

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** Spanish 2B

**Unit Name:** Unit 6 ¡A comer!

**Objectives:**

- Comment on food
- Make polite requests
- Talk about meals
- Offer help and give instruction
- Mexico – culture & traditions

**Purpose of the Unit:**

To provide the vocabulary & grammar to talk about food, meals, offering help & giving instructions

**Prerequisites:**

**Spanish 1**

**Daily Lesson Guide**

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	WL-H-1.2.D4- Identify basic topic & some details from oral information. WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences WL-H-1.1.D5 Ask and respond to open-ended questions within familiar contexts	What a food related vocabulary will I be able to use? What new grammar concepts will I be learning? How do I organize vocabulary?	Students will scan/preview text and define concepts to be learned & work with new vocabulary.	* Students will fill in missing words to vocabulary preview sheet in order to identify vocabulary & grammar concepts they will be learning. . Students will use choice of graphic organizers/study guides/flashcards to visualize new vocabulary.	Formative: Walk around as students work. Write examples on board of vocabulary & grammar structures to be learned.

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2	<p>WL-H-1.2.D4- Identify basic topic &amp; some details from oral information.</p> <p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p><b>WL-H-1.1.D5</b> Ask and respond to open-ended questions within familiar contexts</p>	<p><b>How do I ask what's for breakfast/lunch/dinner?</b></p> <p><b>I do I say what we're going to have?</b></p>	<p>Students will use new vocabulary in question &amp; answer format.</p> <p>Students will create visual of questions &amp; answers.</p> <p>Students apply vocabulary knowledge in varying situations.</p>	<p>Students will pronounce new vocabulary and practice asking &amp; answering questions.</p> <p>Students will use a T Chart to display questions/ answers using new vocabulary</p> <p>Students read &amp; identify if sentences are logical or illogical. Students identify which meal food items would be eaten at different meals.(WB67)</p>	<p>Formative: Walk around as students use new vocabulary.</p> <p>Formative: Monitoring T Charts as students work, giving feedback on T charts, &amp; written work on WB 67.</p>
3	<p>WL-H-1.2.D4- Identify basic topic &amp; some details from oral information.</p> <p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p><b>WL-H-1.1.D5</b> Ask and respond to open-ended questions within familiar contexts</p>	<p><b>How do I suggest menu items based on likes /dislikes?</b></p> <p><b>How do I stop from being repetitive by using pronouns in speech?</b></p> <p><b>I do I ask for help?</b></p> <p><b>What responses do I give if someone wants to help?</b></p>	<p>Class will distinguish correct responses about food preferences from a list.</p> <p>Students will suggest food items based on given information.</p> <p>Students will think about and record food choices.</p>	<p>*Sing: El presente</p> <p>Students work in pairs to identify food choices based on likes/dislikes. (p.210)</p> <p>Students will suggest food items from a menu based on given preferences(p.210)</p> <p>Students will identify correct direct object pronoun to answer a question about meals. (p. 212)</p> <p>Students respond to questions about food preferences given information on likes/dislikes. (WB 68)</p> <p>Students match visuals to requests/instructions for help in the kitchen. (WB 68)</p>	<p>Formative: Walk around during student pair work.</p> <p>Formative: Give feed back as students write responses on board.</p>

