

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Spanish 1A

Unit Name: Unit 1 Greetings/Goodbyes/Subjects/Verbs/ Spain

Objectives:

Greetings/Goodbyes

Getting to know someone's name and giving your name.

Finding out where someone is from and saying where you are from.

Spelling words

Use subject/verbs and subject pronouns

Purpose of the Unit:

Basic vocabulary & greetings

Introductions/sharing basic information

Prerequisites:

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p>	<p>How do I make a portfolio? How do I address my classmates vs my teacher? How do I say my name? How do I ask who someone is? How do I ask how someone is & say how I am?</p>	<p>Window Notes-Graphic Organizer Identify new vocabulary Video – native speakers Use/apply new vocabulary in practice conversations Summarizing & note taking</p>	<p>*Bell work: Window notes *Portfolio *Greetings/Moo Video- Conversation sheet, discuss vowel sounds, practice conversations w/partner.</p> <ul style="list-style-type: none"> • *Discuss p.6-8; Complete Notes & Practice conversations & listen to audio clips identifying types of greetings • HW: Complete matching & at least 3 connections. Getting to know you sheet • Exit slip: Info card/learning style 	<p>Formative: Walk around as students work</p>
2	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p>	<p>How do I introduce a classmate/ say my name? How do I say where I am from & where others are from? To an adult? student? How do I say I'm fine, so-so, bad. How do I say good morning, afternoon and evening?</p>	<p>Conversation Practice/Review Students will identify new vocabulary using written guide for responses to native speaker clips, proper response based on different situations, using vocabulary to match pictures.</p>	<ul style="list-style-type: none"> • Bellwork:Unscramble • Discuss Spanish Vowels- Listen & identify conversations #5,6 • Identify appropriate greetings based on pictures. #7 • Sing: vocales/ alfabeto • T chart -connections • Homework: WB1/2 – bring photo or something to introduce. • Exit slip 	<p>Formative: Walk around as students use new vocabulary. Formative: Walk around as students complete written work, exit slip.,</p>

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3	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p>	<p>Review: How do I use greeting vocabulary? Introductions/ saying where I am from? To an adult? To a student? How do I use subjects and verbs in a sentence? Why would I use subject pronouns?</p>	<p>Students practice greetings. Discuss reading for information & summarizing.</p>	<p>*Bell work: Mas vocabulario- nouns/pronouns- Sing * Students practice greetings/introductions. Identifying questions based on given answers *VERB-SER *Analogies/Dialogs/listening activity *Exit slip Homework: WB3</p>	<p>Formative: Walk around as students use new vocabulary. Formative: Walk around as students complete written work, exit slip.</p>
4	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p>	<p>Review previous grammar structures. How do I pronounce vowels? How do I use verb ser? How do I identify subjects/verbs</p>	<p>Students practice greetings Students listen for vowel sounds/ students identify pronouns/subjects & verbs</p>	<p>Bellwork: Correct the sentences Students practice spelling in Spanish. Students listen for vowel sounds, and write words they hear/ Students describe people based on pictures. Sing: alfabeto/yo soy Students review for quiz EXIT SLIP</p>	<p>Formative: Walk around as students ask/answer questions</p>
5	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-2.1.B4 Identify some commonly held generalizations about target culture.</p>	<p>Review previous grammar structures. Where is Spain? What are some points of interest in Spain?</p>	<p>Students use computer to practice grammar structures and respond to questions. Students learn about geography of Spain and places of interest</p>	<p>Students use quia web practice & Quizlet. Students look up places of interest in Spain. Quia learning check quiz</p>	<p>Formative: Walk around and monitor student progress Summative: Quia learning check</p>

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6	<p>WL-H-1.2.B3- Understand words and sentences about familiar subjects</p> <p>WL-H-4.1.B2 Identify some structural patterns of target language and compare them to students' own languages</p> <p>WL-H-1.2.B10 Understand basic topic and some details from information provided by speakers sympathetic to second L Learners</p>	<p>Review previous grammar structures.</p> <p>How do I pronounce vowels? How do I use verb ser? How do I identify subjects/verbs</p>	<p>Students summarize / Review before quiz</p>	<p>Bellwork: Students write MC question Based on topic given. Students listen to vowel sounds in Spanish. Students use white boards to answer questions Students write MC question Based on topic given. <u>QUIZ-</u> Greetings/introductions/ Saying where you are from EXIT SLIP: Reflection</p>	<p>Formative: Teacher walks around as students work/give feedback. Summative: Quiz</p>
7	<p>WL-H-2.1.B4 Identify some commonly held generalizations about target culture.</p> <p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-4.1.B2 Identify some structural patterns of target language and compare them to students' own languages</p>	<p>*Review questions; How do I introduce someone? How do I ask who someone is? *Focus Questions How do I Identify Subjects/ verbs/ pronouns in a sentence?</p>	<p>Students will sing Students will compare English to Spanish structures. Students will identify subjects/verbs in various formats.</p>	<ul style="list-style-type: none"> • Bellwork: Write the English verb of being for different subjects. • Students learn new song using pronouns & the verb "to be" • Students do written cloze activity about subjects & verbs. Discuss/Compare. English/Spanish <p>Students read and identify S / V in English and Spanish sentences. –Assign: WB4</p>	<p>Formative: Formative: Teacher walks around as students work and gives feedback.</p>

