

# Realidades 2 - Unit 2A "Como te preparas?"

Content Area: **World Language**  
Course(s): **Spanish III CP**  
Time Period: **2nd Marking Period**  
Length: **5 weeks**  
Status: **Published**

## Unit Overview

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In Unit 2A, students will be introduced to common vocabulary, phrases, and concepts, related to daily routines, special events, and parties, 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

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By the end of Unit 2A, students will be able to:

1. Listen and read about daily routines
2. Talk and write about your daily routines and getting ready for a special event
3. Exchange information about typical morning routines
4. Explain why ponchos are worn in the Andes
5. Compare parties and special events in the Spanish-speaking world with those in the United States

## MEANING:

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## Understandings

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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 morning routines and special events between Spanish-speaking countries and the United States
3. The activities associated with the morning routine
4. The activities associated with the daily routine

## **Essential Questions**

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1. What do you do to get ready in the morning?
2. What do you do to get ready for a special event?
3. What types of special events do you attend?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. Daily routines
2. Morning routines
3. Special events
4. Parties

### **Students will be skilled at...**

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Students will be skilled at:

1. Listing activities of the daily routine
2. Listing activities of the morning routine
3. Describing getting ready for a special event
4. Listing special events
5. Comparing special events and parties in Spanish-speaking countries and the United States

## **Academic Vocabulary**

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1. a special event
2. audition
3. beauty salon
4. before
5. belt
6. blow dryer
7. brush
8. calm
9. cologne
10. comb
11. comfortable
12. contest
13. date
14. deoderant
15. early
16. elegant
17. excited
18. for example
19. gel
20. gold
21. it depends
22. it is his, hers
23. it is mine
24. it is ours
25. it is theirs
26. it is yours
27. jewelry
28. late
29. lips
30. make-up
31. mirror
32. nails
33. nervous
34. quickly
35. razor
36. shower

1. un evento especial
2. la audicion
3. el salon de belleza
4. antes de
5. el cinturon
6. el secador
7. el cepillo
8. tranquilo
9. el agua de colonia
10. el peine
11. comodo
12. el concurso
13. la cita
14. el desodorante
15. temprano
16. elegante
17. entusiasmado
18. por ejemplo
19. el gel
20. el oro
21. depende
22. es suyo
23. es mio
24. es nuestro
25. es suyo
26. es tuyo
27. las joyas
28. tarde
29. los labios
30. el maquillaje
31. el espejo
32. las unas
33. nervioso
34. rapidamente
35. la maquina de afeitarse
36. la ducha

37. silver	37. la plata
38. slowly	38. lentamente
39. soap	39. el jabon
40. then, later	40. luego
41. to borrow from	41. pedir prestado de
42. to brush one's teeth	42. cepillarse los dientes
43. to comb one's hair	43. peinarse el pelo
44. to cut one's hair	44. cortarse el pelo
45. to dry oneself	45. secarse
46. to fix one's hair	46. arreglarse el pelo
47. to get dressed, dress oneself	47. vestirse
48. to get ready	48. prepararse
49. to get up	49. levantarse
50. to go to bed	50. acostarse
51. to go to sleep	51. dormirse
52. to paint one's nails	52. pintarse las unas
53. to put on	53. ponerse
54. to put on makeup	54. maquillarse
55. to shave	55. afeitarse
56. to take a bath	56. banarse
57. to take a shower	57. ducharse
58. to take off oneself	58. quitarse
59. to wake up	59. despertarse
60. to wash one's face	60. lavarse la cara
61. to wash oneself	61. lavarse
62. towel	62. la toalla
63. wedding	63. la boda
64. you look good	64. te ves bien

## Learning Goal

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

**Vocabulary:** Getting ready for an event, Daily routines

**Grammar:** Reflexive verbs, Ser and Estar, Possessive adjectives

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.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
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 target culture(s) and identify how the products and practices are derived from the cultural perspectives.

## **Target 1 - Level 1 Retrieval**

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SWBAT:

1. Identify vocabulary related to daily routines

2. Identify vocabulary related to special events
  3. List the morning routine
  4. List activities involved with getting ready for a special event
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. Make a chart of daily routines
  2. Create a timeline of events related to the morning routine
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## **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast parties and special events in Spanish-speaking countries with those in the United States
  2. Create a journal detailing the morning routine or getting ready for an event
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Research a Spanish-speaking country and prepare a report of the common parties and special events of the country
2. Respond to situations (getting ready for a party, going to a wedding) in spoken and/or written form

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### **Summative Assessment**

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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**

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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**

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## **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**

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1. Textbook - Realidades 2 (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



