**Unit Essential Question:** How can I ask and answer questions to help to solve a mystery?

**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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| Science and Technology |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| Using evidence to support an opinion & to draw conclusionsAsking questions | **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 *\*\* Focus is on “you” forms – familiar and formal, singular and plural* **El Banco**¿Adónde fuiste? – Where did you go?¿A qué hora llegaron Uds.? – At what time did you-all arrive?¿Cuándo salieron? – When did you-all leave?Es una mentira – It’s a lie.Lo hiciste – You did itMe vendiste – You sold me outSoy inocente – I’m innocentEres culpable – You’re guilty¿Dónde estabas a las tres de la tarde ayer? – Where were you at 3:00 yesterday?**Mafia**Mintió – s/he liedSusurró – whisperedAlguien – someoneDefiéndete – defend yourselfApoya – supports (an opinion)¿Qué oíste? – What did you hear?¿Quién lo hizo? – Who did it?Se lo juro – I swear!Pienso que – I think thatSé que – I know thatEs sospechos@ - s/he is suspiciousAcuso a – I accuseNo te creo – I don’t believe youSe despierta – wakes upSe duerme – falls asleep**¿Quién lo robó?**Acepto el caso – I’ll take the case**Escena del Crimen**Volcó – knocked overColgó – hung upEstaba –do = was \_\_\_\_-d (passive voice)Estaba herido – was injuredSe escondió – hidSecuestró - kidnappedPeluca – wigSangre - blood**Ladrones**Dejó huellas – left traces/ cluesCometió – committedArrestó - arrested |

**Resources/ Materials:**

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| **El Banco** * song/ video/ teacher materials – [Señor Wooly Site](https://www.senorwooly.com/story/el-banco/)
* [Weebly site](http://nesbittspanish2.weebly.com/el-banco.html)
* [¿Quien lo dijo?](https://docs.google.com/document/d/1QV4prOK0DvA3HGuyMkwp2DXkmivRlMgjfhy0_lPdE3s/edit)
* [Rasgos de los Personajes](https://drive.google.com/a/hershey.k12.pa.us/file/d/0B0HVGKS8RflILUtVTUJLUlp6SUk/view?usp=sharing)
* [Kahoot](https://play.kahoot.it/%22%20%5Cl%20%22/k/3be31cfd-c905-4277-9b70-e1f2e07e0532)

**Mafia Game*** [Character cards](https://docs.google.com/document/d/10w7N3JwRCwAoVzDWtasymBgBXTAcMRHWunaqmAD_lYs/edit)
* [Game play instructions](https://docs.google.com/presentation/d/1M-brtLzrYSLNItWBZMc1a02K1htgGVi4dFv90ZJlBkk/edit%22%20%5Cl%20%22slide%3Did.p)

**¿Quién lo robó?*** [Story](https://docs.google.com/presentation/d/1Tccke-XAsF7uhh3A_gbI91WKiwXfYPtt9xfSDrlxjfE/edit?usp=sharing)
* [Running dictation instructions](https://docs.google.com/presentation/d/1N_dj1di1FquL-BbndcnMemFsOIyT-e58am_W-GqfdmA/edit?usp=sharing)
* [Running dictation sentences](https://docs.google.com/a/hershey.k12.pa.us/document/d/1dOxZij_w93h_e7xrZBVEHhPrRyfR6DqKyRPc1-TU-bI/edit?usp=sharing)
* [Kahoot Jumble](https://create.kahoot.it/%22%20%5Cl%20%22jumble/738d95bf-4797-4bb1-918c-fd3be5c714b4)
* [Write, Pass, Draw](http://nesbittspanish2.weebly.com/uploads/8/4/4/8/8448527/write-pass-draw_1_orig.png)
* [Juego de los Marcadores](https://docs.google.com/presentation/d/1PEewuoi_PJDm4zDKVUw4vD3byjR_WBeZ8y8RcyQqHdU/edit%22%20%5Cl%20%22slide%3Did.p)

