

# 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  | 1. un evento especial       |
| 2. audition         | 2. la audicion              |
| 3. beauty salon     | 3. el salon de belleza      |
| 4. before           | 4. antes de                 |
| 5. belt             | 5. el cinturon              |
| 6. blow dryer       | 6. el secador               |
| 7. brush            | 7. el cepillo               |
| 8. calm             | 8. tranquilo                |
| 9. cologne          | 9. el agua de colonia       |
| 10. comb            | 10. el peine                |
| 11. comfortable     | 11. comodo                  |
| 12. contest         | 12. el concurso             |
| 13. date            | 13. la cita                 |
| 14. deoderant       | 14. el desodorante          |
| 15. early           | 15. temprano                |
| 16. elegant         | 16. elegante                |
| 17. excited         | 17. entusiasmado            |
| 18. for example     | 18. por ejemplo             |
| 19. gel             | 19. el gel                  |
| 20. gold            | 20. el oro                  |
| 21. it depends      | 21. depende                 |
| 22. it is his, hers | 22. es suyo                 |
| 23. it is mine      | 23. es mio                  |
| 24. it is ours      | 24. es nuestro              |
| 25. it is theirs    | 25. es suyo                 |
| 26. it is yours     | 26. es tuyo                 |
| 27. jewelry         | 27. las joyas               |
| 28. late            | 28. tarde                   |
| 29. lips            | 29. los labios              |
| 30. make-up         | 30. el maquillaje           |
| 31. mirror          | 31. el espejo               |
| 32. nails           | 32. las unas                |
| 33. nervous         | 33. nervioso                |
| 34. quickly         | 34. rapidamente             |
| 35. razor           | 35. la maquina de afeitarse |
| 36. shower          | 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**

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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

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|---------------|--|
| 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.  |

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

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