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8	<p>WL-H-1.3.B6 Write simple personal communications</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p>	<p>How do I Identify Subjects/ verbs/ pronouns in a sentence?</p>	<p>Students unscramble & put sentences in order</p> <p>Students sing in target language</p> <p>Students use pictures /sentence.</p>	<p>* Put sentences in logical order.Unscramble sentences</p> <p>*Students sing pronoun/verb & alphabet song</p> <p>*Students match pictures to sentences from word bank. Textbook page 13 # 15 – packet page 11</p> <p>*Vocab Game: Matamoscas using pronouns/verbs</p> <p>Identify pronouns/nouns</p> <p>Homework: p.14#16 do assignment then address someone at home as tú/usted.</p>	<p>Summative: Teacher checks student work on similar expressions WB 4</p> <p>Formative: Formative: Teacher walks around as students work & play vocab game & gives feedback.</p>
9	<p>WL-H-1.2.B2- Make identifications based on simple oral descriptions</p> <p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p>	<p>How do I match pictures to statements?</p> <p>What is a subject pronoun?</p> <p>How do I replace nouns with subject pronouns?</p> <p>How do I make a study guide ?</p> <p>How do I complete a conversation.</p>	<p>Students sing in Spanish</p> <p>Students listen to native speakers & match what they hear to pictures.</p> <p>Students identify missing words in a written conversation.</p> <p>Students make a study guide.</p> <p>Students identify pronouns/based on nouns given.</p>	<p>Students identify Subject /verb</p> <p>Students sing question/alphabet & pronoun song;</p> <p>Students listen to native speakers: p.15 Listening activity #17 CD1 Tr 4 (pkt p.13)</p> <p>Students: complete cloze activity: p. 15 # 18 Nuevo amigos (pkt p. 13)</p> <p>Students– Make A Pronoun / SER Study Guide</p> <p>*written WB 5</p>	<p>Formative: Teacher walks around as students work</p>

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10	<p>WL-H-1.2.B2- Make identifications based on simple oral descriptions</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p> <p>WL-H-2.2.B3 Identify some objects, images, and symbols of target culture.</p>	Review Grammar/ Vocabulary	<p>Students will identify pronouns/nouns</p> <p>Students will sing</p> <p>Students read text for information.</p>	<p>La tarea: WB 5</p> <p>Tocaimbre: Subject pronouns: Worksheet 2 (http://dlc.k12./ar.us)</p> <p>Vamos a cantar: como how, yo means I , vocales, days of the week</p> <p>Students use Graphic Organizer to summarize written text</p> <p>WB 6</p>	<p>Formative: Teacher walks around as students work</p> <p>Summative: Teacher checks student work on similar expressions WB5</p>
11	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p> <p>WL-H-2.2.B3 Identify some objects, images, and symbols of target culture.</p>	<p>How do I interview someone in Spanish?</p> <p>What are the countries/continents around Spain?</p>	<p>Students ask/answer questions about where they are from.</p> <p>Students identify countries/continents</p> <p>Students practice alphabet, questions, vowels.</p>	<p>Students use map to find countries/continents around Spain</p> <p>Students will highlight map</p> <p>Students will note places of interest.</p> <p>Exit Slip: Scantron</p>	<p>Formative: Teacher walks around as students work/give feedback.</p>
12	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p> <p>WL-H-2.2.B3 Identify some objects, images, and symbols of target culture.</p>	<p>Review Spain greetings/introductions/where people are from/ser/pronouns/verbs/subject</p>	<p>Students will review previously learned structures</p>	<p>Students partner to discuss scantron & come up with strategies for items missed. Share with class</p> <p>Students will play review game using Quiz challenge board.</p>	<p>Formative: Teacher walks around as students play review game & complete grid</p>

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13	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-1.3.B3 Present simple, prepared material to audiences</p> <p>WL-H-2.2.B3 Identify some objects, images, and symbols of target culture.</p>	<p>Review greetings/introductions/where people are from/ser/pronouns/verbs/subject /Spain</p>		<p>Students will take Unit 1 Test</p>	<p>Summative: Unit One</p>