**Unit Essential Question:** How can you talk about people's daily routines?

**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):** |
| Daily routines | **Interpersonal Communication:**   * Exchange information based on a graphic organizer or picture * Answer questions on familiar factual knowledge * Express opinion   **Interpretive Communication:**   * Understand information from song lyrics * 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 describe someone’s daily routine?  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 reflexive verb vocabulary - [list](http://nesbittspanish2.weebly.com/vocabulario-de-la-rutina-diaria.html)  *\*\* I presented the vocabulary in 3rd person singular, preterite tense.* |

**Resources/ Materials:**

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| [Vocabulary List](http://nesbittspanish2.weebly.com/vocabulario-de-la-rutina-diaria.html)  [Quizlet Flashcards](https://quizlet.com/7721192/flashcards)  [No voy a levantarme](http://nesbittspanish2.weebly.com/no-voy-a-levantarme.html) song and embedded readings  Movie Talk #1 – [Mr. Bean gets ready for bed](http://nesbittspanish2.weebly.com/movie-talk-mr-bean-prepara-para-acostarse.html)  Movie Talk #2 – [Mr. Bean gets up late for the dentist](http://nesbittspanish2.weebly.com/movie-talk-sr-bean-se-levanto-tarde.html)  Movie Talk #3 – [If dogs acted like humans](http://nesbittspanish2.weebly.com/si-los-perros-se-portaban-como-los-humanos.html) |

**Procedures:**

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| 1. Teach the vocabulary by using TPR. This took approximately 3 class periods to introduce and practice all of the vocabulary words. 2. On each day, use PQA (Personalized question/ answer) to ask about students’ daily routines. e.g. What time did you get up? What time did you go to bed last night? Did you take a shower at night, in the morning or both? 3. No Voy a Levantarme song  * Play the video. * Decode the lyrics. Use gestures for vocabulary as the words come up in the song. * Embedded readings – Do one each day after teaching the vocabulary, doing PQA.  1. Movie Talk #1: Mr. Bean Prepara para Acostarse  * Teach the procedures for Movie Talk, i.e. I’ll play the video, stop it, provide input, ask/ answer questions. * Question/ answer throughout the video to reinforce the daily routine vocabulary. (interpersonal) * Review using pictures from the video. (interpretive listening) * Reading of my written version of the story. * Using my version of the story, pick out key vocabulary that I ask of them. * True/ False using screen shots and statements using high-frequency vocabulary. (interpretive reading)  1. Movie Talk #2: Mr. Bean Se Levantó Tarde (2 class periods)  * Question/ answer throughout the video to reinforce vocabulary. * I describe a screen shot from the video, they identify which one I’m describing. * Reading using my written version of the story. * Before or after – using screen shots, determine if each statement occurred before or after the picture.  1. Movie Talk #3: Si los perros se portaban como si fueran personas  * Advance organizer: Show pictures of animals doing “human” activities. Ask: ¿Qué hacían los animales? * Ask students about their pets. Have them share their photos on the Apple TV. * Show the Fresh Pet commercial (animals building toys for Santa). Question/ answer. Ask: ¿Qué hacían los animales? * Show the movie and question/ answer throughout to reinforce/ review target vocabulary. * Show pictures of screenshots. Describe and have them choose the appropriate picture. * Using the screenshots, students will retell the story to a partner. * Reading of my version of the story using Nearpod. * If time, change the point of view (guided) |

**Assessments:**

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|  | **Communication Mode** | **Type** |
| Vocabulary recognition (TPR gestures) | Interpretive listening | Observation/ formative |
| Vocabulary recognition (embedded readings) | Interpretive reading | Observation/ formative |
| Vocabulary recognition | Interpretive reading | Formative on Quizizz |
| Question/ answer about the Movie Talks | Interpersonal speaking; Interpretive listening | Observation/ formative |
| Vocabulary recognition | Interpretive listening | Summative (see below) |



SCRIPT:

1. Buscó información en el Internet.
2. Se bañó.
3. Preparó la comida a la parrilla porque tenía mucha hambre.
4. Eran las siete cuando se despertó y se levantó.
5. Leyó un libro.
6. Se durmió en el piso porque trabajó por ocho horas.