**Unit Essential Question:** How can a gift unexpectedly change someone’s life?

**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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| Families & Communities |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| FriendshipOvercoming Obstacles | **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 past tense verb vocabulary *\*\* I presented the vocabulary in 3rd person singular, preterite (or imperfect) tense.*puso - putdejó de jugar - stopped playingera - wasya no - anymore, no moretenía tres patas - had three legsuna caja de cartón - a cardboard box |

**Resources/ Materials:**

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| Questions for discussion, vocabulary and video of The Present: <https://goo.gl/6id8rI>Practice activities: <https://goo.gl/sTVAsQ>* This page includes an EdPuzzle, a Google Slide show, another written version of the story and a Mad Lib activity.
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**Procedures:**

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| 1. PQA: What is a present that you received over the holiday break? Did you like it? Why? Who gave it to you? What was the occasion?
2. Teach the vocabulary by using TPR.
3. Movie Talk – Show the video The Present. Stop periodically to discuss the video. Focus specifically on the target vocabulary and to review the daily routine vocabulary from last unit.
4. Mad Lib – This is a version of the story with missing words. This time I led the class in looking for missing words. They gave me suggestions while I filled in the blanks. We read the finished product at the end. This COULD be used as a compare/ contrast: the class Mad Lib story vs. the original.
5. Reading – Whole class reading of my version of the story
6. Comprehension Practice – With a partner, students could complete the EdPuzzle or read another version of the story using Google Slides.
7. Retell – Students retold the story to a partner using the screenshots. We then did a whole class retell.
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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 |
| Vocabulary recognition | Interpretive reading | Observation/ formative (Mad Lib) |
| Question/ answer about the Movie Talks | Interpersonal speaking; Interpretive listening | Observation/ formative |
| Vocabulary recognition | Interpretive reading | Summative ([Google Form](https://docs.google.com/a/hershey.k12.pa.us/forms/d/e/1FAIpQLSddB2aplv6cYrAu7Os0GFDaEUgHt5UptrvtQe_eki4DUeFP4Q/viewform)) |