**Escena del Crimen*** [Crime scene pictures](https://docs.google.com/a/hershey.k12.pa.us/presentation/d/1_MSrXUlFyKCAZrlxcRe41PCAd3tlRtcMzQB65uRP5Bs/edit?usp=sharing)
* Stations activities – post each station & instructions on Canvas (these are available in the teacher’s guide for Crime Scene by Martina Bex); QR Codes for the answer keys; pre-cut puzzles for Chain Reaction station
* [Crime scene picture for assessment (and reference)](https://docs.google.com/a/hershey.k12.pa.us/document/d/16WZTIC9o0EQKOxpcsGEQ4nlOa6NCAqZ38SwnRDlsWYM/edit?usp=sharing)

**Ladrones*** [Weebly site](http://nesbittspanish2.weebly.com/ladrones.html)
* [Bonnie y Clyde story](https://docs.google.com/a/hershey.k12.pa.us/document/d/1CNFanLD4BrlNA7ZfuqUCoPau2656i-w32v0Opqb3nnc/edit?usp=sharing)
* [Código Secreto de los Ladrones](https://docs.google.com/presentation/d/1KRtAUVUGg4AdrbPUeO5yDqK_GQbRKhZWYmKrA3SMcXM/edit)
* [Ladrones Estúpidos](https://docs.google.com/a/hershey.k12.pa.us/presentation/d/16iXwuHCKEYswVtpNC2Up21ozPzfi8WFYiRZWBJunc-8/edit?usp=sharing)

**BreakoutEDU: Escape con la Abuela*** Breakout ([original versión](https://drive.google.com/a/hershey.k12.pa.us/file/d/0B0HVGKS8RflISXo3QWx4eHpRenM/view?usp=sharing))
* Adapted versión of Breakout (changed to past tense) – [QR Codes of stories](https://docs.google.com/a/hershey.k12.pa.us/document/d/1PazAzM7M6QxW0KSlbt_w4sA_XBBSozBpzgBLl67G5d0/edit?usp=sharing)
	+ [Story 1](https://docs.google.com/a/hershey.k12.pa.us/document/d/1CMD3GAdxXNuJrh7mBRoEPp5SPF_tBHFQKYoZkhhC-fE/edit?usp=sharing)
	+ [Story 2](https://docs.google.com/document/d/126Y6OU2he58Kc66uC8hu0rFytb6MjxGrKukvBb6oc0M/edit)
	+ [Story 3](https://docs.google.com/a/hershey.k12.pa.us/document/d/1weHnfUfC0cQAkQJX2xZos_UO6dXlwdnjI4XGCt-8XIA/edit?usp=sharing)
	+ [Story 4](https://docs.google.com/a/hershey.k12.pa.us/document/d/146sm7ElIoAdFkUbiVu8k99qj2x_LfCImlB4HsoBFwe4/edit?usp=sharing)
	+ [Story 5](https://docs.google.com/document/d/1Lx9sK7xIzrFh44wHYfie1dFD7n5w8YomacuN0hxAbtw/edit)
* [Instructions: How to run with one lockbox](https://docs.google.com/presentation/d/1fGXX1DPvY2Shn-eSPTUmnotTNsHrQXTnYHyx47XBkUk/edit#slide=id.p)
* [Lock tally sheet](https://docs.google.com/document/d/1-mAcr2OXnM90YcHUjzaO-5MVsuHngAQer7Nh6fjqdcY/edit)
* [Lock parking lot](https://docs.google.com/document/d/1DIkzYjyD4PRkj8AO4e7GApYJ_bppZnJRlcllQOS2NH0/edit)
* Locks: key lock, 3-digit lock, 4-digit lock, multi-directional lock
* UV Flashlight(s), invisible ink
* Lock box
* Stickers (8-10 per group)
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**Procedures:**

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| **El Banco**1. Pre-teach the vocabulary
2. Watch the video several times – with lyrics in Spanish & English at first (gradually just the Spanish lyrics).
3. 4 corners activity: [¿Quién lo dijo?](https://docs.google.com/document/d/1QV4prOK0DvA3HGuyMkwp2DXkmivRlMgjfhy0_lPdE3s/edit) (Who said it): Detective, Margarita, Federico, Margarita Y Federico.
4. [Rasgos de los Personajes](https://drive.google.com/a/hershey.k12.pa.us/file/d/0B0HVGKS8RflILUtVTUJLUlp6SUk/view?usp=sharing) – Depending on the group could be done in pairs or as a whole class. Answers could include actions, things they said, physical characteristics, etc.
5. [¿Cierto o Falso?](http://nesbittspanish2.weebly.com/el-banco.html) – This could be done as a whole class activity (stand up, sit down) or as a PQA (Personalized Question & Answer)
6. Kahoot (see assessments)

