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Heroísmo y los medios de comunicación (Capítulo 5A & 5B) [9th-11th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Heroísmo y los medios de comunicación (Capítulo 5A &5B)

Grade Level: 9-11

Subject/Topic Area(s): Spanish 3

Designed By: Carol Arnold

Time Frame: 20 days (90 minute class periods)

School District: North East ISD

School: Robert E. Lee High School

School Address and Phone: 1300 Jackson-Keller Rd.
San Antonio, TX 78213

Brief Summary of Unit:

The unit encourages students to look at media and the portrayal of heroes and consider who is telling the story and why. The goal of this unit is to present grammar (preterite and imperfect tenses) and vocabulary in an authentic context (the news and legends). The unit is infused with real world examples of media including: online media clips, Latin American legends, and other internet news resources. Students are encouraged to pull on previous knowledge and make ties to personal experiences of heroism, media exaggeration, and storytelling.

Unit Title: Heroísmo y los medios de comunicación (Capítulo 5A &5B)

Grade: Spanish 3 High School Level

Stage 1: Desired Results

Understandings

Students will understand that...

- The portrayal of the story by the media affects our perception of what happened
- Some ancient cultures use legends to explain phenomena (natural disasters)
- Our cultural perceptions affect our ideas of heroism
- Authors affect what we know and how we know it (news, stories, legends, etc.)
- *Note- common thread: Who's presenting/telling the story? Who's the intended audience?*

Essential Questions

- What is heroism? (Other questions to consider: What are the characteristics that make a person a hero? When is a person considered to be a hero?)
- What role do legends play in explaining natural disasters in the Spanish and Latin American culture? (Other questions to consider: What are legends that exist in your own culture? How have these legends changed over time?)
- Who's telling the story? Who is the intended audience of the storyteller? What is the purpose of telling the story (news, legends, etc.)?

Knowledge

Students will know...

- The imperfect tense (-aba, -ía)
- Preterite of verbs: *oir*, *leer*, and *creer*
- Vocabulary related to news reports, health, natural disasters, accidents, and the hospital
- Irregular preterite of: *venir*, *poner*, *decir*, and *traer*
- Imperfect and preterite progressive

Skills

Students will be able to...

- Discuss emergencies, crises, rescues, and heroic acts in Spanish
- Describe past situations and settings in Spanish
- Describe weather conditions in Spanish
- Assess cultural perspectives on natural disasters and legends in Spanish
- Describe an accident scene in Spanish
- Discuss injuries and treatments in Spanish
- Describe what you were doing when an accident occurred in Spanish

Stage 2: Assessment Evidence

Performance Task:

- Students will be interviewing someone that they know whom they consider to be a hero. Students create childhood interview questions for their hero (IMPERFECT-habitual actions) and questions about a heroic event (PRETERITE-completed actions). After conducting the interview with their hero, students submit their written interview for revision. (They may interview someone in another language and translate the interview into Spanish.) Working with a partner (interviewer), the student dresses up as their hero and answers interview questions for video clip or they can record an interview with their hero where the student is the interviewer. Clips will be compiled to create a hero video sequence. As a reflection, students will answer the following questions: Why do you consider this person a hero? What is heroism? What are the characteristics that make a person a hero? When is a person considered to be a hero? To add a level of real world experience, students then fill out a CNN hero nomination form in Spanish and submit it to the CNN Heroes website. (See end of document for instructions and rubric).
- Video news segment about a local fire. Working together in a group, students assign the following roles for their news segment (noticias): héroe/ heroína, reporter(a), investigador(a), locutor(a) y víctima. The group develops a script which includes an introduction with the news broadcaster, an interview with the hero and victim conducted by the reporter. The whole news segment is recorded with a video camera using backdrops and props chosen by the students. Throughout the process, students are encouraged to think about their audience, their story, and their presentation of facts. Students submit a written script and record their news segment about a local fire. A written reflection will be submitted answering the following questions: Who was telling the story? Who was the intended audience? What was the purpose of the story? (See end of document for instructions and rubric).

