**Unit Essential Question:** How do Reality Shows relate to us?

**Performance Descriptors:**

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| **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 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:**

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| Contemporary Life |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| Entertainment  Mystery | **Interpersonal Communication:**   * Exchange information based on a graphic organizer, picture or video * Answer questions on familiar factual knowledge * Express opinion   **Interpretive Communication:**   * Understand the basic purpose of a message (type of message/ genre) * Understand basic information from a video or written text |

**Key Lesson Questions:**

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| Can I understand what I read or hear about?  Can I recognize the difference between present and past tense when I read and listen? |

**Vocabulary:**

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| High frequency stem-changing past tense verb vocabulary  *\*\* I presented the vocabulary in 3rd person singular and plural tense.*  Hubo = there was  Dijo, dijeron = said  Sirvió, sirvieron = served  Dio, dieron = gave  Creyó, creyeron = believed  Leyó, leyeron = read  Compitió, compitieron = competed  Prefirió, prefirieron = preferred  Cayó, cayeron = fell  Vino, vinieron = came  Repitió, repitieron = repeated  Oyó, oyeron = heard  Murió, murieron = died |

**Resources/ Materials:**

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| Quizlet flashcards  Play food, bags for the “hook”  Teacher-created Nearpod story  Teacher-created sequencing activity  Teacher-created “What’s missing” and “What’s the question” activities |

**Procedures:**

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| 1. PQA: ¿Comiste en un restaurant? ¿Cuándo? ¿Qué pediste? 2. Teach the vocabulary by using Quizlet Live. 3. Hook: Chopped Junior  * Divide the class into 3-4 groups. * Give each group a bag with play food inside. * Tell them not to touch the bag, just to look at it. * Finally allow them to touch the bag but not look inside. Guess what’s in the bag. * Allow them to open the bag and take out the items. * Instruct them to work together to make a sandwich using all of the ingredients. We will judge the “best” one at the end. * Give them a MAXIMUM of 5 minutes to make their “sandwich”.  1. PQA: Dessert – What do they like? What don’t they like? 2. Start reading Nearpod. Stop after each slide to Circle, pull out key vocabulary. 3. Word Race: Each pair uses Partner A’s paper first and places it between the two partners. Partner B sets aside his/her paper for now.  * Teacher calls out a term in English. * The two partners race to cross out or highlight that term first on the paper. The student that marks the correct term first receives one point. If a student marks the wrong term, he or she loses one point. * Continue game play until many terms have been crossed out (not necessarily all of them!), then have Partner B pull out his or her sheet and play another round. The winner is the student with the most points at the end of both rounds.  1. What’s missing:  * Given a word bank and an excerpt of the story, read and decide what word belongs in each blank. * Guided changing the point of view – change from s/he to I (Guy)  1. What’s the question:  * Divide into groups of 2-3. * Provide a list of question starters (8 total) * Groups will need a total of 16 strips of paper * Groups will write a question on one strip and its answer on another. The questions must relate to the story. * Collect all of the papers. * Teacher throws all of the papers in the air (or whatever works for you) * Students work together to find a logical match of question/ answer * Review orally if desired |

**Assessments:**

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|  | **Communication Mode** | **Type** |
| Vocabulary recognition (TPR gestures) | Interpretive listening | Observation/ formative |
| Retell | Interpersonal Speaking | Observation/ formative |
| Sequencing | Interpretive Reading | Observation/ formative |
| Summative assessment | Interpretive Reading | Summative |
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