

# Realidades 2 - Unit 3A "Que hiciste ayer?"

Content Area: **World Language**  
Course(s): **Spanish III CP**  
Time Period: **3rd Marking Period**  
Length: **5 weeks**  
Status: **Published**

## Unit Overview

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In Unit 3A, students will be introduced to common vocabulary, phrases, and concepts, related to where people went, what people did, purchases made in the past, and obligations, 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 3A, students will be able to:

1. Listen to and read about where people went, what they did, and they received as gifts.
2. Talk and write about fulfilling obligations and what was bought in the past
3. Exchange information about what activities were done in the past
4. Understand the popularity of open-air markets in the Spanish-speaking world
5. Compare famous buildings and neighborhoods in Spanish-speaking countries with those in the United States

## MEANING:

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## Understandings

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Students will understand:

1. Expressions of past activities
2. Names of responsibilities and obligations
3. The popularity of open-air markets in Spanish-speaking countries
4. The use of preterite tense in describing past events

## Essential Questions

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1. What activities did you do yesterday?
2. What activities did you do last week or last month?
3. Where do you go shopping?

## APPLICATION OF KNOWLEDGE AND SKILL:

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### Students will know...

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Students will know:

1. Names of locations
2. Forms of preterite
3. Names of obligations
4. Activities completed in the past

### Students will be skilled at...

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Students will be skilled at:

1. Labeling past activities
2. Labeling locations
3. Conjugating verbs in the preterite tense
4. Describing open-air markets
5. Comparing famous buildings and neighborhoods in Spanish-speaking countries and the United States

## Academic Vocabulary

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1. I forgot

1. se me olvidó?

2. almost	2. casi
3. ball	3. la pelota
4. bank	4. el banco
5. card	5. la tarjeta
6. community	6. la comunidad
7. dentist	7. el dentista
8. doctor (medical)	8. el medico
9. doctor's/dentist's office	9. el consultorio
10. downtown	10. el centro
11. for (length of time)	11. por
12. gasoline	12. la gasolina
13. golf club	13. el palo de golf
14. good gracious	14. caramba
15. letter	15. la carta
16. mailbox	16. el buzón
17. neighborhood	17. el barrio
18. of course	18. como no
19. pharmacy	19. la farmacia
20. post office	20. el correo
21. postage stamp	21. el sello
22. right away, at once	22. enseguida
23. see you soon	23. hasta pronto
24. service station	24. la estación de servicio
25. shampoo	25. el champú
26. skates	26. los patines
27. soap	27. el jabón
28. soon	28. pronto
29. sports equipment	29. el equipo deportivo
30. still	30. todavía
31. supermarket	31. el supermercado
32. tennis racket	32. la raqueta de tenis
33. the tank (car)	33. el tanque
34. to cash a check	34. cobrar un cheque
35. to check out a book	35. sacar un libro
36. to close	36. cerrar
37. to dust	37. quitar el polvo

38. to feed the dog	38. dar de comer al perro
39. to fill the tank	39. llenar el tanque
40. to go on foot	40. ir a pie
41. to mail a letter	41. echar una carta
42. to return a book	42. devolver un libro
43. to send	43. enviar
44. to separate	44. separar
45. to stay	45. quedarse
46. to take care of	46. cuidar a
47. toothbrush	47. el cepillo de dientes
48. toothpaste	48. la pasta dental
49. until	49. hasta
50. various, several	50. varios

## 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:** Running errands around town, Where people go and what they buy

**Grammar:** Direct object pronouns, Irregular preterite verbs

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. List place names
  2. List activities
  3. List famous buildings and neighborhoods in Spanish-speaking countries
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## Target 2 - Level 2 Comprehension

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SWBAT:

1. Draw a map of the city and label the places
  2. Read about running errands and schedules and summarize the reading
  3. Utilize past tense to describe events already completed
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Differentiate between regular and irregular verbs in preterite
  2. Explain direct object pronouns in spoken and/or written communication
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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 famous buildings and neighborhoods
  2. Utilize preterite tense and direct object pronouns in given situations for spoken and/or written communication
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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 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