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4	<p>WL-H-1.2.D4- Identify basic topic &amp; some details from oral information.</p> <p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p><b>WL-H-1.1.D5</b> Ask and respond to open-ended questions within familiar contexts</p>	<p><b>How do I suggest menu items based on likes /dislikes?</b></p> <p><b>How do I stop from being repetitive by using pronouns in speech?</b></p> <p><b>I do I ask for help?</b></p> <p><b>What responses do I give if someone wants to help?</b></p>	<p>Students compare responses on food preferences.</p> <p>Students reflect and respond to reading for information</p>	<p>Students will work in pairs to compare responses (WB68)</p> <p>Students will read section and provide answers &amp; discuss rules about Direct object identification &amp; placement of pronouns (based on reading). (p. 212-214 D.O.P.)</p> <p>Students provide samples on the board of ir + a in sentences with direct object pronouns.</p> <p>Students use direct object pronouns to say who is going to bring &amp; prepare food items. (p. 213 #27 &amp; 28)</p> <p>Students complete conversations about meal plans, preparations &amp; food choices. (WB 69)</p>	<p><b>Formative: Walk around as students discuss reading &amp; documentation about direct objects/pronouns.</b></p>
5	<p>WL-H-1.2.D4- Identify basic topic &amp; some details from oral information.</p> <p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p><b>WL-H-1.1.D5</b> Ask and respond to open-ended questions within familiar contexts</p>	<p><b>Review concepts:</b></p> <p><b>What is a conjugated verb?</b></p> <p><b>Infinitive?</b></p> <p><b>How are commands formed?</b></p> <p><b>What rules do I refer to with pronoun placement?</b></p>	<p>Students recall definitions from prior learning.</p> <p>Students give instructions.</p> <p>Students use nonlinguistic representation of sentence formation.</p>	<p>Students answer review questions &amp; give examples about: conjugated verbs/infinitive/ D.O./ D.O.P. definitions.</p> <p>Students form commands using pronouns (p.214)</p> <p>Students work in pairs to unscramble sentence strips (variety using ir a / d.o.p.)</p> <p>Students complete “Threes company graphic organizer)</p>	<p><b>Formative: Respond to student answers on board WB 69</b></p> <p><b>Formative: Walk around during unscramble sentence activity – giving students new sentences when they have completed the ones they have done correctly.</b></p> <p><b>Formative: walk around while students work on organizer – rules for place of D.O.P. &amp; sample sentences.</b></p>

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6	<p>WL-H-1.2.D4- Identify basic topic &amp; some details from oral information.</p> <p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p><b>WL-H-1.1.D5</b> Ask and respond to open-ended questions within familiar contexts</p>	<p><b>How do I express how often I eat certain items using d.o.p.?</b></p>	<p>Critique sentences on board.</p> <p>Pair/share /compare using food vocab.</p>	<p>Students write sentences on board under each category from threes company graphic organizer.</p> <p>Students pair to answer questions about how often they eat certain foods or do thing in the kitchen.</p> <p>Students use a chart to document responses &amp; give instructions using D.O.P.</p> <p>Students use prompts to say who is going to make dinner showing 2 ways to use d.o.p. (WB70)</p>	<p>Formative assessment: Prompt students to critique board sentences.</p> <p>Formative assessment: Walk around as students work on food/frequency chart &amp; pronoun placement to say who is going to make dinner.</p>
7	<p>WL-H-1.2.D4- Identify basic topic &amp; some details from oral information.</p> <p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p><b>WL-H-1.1.D5</b> Ask and respond to open-ended questions within familiar contexts</p>	<p><b>What is a good/bad sentence using direct object pronouns &amp; food vocabulary?</b></p>	<p>Students brainstorm errors they have made using vocabulary/direct object pronouns.</p> <p>Students create conversations.</p> <p>Students review vocab/grammar of food names/questions/responses.</p>	<p>Students using visuals/ conversation completion &amp; creating conversation with cartoon bubbles &amp; sentences using prompts.</p>	<p>Formative: Walk around as students complete review work.</p>

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8	WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences	How do is discuss meals/use direct object pronouns	Students write answers on board from review. Discuss rules & placement of pronouns.	6.2 vocab quiz	Formative: evaluate board answers. Summative: 6.2 Vocab & Direct Object pronoun quiz.
9	WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences WL-H-1.1.D5 Ask and respond to open-ended questions within familiar contexts	How do I make a command? How do I make a command using D.O.P.? What is the “phrase” for remember where to put D.O.P.?	Students use technology to practice commands and vocabulary  Students use correct commands to solve riddle. Students identify commands/conjugated verbs/infinitives	Computer Lab View PowerPoing Use Quizlet for practice/games Use Quiz for practice/games Assign: WB 71 / Solve riddle by choosing correct command. EXIT SLIP	Formative: Walk around as students use web sites. Summative: EXIT SLIP
10	WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences WL-H-1.1.D5 Ask and respond to open-ended questions within familiar contexts  WL-H-1.2.D1- Follow a series of more complex and longer directions, instructions, and commands	What is the formula for commands? Irregular commands? Placement of D.O.P? What is the “phrase” for remember where to put D.O.P.?	Students use commands in practical context Students sing Students use prior knowledge/experience to give instructions Students change sentences into commands	Students are given every day situations and create commands to remedy the situations. Students are given a scrambled list of instructions to make fruit salad. Students put instructions in order. Students identify D.O. to D.O.P. Assign: WB72 Write Commands/answer questions	Formative: students write answers on board

