

Unit: Overcoming Obstacles

Topic: #AsiSoyYo

Unit Essential Question: In the face of adversity, what causes some individuals to prevail while others fail?

Performance Descriptors:

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:

Personal & Public Identities

Concepts:	Can-Do Statements (Skills):
Self-acceptance Anti-bullying	Interpersonal Communication: <ul style="list-style-type: none">• Converse about my life• Describe someone's: traits, preferences, leisure activities, nationality• Answer questions on familiar factual knowledge Interpretive Communication: <ul style="list-style-type: none">• Understand basic information from song lyrics• Understand the basic purpose of a message (type of message/ genre)

Unit: Overcoming Obstacles

Topic: #AsiSoyYo

Key Lesson Questions:

Can I understand lyrics to a song?

Can I recognize the difference between present and past tense when I read and listen?

Vocabulary:

caí = I fell

caminé = I walked

me subí = I got up

lo viví = I lived it

me perdí = I got lost

sigo bailando = I keep dancing

sigo cantando = I keep singing

sigo caminando = I keep walking

sigo riendo = I keep laughing

Resources/ Materials:

[My Weebly site \(contains the video and all documents\)](#)

[Soy Yo](#) music video – Bomba Estereo

[Quizlet vocabulary](#)

Lyrics – words only

Lyrics – with pictures

Article about the band and the video

Laminated/ cut up copy of the lyrics

Unit: Overcoming Obstacles

Topic: #AsiSoyYo

Procedures:

1. Play the music video "Soy Yo".
2. Teach target vocabulary structures using TPR and pictures
3. PQA/ Circle based on the target vocabulary.
4. Translate the lyrics.
5. Read background info about the song & their anti-bullying campaign (taken from articles in Spanish) #AsiSoyYo
6. Using the laminated, cut copy of the lyrics students work as a class (or small group) to put the song in the order they hear it. (May need to play the song several times.)

Assessments:

	Communication Mode	Type
Interpretive Reading/ Vocabulary recognition	Interpretive Reading	Summative (vocabulary) on Quizizz) Match the lyric & an appropriate graphic, definitions of "I" form past tense
Something I'm proud of	Interpersonal Writing	Formative: Write a response to the discussion prompt #AsiSoyYo. Post something (words &/or pics) that you're proud of about yourself.
Group Lyrics Scramble	Interpretive Listening	Formative: Performance/observation