

# Realidades 2 - Unit 2B "Que ropa compraste?"

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 2B, students will be introduced to common vocabulary, phrases, and concepts, related to clothing and shopping, 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 and preterite tenses.

## Transfer

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

1. Listen and read about clothing people bought
2. Talk and write about shopping trips
3. Exchange information about when and where one bought clothing
4. Understand "la parranda" in Spanish-speaking countries
5. Compare shopping in Spanish and 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. Names of clothing
3. Activities associated with shopping trips
4. The similarities and differences between shopping in Spain and the United States

## **Essential Questions**

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1. Where do you go to buy clothing?
2. What type of clothes do you prefer to wear?
3. How often do you shop for clothing?

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

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

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Students will know:

1. Clothing names
2. Activities related to shopping
3. The similarities and differences in shopping in Spain and the United States

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

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Students will be skilled at:

1. Naming clothing
2. Describing a shopping trip
3. Talk about where and when clothing was bought
4. Comparing shopping in Spain and the United States

## **Academic Vocabulary**

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|------------------------|------------------------|
| 1. What do you think?  | 1. ¿Que te parece?     |
| 2. What is it made of? | 2. ¿De que esta hecho? |

3. bargain	3. la ganga
4. brand	4. la marca
5. bright (in color)	5. vivo
6. cash register	6. la caja
7. cashier (m)	7. el cajero
8. check	8. el cheque
9. cotton	9. algodón
10. credit card	10. la tarjeta de crédito
11. dark (in color)	11. oscuro
12. entrance	12. la entrada
13. exit	13. la salida
14. gift certificate	14. el cupón de regalo
15. high (in price)	15. alto
16. immediately	16. inmediatamente
17. in cash	17. en efectivo
18. it is made of	18. está hecho de
19. it matters to me	19. me importa
20. it seems to me	20. me parece
21. leather	21. cuero
22. light (in color)	22. claro
23. loose	23. flojo
24. low (in price)	24. bajo
25. market	25. el mercado
26. medium	26. mediano
27. outrageous	27. exagerado
28. pastel (in color)	28. pastel
29. price	29. el precio
30. really	30. en realidad
31. recently	31. recientemente
32. sale	32. la liquidación
33. shoe size	33. el número
34. sign	34. el letrero
35. silk	35. seda
36. size (of clothes)	36. la talla
37. solid-colored	37. de solo un color
38. style	38. el estilo

39. synthetic fabric	39. tela sintitica
40. that (f)	40. esa
41. that (f) (far away, over there)	41. aquella
42. that (m)	42. ese
43. that (m) (far away, over there)	43. aquel
44. these (f)	44. estas
45. these (m)	45. estos
46. this (f)	46. esta
47. this (m)	47. este
48. those (f)	48. esas
49. those (f) (far away, over there)	49. aquellas
50. those (m)	50. esos
51. those (m) (far away, over there)	51. aquellos
52. tight	52. apretado
53. to announce	53. anunciar
54. to be in fashion	54. estar de moda
55. to choose	55. escoger
56. to find	56. encontrar
57. to spend	57. gastar
58. to try on	58. probarse
59. traveler's check	59. el cheque de viajero
60. wool	60. lana

## **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:** Shopping, Clothing

**Grammar:** Preterite of regular verbs, Demonstrative adjectives, Using adjectives as nouns

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. Label clothing
  2. List activities associated with shopping
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. Describe a shopping trip
  2. Talk about where and when clothing was bought
  3. Describe shopping in Spain
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast shopping in Spain and the United States
  2. Create a spoken and/or written narrative about shopping
  3. Categorize clothing by size, material, etc.
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### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Research a Spanish clothing store and report on the information found
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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