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Vocabulary Quizzes
- Preterite, Imperfect, and Preterite vs. Imperfect Quizzes
- Journal prompts: *What makes information “true”? How do natural disasters create opportunities for heroism? How does the media play off of societal/our fears to draw in an audience? What are legends that exist in your own culture? How have these legends changed over time? Is some information better than other information on the same topic? How do we judge? How do we know what to believe from what we hear, read, see on the Internet and TV? Who decides what is newsworthy? How does the way news is presented affect the way we perceive events?*
- Definition of a hero (individual and class version)
- Use BBCmundo news segments to introduce reporting style
- Comparing intended audiences (NY Times, SA Express, Mexican Newspaper); Sonia Soto Mayor; *La prensa y el mundo*
- *Boleto de salida* –Ticket out of class (informal check-in and assessments of knowledge)
- Co-op Co-op about legends- Give each group the same legend told from different authors and/or perspectives. Or give each group a different legend and have them produce a script to present the legend to the class.
- Legend Reflection: Who’s telling the story? Who’s the intended audience? What’s the purpose of the story? What role do legends play in a culture? How does science explain natural disasters? (blizzards, hurricanes, tsunamis, etc.)
- Test on Preterite tense: leer, oír, venir, decir, traer, poner, & Imperfect Progressive Tense (estar + -ando, -iendo)

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

- **Day 1-** Introduce Unit questions on butcher paper. Have students use post-it notes to raise questions and/or concerns about the unit questions. As a class address the questions and concerns. If students have tried to answer the essential questions, talk about the depth and breadth of the questions. They require uncovering. Take a moment to fill out *Graphic Organizer* for media vocabulary p.262. students answer the following prompt in Spanish. Explain that even if they are not yet fluent, they should use as much Spanish as possible. Make dictionaries available for reference. *Journal: ¿Qué son los tipos de media que nos influye? Explica cómo nos influye.* Show a news clip from BBCmundo.com and have students identify vocabulary from their lists that they see in use or could use to describe the scene. Use snapshots from the clip to label different vocabulary. Take notes on forming the imperfect tense of a verb. Discuss when to use imperfect (emphasize that it is an on-going action or a habitual action in the past).
- **Day 2-** Warm up with vocabulary textbook p. 244 Actividad #4 identifying vocab. Finish imperfect notes. Students fill out *Entrevista de la niñez* interview questions in Spanish. Students interview someone within their groups about their childhood using the interview questions. Then students interview someone outside their groups. Personal answers from the interview will be used to create *Mi niñez* poster project. Students create visual representations of their interview answers on a piece of poster board. They may draw, use magazines or symbols to represent their childhood. Students formulate 5 sentences to introduce their poster to the class. Students will present their posters to class next time. Homework – Bring in supplies for the poster (family photos, other art supplies, music, etc.)
- **Day 3-** Students finish their posters. Students will present to their group in Spanish. Volunteers may present their work to the class. Warm-up w/vocabulary using workbook p.93 &94. Discuss the uses of the imperfect on the worksheet. Remind students of why we use the imperfect (on-going or habitual act in the past). Add reasons to the Imperfect Tense Notes. Practice identifying the imperfect and news-related vocabulary in a news article about a natural disaster (ex: Hurricane Ike). Once the imperfect is identified students must supply a reason why the imperfect was used (time, date, on-going action in the past, feelings, setting, etc.) Interactive homework – Students will answer the following questions in English as a way to begin thinking about storytelling. *Journal prompt: Is some information better than other information on the same topic? How do we judge? How do we know what to believe from what we hear, read, see on the Internet and TV?* , prepare for Vocabulary Quiz.
- **Day 4-** Warm up for quiz with Textbook p.244 Act. #4. Take Vocabulary Quiz & grade it using markers. Add a reflection to the quiz (How did you prepare for this quiz? What can I do as your teacher to better aid you in your preparation?) Review the imperfect tense endings and uses with the Guided Practice p. 149-151. Introduce imperfect progressive with notes. Students practice with imperfect by completing an Imperfect Tense practice worksheet in their groups. Homework – Imperfect production worksheet and prepare for an Imperfect Mini- Quiz next class.
- **Day 5-** Warm up imperfect with Imperfect interview. Students will use questions to interview one another. (*¿Qué hora era cuando te despertaste hoy? ¿Tenías mucho sueño cuando te levantaste? ¿Qué tiempo hacía cuando saliste de casa? ¿Alguien estaba todavía en tu casa cuando saliste? ¿Qué hora era cuando llegaste a la escuela? ¿Ya había muchos estudiantes en la escuela? ¿Cómo estabas cuando comenzaste a estudiar o a trabajar en tu primera clase?*) Take Imperfect Mini-Quiz. Point out that there is another verb in the past tense in the interview questions (ex: saliste, te despertaste, te levantaste). Have student identify the verb and predict why the endings are different from the imperfect verbs. Use the interview to begin a discussion on the preterite tense. Explain that it is used for completed actions in the past tense. Begin Regular Preterite Notes & Ir/Ser.
- **Day 6-** Finish Preterite Notes. Review the uses of the preterite (completed action, sequential actions in the past. Practice Regular Preterite Worksheet using chapter vocabulary. Teach students the AR preterite song that goes to “Up on the Rooftop” (*e with an accent, aste, o, o has an accent too you know, amos is the same as the present tense, asteis y aron just make sense.*) Play the Juego de dados

