

Teacher: Lydia Ellis
Subject: Spanish 2

Pike County High School

Viajamos a Cuernavaca

Activities	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Students will be able to:</i>	Students will use prepositions to say where places are located in a city.	Students will order food in a restaurant, market, or bakery situation.	Students will converse in Spanish about where things are located. Students will order food in a restaurant. Students will write in the present tense about activities in Cuernavaca.	Students will use the prepositions a, con, and en correctly.	See objectives to the left
<i>Essential Questions</i>	<i>How do I say where something is located?</i>	<i>How do I ask for food?</i>	<i>How do I order?</i> <i>Can I talk about where things are located?</i> <i>Can I write about things to do in Cuernavaca?</i>	<i>How do I say to, in, with, and at in Spanish?</i>	<i>See questions to the left</i>
Bellringer	Reading Activity and Questions on Palacio Cortes Adapted from this article See Appendix	Translate into Spanish. 1. The bank is beside the supermarket. 2. Where is the San Pedro Market? 3. Is the ATM near the downtown? 4. The bakery is far from my house. 5. The museum is to the right of the Cathedral.	Translate into Spanish. 1. I eat sweet bread from that bakery over there. 2. I drink sodas from this supermarket. 3. I dance on Fridays in the downtown. 4. I like that bank beside the museum. 5. I go to Maria's neighborhood a lot in order to spend time with friends.	Write 5 sentences about things you can do in the places we have studied. Trade with a neighbor and proofread his/her paper.	Translate into Spanish. 1. She is at the church. 2. We're going to the bank. 3. I study with John. 4. I'm going on the bus. The shirt is from Target
Before:	Converse in Spanish for class participation points: ¿Qué hiciste el fin de semana? Show photos of the famous places I went in Cuernavaca while narrating with my personal experiences.	Converse in Spanish for class participation points: ¿Dónde está...? Review Vocabulary using photos on PPT Show photos of mercados, supermercados, and panderias in Cuernavaca and discuss.	15 minutes Converse in Spanish for class participation points: ordering in a restaurant Review Vocabulary using photos on PPT Intro Reading Activity: Sra. Ellis's itinerary: Read Mrs. Ellis's itinerary for Cuernavaca and determine what activities she will do today. Translate and discuss.	15 minutes Converse in Spanish for Dojo Points: ordering in a restaurant Review Vocabulary Intro Reading Activity: Letter to Sra. Clifford from Sra. Ellis about where I went and what I did there. Translate and Discuss.	15 minutes Converse in Spanish for Dojo Points: ordering in a restaurant Review Vocabulary Questions from study guide
During:	Chunk 1 (20 minutes) Pronounce vocabulary words (appendix). (I do we do) Preposition Box Speaking Activity (You do) <ul style="list-style-type: none"> Using a giant cardboard box, have students use prepositions to say where volunteers are in relation to the box. Vocabulary Crossword Puzzle (appendix) (you do) Chunk 2 20 minutes Teacher Mini Lecture: Review Estar conjugations & writing location Practice on Board: I do, we do, ya'll do Cuernavaca Map Activity: Use the map to fill in the missing words about the Cuernavaca Tourist map (appendix) (you do)	Investigate & recall: Students will make lists of words they think they need for foods in each store: supermercado, restaurant, panderia. They may use paper dictionaries, spanishdict.com, or their textbook. (10 minutes) Review list on board (5 minutes) Pronounce words (5 minutes) Review ordering and asking for things vocabulary (5 minutes) (list in appendix) Turn & Talk: Ask your partner for items from the food list on the board in Spanish.	Assign each group a place in Cuernavaca. They have 5 minutes to make a list of 3 verbs associated with that location (ex: museum – tour, look at, see). They may use smartphones, dictionaries, or the textbook glossary. Compile the list on the board. Everyone copies it down. I do we do: write sentences on the board using the verbs in the present tense Ya'll do: Write one sentence with your partner's help. You do: Carousel Papers – Write one sentence using one of the verbs listed and a place. Pass it to your right. Correct that sentence. Write a new one below it. Repeat.	Lecture: The prepositions A & En (5 minutes) I do we do ya'll do you do practice on PPT (10 minutes) 5 question self check (5 minutes)	Notebook Check (15 minutes) A notebook check is where the teacher takes up 5 of the many, many papers the students have completed over the course of the week for a grade. I stamp my students' work for completion during the week. If the paper does not have a stamp, it does not get a grade in the notebook check. This keeps students accountable for completing their assignments during the week without the necessity of taking up every single assignment for a grade.
After:	Inside outside circle speaking activity: Give each student a card containing 2 vocabulary words in a preposition position that we've studied. Have each student say the two words in a location sentence and then rotate to the next person in the circle. (15 minutes)	Reading: Read the list of shopping instructions Sra. Ellis left for Sr. Ellis. Answer the comprehension questions in your group. (10 minutes) Writing: Write a dialogue between a waiter & client or a client and a bakery owner. (10 minutes)	Rotation Stations: (You may double these according to your class size. Materials are in the appendix.) Restaurant Ordering Station Lost Tourist Station Write your itinerary station. Mrs. Ellis will pull students for one on one work during the itinerary station.	Mock Test (10 minutes) Complete Study Guide in groups (20 minutes) Tier 2 group (remediation) with Mrs Ellis at the back table Go over study guide	Chapter Test (30 minutes) See appendix.
Closing Assessment	Exit Slip Vocabulary Check Quiz	Exit Slip Vocabulary Check Quiz	Exit Slip: Itinerary from the itinerary station	Exit Slip: Mock Test grade on Daily Report	After Test: Explore the Hacienda Cortes website using smart phones and classroom computers until the bell rings

