

Unit: #me

Topic: #hot\_topics

**Unit Essential Question:** How does what I do define me?

**Performance Descriptors:**

**Interpersonal Speaking:** Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.

**Interpretive Reading & Listening:** Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.

**AP Themes:**

Personal & Public Identities, Contemporary Life

<b>Concepts:</b>	<b>Can-Do Statements (Skills):</b>
<ul style="list-style-type: none"><li>• My life</li><li>• My free time</li><li>• My summer vacation</li></ul>	<p><b>Interpersonal Communication:</b></p> <ul style="list-style-type: none"><li>• Converse about my life: my family, my activities, my school</li><li>• Exchange information based on a graphic organizer or picture</li><li>• Describe or write someone's: traits, preferences, leisure activities, nationality</li></ul> <p><b>Interpretive Communication:</b></p> <ul style="list-style-type: none"><li>• Answer questions on familiar factual knowledge.</li></ul>

Unit: #me

Topic: #hot\_topics

### Key Lesson Questions:

Can I talk with my teacher about my life, i.e. the kind of person I am, my likes and dislikes?

Can I understand an infographic, video or short article about a timely topic?

### Vocabulary:

Will depend on the topic(s) of students' interest:

buscó - looked for

encontró - found

tuvo - had

hackeó - hacked

busca - looks for

encuentra - finds

tiene - has

hackea - hacks

### Resources/ Materials:

[PokemonGo comic](#) – Gaturro (13 August 2016) Retrieved from Facebook

[PokemonGo el Musical](#)

[Las Ventajas y Desventajas de Pokémon Go](#) (article)

[Graphic organizer for article](#)

Post-it notes

2 Hula Hoops (labeled “ventajas” & “desventajas”)

### Procedures:

This can be done concurrently with the *#yo\_en\_emojis* lesson

Based on students' interests (discovered from popular culture and the emoji PQA), use high-frequency vocabulary to tell a story. For example, in 2016 Pokemon Go was popular. Here is my lesson sequence (although something similar could be done regardless of the hot topic).

1. Teach the target structures using TPR.

2. PQA using the target structures.
3. Personalized Mini-Story (PMS) using a student in the class -- 1 student = player, 2 students = Pokémon.
4. Co-create the class story based on the PMS
5. Read & ask the class story. Find select target structures.
6. Using the PokemonGo El Musical video, circle the structures. (done as a Movie Talk)
7. Using the PokemonGo El Musical video, co-construct the meaning of the lyrics with the class
8. Read the article to find advantages & disadvantages of PokemonGo  
Based on the **text** of the article (NOT YOUR OWN KNOWLEDGE OR EXPERIENCE):
  - A. Students fill in the graphic organizer with a partner
    - list 2 or more advantages of playing Pokemon Go
    - list 2 or more disadvantages of playing
    - if you think that something could be BOTH, list that in the middle
  - B. Whole class review
    - Students put their advantages and disadvantages on post-it notes
    - Students put their post-it notes in the appropriate part of the Hula Hoop Venn Diagram
    - Students show where they got their information by using the text (on the board).

**Assessments:**

	<b>Communication Mode</b>	<b>Type</b>
	Interpersonal Speaking	Formative (personalized question/answer)
	Interpretive Reading	Formative
	Interpretive Reading	Summative