(dice game) to review the verb conjugations (also have students translate what they are conjugating into English). There is a red die and a green die. The red die numbers represent a subject (1.Yo, 2.Tú, 3.él, 4.Nosotros, 5.Ellos, 6.Tú y yo) and the green die represents a verb (1.Ir, 2.Ser, 3.Jugar, 4.Buscar, 5.Caminar, 6.salir) When students roll the dice, they conjugate the verb and write it on the whiteboard. Another student in the group checks to see that the answer is correct on the verb chart. Show shocking news headlines and pictures. Students reflect on the images and words by responding in Spanish to the prompt. Journal: *¿Quién decide lo que merece ser noticias? Who decides what is newsworthy? La manera en que se presenta las noticias, ¿Cómo nos afecta la manera en que percibimos eventos? How does the way news is presented affect the way we perceive events?*

- **Day 7-** Begin with an article or a short story of a heroic act during 9/11. Highlight the preterite verbs and using the ending to decide who is doing the action. Students answer the reflection questions in Spanish: *¿Qué características hacen a una persona un héroe o heroína? What are the characteristics that make a person a hero? ¿Cuándo se considera a una persona un héroe o heroína? When is a person considered to be a hero? Introduce the preterite of: oír, leer, creer, and destruir with notes. Students complete the Preterite Practice Worksheet. Homework- prepare for a Preterite Quiz that includes, regular, ir&ser, and i-y changes, car, gar, zar spelling changes in the “yo” form.*
- **Day 8 –** Warm up for Preterite Quiz with whiteboards. Preterite STAD Quiz – Group Quiz and Individual Quiz. First students take a quiz as a group. Each member takes a turn writing the answer for a question. They may only use each other as a resource; no books, notes, or teacher help (except clarification of instructions). Then the group must check the quiz answers for errors. Individually, the members take a similar quiz on the preterite, using only themselves as a resource. After quiz, students begin to fill in a “Characteristics of a Hero” Graphic Organizer. *What is a hero to you? What is heroism?* Students begin to fill in the T-Chart listing the uses of preterite and imperfect tenses. Interactive homework – Students go home to interview a friend/sibling about someone they consider to be a hero or heroine. They also conduct this interview with an adult (teacher, parent, or grandparent). Interview questions: *Who is your hero or heroine? What are the characteristics that make a person a hero? When is a person considered to be a hero?*
- **Day 9-** Students share their homework findings with their group using a Protocol. Show some of the CNN.com Hero’s Clips to the class. Students answer a *reflection: Are there any trends that you observe? What are common characteristics you heard? Which are different?* Students develop a personal definition of a hero/heroine. Students share the definition in their groups and create a group definition. The groups share with the class and discuss similar and different attributes in heroes. Pass out worksheet with preterite and imperfect words (cuando era niño, ayer, anoche, etc.) Review T-chart with reasons for the uses again. Work on worksheet with imperfect and preterite conjugations (significado en inglés, imperfecto, pretérito, significado en inglés). Fill in the chart using *ir, ser, creer, empezar, llegar, buscar, oír, and ver.*
- **Day 10 –** Finish filling in the preterite and imperfect chart. Complete Clark Kent (Pret. vs. Imp.) worksheet in a group. Students choose the tense and then circle the correct form. At the end of the worksheet, students list reasons for their selections at the bottom of the worksheet. Present project instructions and rubric for Performance Assessment (Entrevista de tu héroe). Begin development of Hero Interview Questions (5 questions about the childhood in the Imperfect, 5 questions about the heroic act in the Preterite).
- **Day 11 –** Finish interview questions. Students use a peer editing protocol to read over each other’s interview questions and check for grammatical errors. They make corrections and finalize the questions. Using a Graphic Organizer, students categorize the Chapter 5B vocabulary on p.287. Homework- Interview your hero (this may be done in another language and answers must be translated into Spanish).
- **Day 12 – (In Lab)** Finish translating answers into Spanish. Students will type up their answers in the Interview electronic form of the worksheet. Then, using CCN.com, students will fill in Hero Nomination

