**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):** |
| EntertainmentMystery | **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
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**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 wasDijo, dijeron = saidSirvió, sirvieron = servedDio, dieron = gaveCreyó, creyeron = believedLeyó, leyeron = readCompitió, compitieron = competedPrefirió, prefirieron = preferredCayó, cayeron = fellVino, vinieron = cameRepitió, repitieron = repeatedOyó, oyeron = heardMurió, murieron = died |

**Resources/ Materials:**

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| Quizlet flashcardsPlay food, bags for the “hook”Teacher-created Nearpod storyTeacher-created sequencing activityTeacher-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
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**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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