

# Unit 1: Familiares y amigos

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Familiares y amigos

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## Learning Objectives

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- Ask and answer questions
- Ask and respond with comments on topics about life.
- Ask and respond with questions on topics about life.
- Compare/contrast unique linguistic elements with English and the target language.
- Copy/write words and phrases on familiar topics
- Create a display for the Hispanic Heritage showcase
- Deduce the meaning of new and unfamiliar structures
- Describe people and things from the home and school environment
- Express viewpoints.
- Give and follow directions
- Give and follow requests
- Give reasons to support claims.
- Identify aspects of Spanish speaking countries
- Identify familiar people, places, and objects
- Identify people, places, and objects based on descriptions
- Infer the meaning of words in new contexts
- infer the meaning of words/ideas in new contexts
- React to instructions, activities, or situations through responses
- Report on messages that they view/hear/read in predictable cultural authentic materials
- Request and provide information in conversations by creating simple sentences by combining and recombining learned language in order to express original ideas.
- Request and provide information in writing by creating simple sentences by combining and

recombining learned language in order to express original ideas.

- Request/provide information by asking questions using memorized words and phrases
- Restate oral conversations and written information on topics
- State needs, topics, words, phrases using formulaic sentences
- Use knowledge of structures of the target language
- Use language to respond to prompts and situations
- Use target language to paraphrase descriptions of people places, objects, and activities

## Essential Skills

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- Commanding someone informally to do something such as doing chores.
- Identifying direct objects and replacing them with direct object pronouns
- Research and write about a Spanish speaking country
- Using the present progressive to say what chores you're doing and what activities someone is doing doing right now.
- Using vocabulary words to offer help, say what chores they do, and what they do around town.

## Standards

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FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

## Instructional Tasks/Activities

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- Around the Room Activities on chores/rooms in the house, talking about helping at home
- Around the Room Activities on direct object pronouns
- Around the Room Activities on places in the city, talking about making plans
- Around the Room Activities on present progressive
- Boleto de Salida (Exit Ticket) on chores/rooms in the house, talking about helping at home
- Boleto de Salida (Exit Ticket) on direct object pronouns
- Boleto de Salida (Exit Ticket) on places in the city, talking about making plans
- Boleto de Salida (Exit Ticket) on present progressive
- Chain Activity on places in the city, talking about making plans
- Hagan Ahora (Do Now) on chores and rooms in the house, talking about helping at home
- Hagan Ahora (Do Now) on direct object pronouns
- Hagan Ahora (Do Now) on places in the city, talking about making plans
- Hagan Ahora (Do Now) on present progressive
- Kahoot on direct object pronouns
- Quiz on direct object pronouns
- Sentence Matching Activity on chores/rooms in the house, talking about helping at home
- Sentence Matching Activity on direct object pronouns
- Sentence Matching Activity on places in the city, talking about making plans
- Sentence Matching Activity on present progressive
- Speaking/Listening Activities on chores/rooms in the house, talking about helping at home
- Speaking/Listening Activities on direct object pronouns
- Speaking/Listening Activities on places in the city, talking about making plans
- Speaking/Listening Activities on present progressive
- Stations activity on places in the city, talking about making plans
- Stations activity on rooms/chores, talking about helping at home
- Stations activity on the present progressive
- Test on places in the city, talking about making plans
- Test on present progressive
- Test on rooms/chores, talking about helping at home

- Vocabulary/Grammar Google Slides Activity on chores/rooms in the house, talking about helping at home
- Vocabulary/Grammar Google Slides Activity on direct object pronouns
- Vocabulary/Grammar Google Slides Activity on places in the city, talking about making plans
- Vocabulary/Grammar Google Slides Activity on present progressive
- Whiteboard Activity on chores/rooms in the house, talking about helping at home
- Whiteboard Activity on direct object pronouns
- Whiteboard Activity on places in the city, talking about making plans
- Whiteboard Activity on present progressive
- Worksheet on chores and rooms in the house, talking about helping at home
- Worksheet on direct object pronouns
- Worksheet on places in the city, talking about making plans
- Worksheet on present progressive

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Kahoot
- Peer Review
- Problem Correction
- Project
- Quiz
- Rubric
- Speaking/Listening Activities
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms

- Google Slides
- Kahoot

## Accommodations & Modifications & Differentiation

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Special Education	Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.
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## Gifted and Talented

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## Instruction/Materials

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only

- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- ¡Exprésate! Textbook and Workbooks
- Google Classroom