Form in Spanish to submit answers about their hero. If there is extra time, students may play games with vocabulary websites:

- <http://quizlet.com/35209/realidades-2-ch-5a-vocabulary-flash-cards/>
- <http://www.flashcardexchange.com/flashcards/view/572454>
- <http://www.studystack.com/menu-35603>
- **Day 13** – Students complete a reflection in Spanish on their hero interview. Reflection of hero project: What is heroism? (What are the characteristics that make a person a hero? When is a person considered to be a hero?) Practice new vocabulary with Four Corners protocol. Teacher says or shows a statement and students walk to a corresponding corner depending on their experience with that statement (mucho- a lot, nunca –never, de vez en cuando – once in a while, or a menudo – often): *Rompí un hueso. Recibí una receta del médico. Me caí una vez. Me choqué con alguien. Me torcí el tobillo.* Warm up with Vocabulary p.270 Act. #4. Use Block Party Protocol to have students practice formulating sentences using a vocabulary word and a verb conjugated in the preterite. Students write out their sentence on the whiteboard and share out to the class. Students complete workbook p.102 and grade. Homework – prepare for vocabulary quiz next class.
- **Day 14** – Vocabulary warm up. Vocabulary Game, present an injury and have groups come up with possible treatments. Students take Vocabulary Recognition Quiz. Irregular Preterite Notes (poder, poner, decir, venir, traer). Boleto de salida – 3,2,1: 3 things you learned, 2 things you’ll never forget, 1 thing you don’t understand
- **Day 15** – Finish Irregular Preterite Notes. Give students accident scenes and in groups they write up what happened in the preterite. Storytelling → Students receive a scenario and they have to finish what happened next (Ex: El hombre cansado se cayó de su bicicleta...). Students can also dramatize the story. One group member reads the story as the other members act out what is happening. Students answer the reflection: How does the way the story is presented affect the way we perceive events?
- **Day 16** – Using their irregular preterite notes, students complete Straight Up Conjugation Worksheet (Irreg. Pret.) Students complete Workbook p.106. Read Lectura p. 256-257 about natural disasters in Chile and fill out accompanying Guided Practice p. 153-154. Working in groups, students design a news segment about a local fire. Students begin creating their script and news segment layout. Homework – prepare for a Preterite Quiz next class.
- **Day 17** – Warm up with textbook p.275 Act. #13 for irregular preterite. Take Irregular Preterite Quiz. Finish script and create any props and select appropriate backgrounds. Teacher begins recording news segments with a camcorder.
- **Day 18** – Introduce legends by asking students what legends exist in their culture. Together make a class list. Ask for discrepancies within the same legend (e.g. La llorona). Give each group a different version of the same legend or different legends. While students are finishing their news segment recordings, the other groups are reading legends and filling out a Graphic Organizer (Who’s telling the story? What’s the purpose? *¿Cómo han cambiado estas leyendas con el paso del tiempo?* How have these legends changed over time?)
- **Day 19** – Finish Legends Graphic Organizer. Students answer the following reflection in Spanish. Reflection: *¿Qué papel desempeñan las leyendas en la explicación de los desastres naturales en la cultura española y latinoamericana?* What role do legends play in explaining natural disasters in the Spanish and Latin American culture? (*¿Qué leyendas existen en tu cultura?* What are legends that exist in your own culture?) Preterite and Imperfect Progressive Notes. Homework – prepare for a Preterite and Imperfect Quest (reg./irreg. imperfect, preterite: reg., poner, decir, traer, poder, progressive) by completing a Teams Games Tournament Worksheet as a review.
- **Day 20** – Play Teams Games Tournament (Cooperative Learning Activity) for three rounds. Students

complete the Quest on Preterite and Imperfect Tenses. Students complete a Unit Reflection: I thought.... Now I think...

Resources:

Entrevista de tu héroe

Elige un héroe o heroína personal. Puede ser alguien famoso, un héroe de la comunidad, un pariente o amigo. Por favor, sé creativo.

¿Qué son las cualidades de un héroe?

¿Quién es tu héroe o heroína? ¿Por qué?