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11	<p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p><b>WL-H-1.1.D5</b> Ask and respond to open-ended questions within familiar contexts</p> <p>WL-H-1.2.D1- Follow a series of more complex and longer directions, instructions, and commands</p> <p>WL-H-1.2.D4- Identify basic topic and some details from oral information</p>	<p><b>What question do I ask to find the D.O. in a sentence?</b></p> <p><b>Where do I put the D.O.P. with conjugated verbs, infinitives, commands. What is the “phrase” to remember where to put D.O.P. with commands?</b></p>	<p><b>Students respond orally using D.O.P. to questions using visual /auditory.</b></p> <p><b>Students write commands.</b></p> <p><b>Students listen to questions and choose the correct response from a list.</b></p>	<p><b>Students translate question meanings before listening activity. Students listen to questions and identify response by D.O.P. Students take turns answering questions POWERPOINT. Students write instructions based on requests to offer help. Assign: Review 6.2 Grammar</b></p>	<p><b>Formative: Observe responses as students take turns answer questions on power point.</b></p> <p><b>Formative: Students write answers to questions on board. Walk around as students complete work.</b></p> <p><b>Summative: Teacher checks for completion WB 72</b></p>
12	<p><b>WL-H-1.1.D5</b> Ask and respond to open-ended questions within familiar contexts</p> <p>WL-H-1.2.D1- Follow a series of more complex and longer directions, instructions, and commands</p>	<p><b>What question do I ask to find the D.O. in a sentence?</b></p> <p><b>Where do I put the D.O.P. with conjugated verbs, infinitives, commands. What is the “phrase” to remember where to put D.O.P.</b></p>	<p><b>Students demonstrate learning</b></p>	<p><b>Discuss / correct review sheet. Watch the irregulars, especially ve/pon/calienta</b></p> <p><b>6.2 grammar quiz</b></p> <p><b>Handout; What will be on UNIT 6 test. Assign: 4 ser/estar identify reasoning, conjugate irregular verbs</b></p>	<p><b>Formative: Discuss answers to review</b></p> <p><b>Summative: Quiz</b></p>

		with commands?			
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13	<p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p>WL-H-1.2.D1- Follow a series of more complex and longer directions, instructions, and commands</p>	<p>How do I use food vocabulary/questions/answers?</p> <p>How do I use D.O.P. when answering questions.</p> <p>How do I use commands?</p>	Students work in teams to write / answer questions.	<p>Review Game: Quia</p> <p>Students choose to answer by themselves or with help from team. All students have grid from game to answer questions and check their response.</p>	<p>Formative: Observe Students answers during game</p> <p>Summative: Check Game grid for accuracy.</p>
14	<p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p>WL-H-1.2.D1- Follow a series of more complex and longer directions, instructions, and commands</p>	<p>How do I use food vocabulary/questions/answers?</p> <p>How do I use D.O.P. when answering questions.</p> <p>How do I use commands?</p>	Students work in teams to write / answer questions.	<p>FINISH Review Game: Quia</p> <p>Students choose to answer by themselves or with help from team. All students have grid from game to answer questions and check their response.</p>	<p>Formative: Observe Students answers during game</p> <p>Summative: Check Game grid for accuracy.</p>

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15	<p>WL-H-1.3.D1- Explain a process based on prior knowledge and/or experiences</p> <p>WL-H-1.2.D1- Follow a series of more complex and longer directions, instructions, and commands</p>	<p><b>How do I use food vocabulary/questions/answers?</b></p> <p><b>How do I use D.O.P. when answering questions.</b></p> <p><b>How do I use commands?</b></p>	Unit Test: A Comer	Students take unit test	Summative : Unit 6 Test



