

# Review: Repaso de español 2

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

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## Learning Objectives

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- Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- Compare and contrast some unique linguistic elements in English and the target language.
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities
- React to a series of oral and written instructions connected to daily life.
- 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.
- Use language creatively to respond in writing to a variety of oral or visual prompts.

## Essential Skills

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- Adjective agreement in order for nouns to agree with adjectives.
- Applying direct object and indirect object pronouns rules for placement in front of verb utilizing correct gender and number agreement.
- Conjugating and using irregular preterit verbs
- Conjugating and using regular verbs “ar” in Spanish in the preterit tense.
- Conjugating and using the irregular preterit verbs “ir” and “ser” in Spanish.
- Conjugating and using the irregular verbs “ir” and “ser” in the past tense.

- Conjugating and using the preterit tense of –car, -gar, -zar verbs in Spanish.
- Identifying –ar, -er, and -ir verbs and being able to conjugate them for the different pronouns to express past events.

## Standards

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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.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
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.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
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.

## Instructional Tasks/Activities

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- Listening Activities
- Partner conversations
- Reading activities
- Scavenger Hunts
- Sentence matching activities
- Various writing activities
- Vocabulary Drawing Activities
- Walk n' Talks

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection

- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- Quiziz

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **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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- Realidades and ¡Avancemos! Textbook and Workbooks

