39. to look for | 39. buscar |
| 40. to prefer | 40. preferir |
| 41. to think / to plan (on) | 41. pensar |
| 42. to want | 42. querer |
| 43. to wear | 43. llevar |

Learning Goal

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

Vocabulary: Identify/Describe/Compare/Contrast clothing, Identify/describe gifts

Grammar: Stem-change verbs (e-ie), Use the present tense verbs effectively

Target 1-- Retrieval

SWBAT:

1. Identify articles of clothing.
2. Recall the numbers from 1-500.
3. Describe a specific item.
4. Make plans to purchase a gift.

Target 2-- Comprehension

SWBAT:

1. Illustrate and describe an outfit.
 2. Diagram a clothing store.
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Target 3-- Analysis

SWBAT:

1. Classify articles of clothing.
 2. Generalize about what people wear in specific seasons and throughout the year.
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Target 4-- Knowledge Utilization

SWBAT:

1. Investigate how typical young people dress in Spanish-speaking countries.
 2. Research the fashion in a metropolitan Spanish-speaking city and in a rural community and generate a theory on why the difference/similarities exist.
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Summative Assessment

1. Vocabulary and grammar quizzes.
2. Assessment of reading, writing, listening, speaking skills.
3. End of unit exams.
4. Mid or end of unit projects.
5. Student presentations.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Webquests.
6. Review games.
7. Surveys.
8. Think/Pair/Share activities.
9. Teacher-directed Q and A.
10. Teacher observation.
11. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites