

Unit 5: Día a día

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

Día a día

Learning Objectives

- 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
- Deduce the meaning of new and unfamiliar structures
- Express viewpoints.
- Give and follow commands
- Give and follow directions
- Give and follow requests
- Give reasons to support claims.
- Identify familiar people, places, and objects
- Identify people, places, and objects based on descriptions
- Imitate appropriate gestures, intonations and common idiomatic expressions during daily interactions
- Infer the meaning of ideas in new contexts
- Infer the meaning of words in new contexts
- Infer the meaning of words in new contexts
- Participate in activities
- Provide information by answering questions using memorized words and phrases
- Provide information by asking and answering questions
- Request information by asking and answering questions
- Request information by asking questions using memorized words and phrases
- Respond with actions and/or gestures to directions, commands, and requests

- 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 words, phrases, and memorized formulaic sentences to share basic needs

Essential Skills

- Explaining their daily morning routine using vocabulary words.
- Using various expressions to tell someone to hurry and reminding someone to do something.

Standards

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.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.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.4	Copy/write words, phrases, or simple guided texts on familiar topics.

Instructional Tasks/Activities

- Around the Room Activities
- Boleto de Salida (Exit Ticket)
- Hagan Ahora (Do Now)
- Sentence Matching Activity
- Speaking/Listening Activities
- Vocabulary/Grammar Google Slides Activity
- Whiteboard Activity

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