

Unit 2: En el vecindario

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

En el vecindario

Learning Objectives

- Ask and respond with comments on topics about life.
- Ask and respond with questions on topics about life.
- Compare unique linguistic elements with English and the target language.
- Contrast unique linguistic elements with English and the target language.
- Copy/write words and phrases on familiar topics
- Create brief messages using vocabulary
- Deduce the meaning of new and unfamiliar structures
- Express viewpoints.
- Give and follow oral and written directions, commands, and requests
- Give reasons to support claims.
- Identify familiar people, places, and objects
- Identify familiar words
- Identify people, places, and objects based on descriptions
- Identify words, phrases, and sentences in cultural authentic materials
- Infer the meaning of ideas in new contexts
- Infer the meaning of words in new contexts
- Infer the meaning of words in new contexts
- Initiate, maintain, and end a conversation using expressions and sentences of the target language
- Present brief messages using vocabulary
- Provide information by answering questions using memorized words and phrases
- Provide information by asking and answering questions

- React to instructions in daily life
- React to instructions, activities, or situations through responses
- Recombine basic information at the phrase and sentence level on everyday topics and themes
- Report on messages that they hear/view/read in predictable cultural authentic materials
- Request information by asking and answering questions
- Request 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
- Tell or retell stories from age and level appropriate culturally authentic materials
- Use graphic organizers to compare information
- Use knowledge of structures of the target language
- Use language to respond to prompts
- Use language to respond to prompts and situations
- Use words, phrases, and memorized formulaic sentences to share basic needs

Essential Skills

- Conjugating and using –ar, –er, and –ir verbs as well as “hacer” and “ir” in the preterite tense.
- Conjugating and using the forms of the verbs deber, tener que, and me/te/le/nos/les toca with an infinitive in order to say what someone has to do.
- Conjugating and using the verbs “dar” and “decir.”
- Conjugating and using the verbs “saber” and “conocer.”
- Conjugating and using the verbs “ser” and “estar.”
- Describing a house using prepositions
- Identifying indirect objects and replacing them with indirect object pronouns.
- Identifying parts of a house and describing a house
- Identifying the difference between the meanings of “saber” and “conocer”
- Identifying the difference between the meanings of “ser” and “estar.”
- Review information on midterm
- Say what happened in the past using the preterite
- Saying what needs to be done around the house and complaining
- Talk about what people do for a living
- Using the expressions “hay que, hacer el favor de, and favor de” with an infinitive in order to say what has to be done.

Standards

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| FL.IM.7.1.IM.IPERS.5 | Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. |
| FL.IM.7.1.IM.IPRET.2 | With the help of graphic organizers, compare information (i.e., main ideas, main |

	characters, settings) in culturally authentic materials related to targeted themes.
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.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.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.IPRET.2	React to a series of oral and written instructions connected to daily life.
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.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
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.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
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.4	Copy/write words, phrases, or simple guided texts on familiar topics.

Instructional Tasks/Activities

- Around the Room Activities about dar and decir
- Around the Room Activities about indirect object pronouns
- Around the Room Activities about preterite
- Around the Room Activities about ser and estar
- Around the Room Activities about ser and estar

- Around the Room Activities about talking about what people do for a living
- Around the Room Activities on describing a house
- Around the Room Activities on saying what needs to be done/complaining
- Boleto de Salida (Exit Ticket) about dar and decir
- Boleto de Salida (Exit Ticket) about indirect object pronouns
- Boleto de Salida (Exit Ticket) about preterite
- Boleto de Salida (Exit Ticket) about ser and estar
- Boleto de Salida (Exit Ticket) about talking about what people do for a living
- Boleto de Salida (Exit Ticket) on describing a house
- Boleto de Salida (Exit Ticket) on midterm review
- Boleto de Salida (Exit Ticket) on saying what needs to be done/complaining
- Google Slides Activity on the preterite
- Hagan Ahora (Do Now) about dar and decir
- Hagan Ahora (Do Now) about indirect object pronouns
- Hagan Ahora (Do Now) about preterite
- Hagan Ahora (Do Now) about ser and estar
- Hagan Ahora (Do Now) about talking about what people do for a living
- Hagan Ahora (Do Now) on describing a house
- Hagan Ahora (Do Now) on midterm review
- Hagan Ahora (Do Now) on saying what needs to be done/complaining
- Kahoot about indirect object pronouns
- Kahoot about ser and estar
- Kahoot about talking about dar and decir
- Kahoot about talking about what people do for a living
- Kahoot about talking on describing a house
- Kahoot on midterm review
- Kahoot on saying what needs to be done/complaining
- Kahoot on the preterite
- Listening Activity about dar and decir
- Listening Activity about indirect object pronouns
- Listening Activity about talking about what people do for a living
- Listening Activity on describing a house
- Listening Activity on saying what needs to be done/complaining
- Quiz about dar and decir
- Quiz about indirect object pronouns
- Quiz about talking about what people do for a living
- Quiz on describing a house
- Quiz on saying what needs to be done/complaining
- Quiz on the preterite

- Sentence Matching Activity about dar and decir
- Sentence Matching Activity about indirect object pronouns
- Sentence Matching Activity about ser and estar
- Sentence Matching Activity about talking about what people do for a living
- Sentence Matching Activity on describing a house
- Sentence Matching Activity on saying what needs to be done/complaining
- Test about dar and decir
- Test about indirect object pronouns
- Test about talking about what people do for a living
- Test on describing a house
- Test on saying what needs to be done/complaining
- Test on ser and estar
- Vocabulary/Grammar Google Slides Activity about dar and decir
- Vocabulary/Grammar Google Slides Activity about indirect object pronouns
- Vocabulary/Grammar Google Slides Activity about ser and estar
- Vocabulary/Grammar Google Slides Activity about talking about what people do for a living
- Vocabulary/Grammar Google Slides Activity on describing a house
- Vocabulary/Grammar Google Slides Activity on saying what needs to be done/complaining
- Whiteboard Activity about dar and decir
- Whiteboard Activity about indirect object pronouns
- Whiteboard Activity about preterite
- Whiteboard Activity about ser and estar
- Whiteboard Activity about talking about what people do for a living
- Whiteboard Activity on describing a house
- Whiteboard Activity on saying what needs to be done/complaining
- Worksheet about dar and decir
- Worksheet about indirect object pronouns
- Worksheet about preterite
- Worksheet about talking about what people do for a living
- Worksheet on describing a house
- Worksheet on midterm review
- Worksheet on saying what needs to be done/complaining
- Worksheet on ser and estar

Assessment Procedure

- 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

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

Accommodations & Modifications & Differentiation

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

- Compare & Contrast
- Conferencing
- Debates

- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- 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

- 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

- ¡Exprésate! Textbook and Workbooks
- Google Classroom