

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** Spanish 1A                      **Unit 2 Name:** Calendar/Time/Alphabet/Verb Ser/Punctuation/Spain

Textbook: Exprésate chapter 1.2 vocabulary & grammar

**Objectives:**

- Giving phone numbers, the time,
- Asking & giving the date and day
- Spelling words and giving email addresses
- Using SER, punctuation marks, written accents & tildes

**Purpose of the Unit:**

- Discussing calendar and time
- Exchanging basic information
- Alphabet & spelling
- Using the “verb of being”

**Text: Exprésate Chapter 1.2**

**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 count?</p> <p>How do I ask for date, day and telephone number?</p>	<p>Summarizing &amp; Notetaking</p> <p>Non linguistic representation</p>	<p>Foldable –questions &amp; answers</p> <p>VIDEO: Días y meses / Script review</p> <p>Sing Numeros y lunes martes</p> <p>Personal response: write down phone number, listen for when yours is read</p>	<p>Formative: observation</p>

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2	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-4.1.B1 Identify some sound patterns &amp; compare to students own</p>	<p>Can I identify my phone number? How do I say months and seasons, tell the date and time? How does the voice change when asking a question?</p>	<p>Summarizing &amp; Notetaking Non linguistic representation</p>	<ul style="list-style-type: none"> <li>• Preview Guide</li> <li>• Video:Std Dev Discovery Learning Answering questions from preview-</li> <li>• Personal response: Practice w/partner then written practice</li> <li>• Sing numeros y lunes martes, continue listening for phone number</li> </ul>	<p><b>Formative: listen to conversations &amp; review written work as students are working</b></p>
3	<p>WL-H-1.1.B2- Respond to simple one-on-one interactions, simple questions, and simple requests</p> <p>WL-H-4.1 B6 Apply structural patterns of target language</p>	<p>Can I identify my phone number? How do I say months and seasons, tell the date and time?</p>	<p>Novelty &amp; Variety</p>	<p>Computer lab practice</p> <p>Quizlet/Quia</p>	<p><b>Formative: socratic questions</b></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>Can I identify my phone number? How do I say months and seasons, tell the date and time?</p>	<p>Identifying similarities &amp; differences</p>	<p>Personal Response: Students practice conversations giving birthdates and time they eat dinner Sing Numeros y lunes martes, continue listening for phone number Work in class &amp; complete for next school day: Written practice - Exit slip</p>	<p>Formative: exit slip</p>

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5	<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 language learners</p>	<p>Can I identify my phone number? How do I tell time, say in the morning, afternoon &amp; evening, days of the week, months, seasons?</p>	<p>Personal Response</p>	<p>*Finish listening for phone number. Sing: yo soy tu eres, numerous, days of the week. Written practice: write where you are (estoy) with given times</p>	<p>Formative: Teacher walks around as students work/give feedback on written work.</p>
6	<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-1.3.B3 Present simple, prepared material to audiences</p> <p>WL-H-1.2.B2- Make identifications based on simple oral descriptions</p>	<p>How do I say/sing the alphabet /vowels? Can I identify my phone number?, days of the week, months, seasons?</p>	<p>Non linguistic representations</p>	<p>Frayer model: Seasons, days of the week Sing: alfabeto, numerous, lunes martes Practice spelling numbers, practice SER</p>	<p><b>Formative: Teacher walks around as students work assist with connections for frayer model/give feedback.</b></p>

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7	<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 spell? How do I select the correct form of SER?</p>	<p>Identifying similarities &amp; differences Generating &amp; Testing hypothesis</p>	<p>Personal Response: Using celebrity pictures –practice spelling with a partner Foldable: Create foldable with a variety of subjects to determine which form of SER would belong – or not belong. Practice SER cloze activity Exit Slip</p>	<p>Formative: Teacher walks around as students work/give feedback. EXIT slip</p>
8	<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 recall words with accents &amp; tildes?</p>	<p>Generating &amp; Testing Hypothesis Summarizing &amp; Notetaking</p>	<p>Sing: Lunes martes, yo soy tu eres Students write sentences on board, class determines if usage is correct.</p> <p>Students are making decisions about information using Graphic Organizer to create lists of words with accents and tildes.</p> <p>Practice placing correction punctuation in a variety of written text.</p>	<p>Formative: Teacher walks around as students work&amp; gives feedback. Summative: Exit slip</p>
9	<p>WL-H-4.1.B6 Apply (within limited context) structural patterns of target language</p>	<p>How do I use: time, date, days, months, seasons, alphabet, accents, tildes, ser. How do I say NOT?</p>	<p>Non linguistic representation Review</p>	<p>VISUAL using NO before SER Review Game-Quia Grid Written review study guide</p>	<p>Formative: Quia Grid</p>

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10	<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><b>*Review questions Unit 1 Chapter 1.1</b> How do I use: time, date, days, months, seasons, alphabet, accents, tildes, ser. How do I say NOT? <b>*Review questions Unit 1 Chapter 1.2</b> greetings/introductions/where people are from/ser/pronouns/verbs/subject</p>	QUIZ	<p>QUIZ –Chapter 1.2 v &amp; g</p> <p>Begin Chapter 1 Review</p>	Summative QUIZ
11	<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><b>*Review questions Unit 1 Chapter 1.1</b> How do I use: time, date, days, months, seasons, alphabet, accents, tildes, ser. How do I say NOT? <b>*Review questions Unit 1 Chapter 1.2</b> greetings/introductions/where people are from/ser/pronouns/verbs/subject</p>	REVIEW	<p><b>*Review foldables/graphic organizer</b> <b>White Boards</b> <b>Written Review</b></p>	Formative: White boards, observe written work
12	<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><b>*Review questions Unit 1 Chapter 1.1</b> How do I use: time, date, days, months, seasons, alphabet, accents, tildes, ser. How do I say NOT? <b>* Unit 1 Chapter 1.2</b> greetings/introductions/where people are from/ser/pronouns/verbs/subject</p>	Unit 1 & 2 Chapter 1 Test	Chapter 1 MC test	Summative: MC test

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13	WL-H-1.2.B2- Make identifications based on simple oral descriptions  WL-H-1.3.B3 Present simple, prepared material to audiences	*Review questions <b>Unit 1 Chapter 1.1</b> How do I use: time, date, days, months, seasons, alphabet, accents, tildes, ser. How do I say NOT? * <b>Unit 1 Chapter 1.2</b> greetings/introductions/where people are from/ser/pronouns/verbs/subject	<b>Unit 1 &amp; 2 Chapter 1 Test</b>	Chapter 1 Written Test	<b>Summative: Written Test</b>