Teacher: Lydia Ellis
Subject: Spanish 2

Pike County High School

Viajamos a Cuernavaca

Unit Description:

This is a remedial unit for a level 2 Spanish class. The main goal is to focus on writing and reading the present tense and to explore the culture of Cuernavaca. I used this unit at the beginning of the year to remediate my incoming Spanish 2 students, some of whom took Spanish one over 2 years ago. As a result, I used the Alabama Course of Study Objectives for Spanish 1 even though the class was a level 2.

Alabama Course of Study Objectives: Languages Other Than English (Foreign Languages), Grade 9 - 12, Modern Languages Level I, 2006

- 1.) Recognize target language words and phrases spoken in context.
- 2.) Interpret basic oral and written information in the target language on a variety of topics in the present time frame.
- 3.) Present oral and written information in the target language using familiar vocabulary and correct structure in the present time frame.
- 4.) Read aloud proverbs, short poems, and songs in the target language with appropriate pronunciation and intonation.
- 5.) Use appropriate target language vocabulary and nonverbal behavior in a variety of social situations and familiar settings.
- 6.) Identify tangible and intangible products of a target culture, including symbols and expressive art forms.
- 7.) Identify other subject-area topics that relate to topics discussed in the target language class.
- 8.) Identify similarities and differences between words in the target language and in English, including pronunciation, intonation, stress patterns, and simple written conventions of language.
- 9.) Compare holidays and celebrations of a target culture with those of the United States.
- 10.) Identify typical activities and events of a target culture.
- 11.) Identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting.

Tier II/III Interventions

- Peer Assistance is allowed
- Discovery Block – students are allowed to come to Mrs. Ellis during Discovery Block to practice vocabulary and grammar or to be tutored by an advanced Spanish student.
- Small group remediation on Thursday during class

Assessment

- Exit slips & week 1 test

Writing Focus

- Tuesday's dialogue and Wednesday's itinerary

Technology Use

- Projector
- Laptop
- PPT
- Instagram for sharing classroom information, notes, and reminders
- Instagram for posting class notes from whiteboard
- Class website www.pchsspanish.weebly.com
- Quizlet.com for independent vocabulary practice

HOTS/Blooms for the Week: Create, evaluate, analyze, apply, understand, and remember

Special Education Accommodations