6-15-2006

Imperfect Tense and the Past [10th grade]

Leigh Sheppard

Trinity University

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings

Repository Citation
http://digitalcommons.trinity.edu/educ_understandings/30

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. It has been accepted for inclusion in Understanding by Design: Complete Collection by an authorized administrator of Digital Commons @ Trinity. For more information, please contact jcostanz@trinity.edu.
Imperfect Tense and the Past

Leigh Sheppard
Trinity University,
# Stage One: Desired Results

**Understandings:**
- It is important to be able to talk about the past correctly because there is more than one way to talk about the past.
- An object can indirectly receive the action of a verb.
- There are key words to let us know when to use the imperfect.

**Essential Questions:**
- Why is it important to talk about the past?
- What makes your childhood different from others?
- What was important to you as a child?
- Does what you were like as a child affect what you are like now?

**Knowledge and Skills:**
- The 5 C’s of Foreign Language
- The Imperfect tense
- Words to talk about childhood
- Indirect Object pronouns (uses/placement)
- Describing oneself as a child
- Culture: Picasso, Las Mascotas, Guarderías Infantiles, Juguetes mayas

# Stage Two: Assessment Evidence

**Performance Assessment:**
- Students will create an E! True Hollywood Story about their childhood. They will create a visual representation of their childhood to present to the class and the story of what they were like as a child will be at least two minutes in length and use the imperfect tense correctly.

- In groups, students will create an illustrated children’s story about a topic of their choice and present it to the class (visually and audibly).
Other Evidence:
- Vocabulary Quizzes
- Quiz over the Imperfect tense and how to form it
- Quiz over indirect object pronouns
- Traditional test over entire chapter
- Informal checks for understanding

Stage Three: Learning Experiences

<table>
<thead>
<tr>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce the essential questions, performance assessment where we are going, map it out</td>
</tr>
<tr>
<td>2. Re-Introduce review vocabulary, pictionary, around the world.</td>
</tr>
<tr>
<td>3. New Vocabulary for the chapter- cognates, visuals, listening activities from book</td>
</tr>
<tr>
<td>4. Videohistoria reinforcing vocabulary</td>
</tr>
<tr>
<td>5. Review vocabulary</td>
</tr>
<tr>
<td>6. Quiz vocabulary on recognition and context</td>
</tr>
<tr>
<td>7. Intro to the Imperfect tense</td>
</tr>
<tr>
<td>8. Regular endings</td>
</tr>
<tr>
<td>9. The RULE the exception to the rule- 3</td>
</tr>
<tr>
<td>10. KEY words for using the imperfect</td>
</tr>
<tr>
<td>11. Gramactiva</td>
</tr>
<tr>
<td>12. Practice with Vocabulary and Imperfect, descriptions of your self as a child</td>
</tr>
<tr>
<td>13. What did you used to do during the spring/summer/fall/winter?</td>
</tr>
<tr>
<td>14. Quiz over formation</td>
</tr>
<tr>
<td>15. Review Imperfect and Vocabulary</td>
</tr>
<tr>
<td>16. Indirect Object Pronouns- What they are- when to use them- what do they mean</td>
</tr>
<tr>
<td>17. Gramactiva</td>
</tr>
<tr>
<td>18. Review I.O. pronouns, Imperfect and Vocabulary</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>20.</td>
</tr>
<tr>
<td>21.</td>
</tr>
<tr>
<td>22.</td>
</tr>
<tr>
<td>23.</td>
</tr>
<tr>
<td>24.</td>
</tr>
</tbody>
</table>