**Mafia**1. Introduce the game Mafia.
2. Hand out the character cards. Tell them not to reveal their character to anyone.
3. Explain the parts of the game by using the [slide show instructions](https://docs.google.com/presentation/d/1M-brtLzrYSLNItWBZMc1a02K1htgGVi4dFv90ZJlBkk/edit#slide=id.g1b0c40c148_0_4805) as your guide. I found it to be easier to explain when we used the demonstration as a practice round.
4. When you explain what happened during the night, use both preterite and imperfect, e.g. Cuando era de noche, la Mafia atacó a \_\_\_\_. Los doctores intentaron a salvarle pero \_\_\_\_\_ se murió. La policía pensaron que \_\_\_\_\_\_ cometió el crimen.
5. If a student is ready, s/he can act as the narrator.

**¿Quién lo robó?**1. Read the story, circling and checking for comprehension as you go.
2. Running dictation – use this to provide more input (written and oral)
3. Kahoot Jumble – These were the same sentences from the running dictation (and the story)
4. Write, Pass, Draw – Students could either write their own sentence based on the story or could use a sentence from the running dictation activity. It may be helpful to start with the running dictation sentences first and then have them create their own as their comfort level increases.
5. Quizizz (See assessments)

**Escena del Crimen**1. Introduce the vocabulary with TPR
2. Use the Crime Scene Pictures slideshow to circle the vocabulary. Questions such as: ¿Qué pasó? ¿Fue un accidente o un crimen? ¿Qué tipo de crimen ocurrió? ¿Alguien murió o estaba herido? ¿La víctima estaba secuestrada?
3. Stations activities: Introduce the 5 stations. Divide into small groups. Each station will relate to the [crime scene photo](https://docs.google.com/a/hershey.k12.pa.us/document/d/16WZTIC9o0EQKOxpcsGEQ4nlOa6NCAqZ38SwnRDlsWYM/edit?usp=sharing).
4. After students complete the stations, debrief what they learned/ observed/ thought.
5. Listening quiz using the crime scene photo (see assessments).

**Ladrones**1. Pre-teach vocabulary
2. PQA – Por lo general, ¿la policía en Derry Township encuentra a las personas que cometen crímenes? ¿Qué tipos de crímenes ocurren en Derry Township? ¿Hay crímenes que afectaron a tu familia o tú?
3. Reading: Bonnie y Clyde – read
4. Ladrones estupidos – Preview with a [video](http://nesbittspanish2.weebly.com/ladrones.html). Then read & discuss the slideshow.
5. Codigos secretos – Read, discuss the article. Ask if they think that criminals use these codes here.

**BreakoutEDU: Escape con la Abuela**1. Tell the scenario of the Breakout.
2. Explain the procedures – pay 1 sticker to get 1 person 1 minute at the lockbox; 1 sticker for a clue
3. Debrief at the end
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**Assessments:**

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|  | **Communication Mode** | **Type** |
| [Kahoot](https://play.kahoot.it/#/k/3be31cfd-c905-4277-9b70-e1f2e07e0532) – Comprehension questions for El Banco | Interpretive Reading | Formative |
| Mafia | Interpersonal Speaking | Formative |
| [Quizizz](https://quizizz.com/admin/quiz/58d2c1d26ea9076e03258eb5) – Comprehension for ¿Quién lo Robó? | Interpretive Reading |  |
| Listening Quiz – Escena del Crimen * [Picture](https://docs.google.com/a/hershey.k12.pa.us/document/d/16WZTIC9o0EQKOxpcsGEQ4nlOa6NCAqZ38SwnRDlsWYM/edit?usp=sharing)
* [Questions](https://docs.google.com/a/hershey.k12.pa.us/document/d/1xpPd1Ox8IKCBG0lRZi9Md63DvfJLY4e0RUR0v1rYQwc/edit?usp=sharing)
 | Interpretive Listening | Summative |
| BreakoutEDU | Interpretive Reading/ Listening | Observation |