¿Qué consideras un acto de heroísmo?

5 preguntas y respuestas de la niñez de tu héroe (Imperfect)

Ej.: ¿Cómo era de niño?

5 preguntas y respuestas de un acto de heroísmo (Preterite & Imperfect)

Ej.: ¿A quién salvó Usted durante el incendio?

Haz tu entrevista con tu héroe y escribe sus respuestas. Puedes hacer la entrevista en otro lenguaje, pero tienes que traducir las respuestas y preguntas al español. Vas a disfrazarte como tu héroe para hacer una entrevista. Un compañero de la clase va a ser tu entrevistador haciendo las preguntas. Vamos a grabar las entrevistas con videocámara.

En el laboratorio, vas a teclear las preguntas y respuestas para compartir con la clase. También tendrás la oportunidad de nominar a tu héroe en CNN Heroes.

Rubric (evaluación):

- 30 Producto final (10 preguntas y respuestas, grabación de la entrevista)
- 30 Gramática correcta de la entrevista escrita (el guión, uso de tiempo correcto)
- 15 Uso del tiempo productivo (entregas el proyecto a tiempo)
- 10 Creatividad (disfraces, cualidad de la entrevista, más de 10 preguntas)
- 10 Pronunciación
- 5 Reflexión



Entrevista de tu héroe

1. _____

Respuesta _____

2. _____

Respuesta _____

3. _____

Respuesta _____

4. _____

Respuesta _____

5. _____

Respuesta _____

6. _____

Respuesta _____

7. _____

Respuesta _____

8. _____

Respuesta _____

9. _____

Respuesta _____

10. _____

Respuesta _____



Reflexión

1. *¿Qué es el heroísmo?* (What is heroism?)

2. *¿Qué características hacen a una persona un héroe o una heroína?* (What are the characteristics that make a person a hero?)

3. *¿Cuándo se considera a una persona un héroe o una heroína?* (When is a person considered to be a hero?)

Noticia de un incendio

Trabajando en un grupo, van a crear una noticia que se trata de un incendio en San Antonio. Pueden decidir los detalles de la noticia (¿Qué?, ¿Quién(es)?, ¿Cuándo?, ¿Cómo?, ¿Por qué? Y ¿Dónde?) en un guión (script). Usen el pretérito y el imperfecto para contar la noticia. Al final, van a grabar su noticia.



Papeles (roles): héroe/ heroína _____,
víctima _____, locutor(a) _____ y
reportero(a) _____

A pensar (planning)

1. ¿Dónde fue el incendio?

2. ¿Cuándo ocurrió?

3. ¿Quiénes estaban allí?

4. ¿Por qué ocurrió?

Guión:

Locutor(a): Anoche hubo un incendio en _____. Los bomberos estuvieron allí _____. Se salvaron _____. El incendio ocurrió porque _____.

Entrevista (reportero(a), víctima y héroe o heroína):

Materiales:

Referencia p. ___ y ___

Rubric:

Guión (incluye el diálogo de noticia, sin errores, usando el vocabulario del capítulo).....40 puntos ____

Producto final (grabación de noticia, guión, todos los miembros participan).....40 puntos ____

Uso del tiempo productivo10 puntos ____

Creatividad (uso de accesorios, noticia interesante, guión incluye vocabulario nuevo).....5 puntos ____

Reflexión (todos los miembros deben entregar una copia escrita en español).....5 puntos ____

Reflexión: Escriban sus respuestas en oraciones completas en español por favor.

1. *¿Quién estaba contando el cuento (noticia)?* Who was telling the story?

2. *¿Quién era la audiencia planeada?* Who was the intended audience?

3. *¿Qué es el propósito del cuento (noticia)?* What was the purpose of the story?

Spanish 3 -5A 5B Unit Materials

Day 1-

- Questions on butcher paper:
 - *What is heroism? (What are the characteristics that make a person a hero? When is a person considered to be a hero?)*
 - *What role do legends play in explaining natural disasters in the Spanish and Latin American culture? (What are legends that exist in your own culture? How have these legends changed over time?)*
 - *Who's telling the story? Who is the intended audience of the storyteller? What is the purpose of telling the story (news, legends, etc.)?*
- Post-it notes
- *Graphic Organizer for 5A vocabulary*
- *Journal prompt in PPT: ¿Qué son los tipos de media que nos influye? Explica cómo nos influye.*
- News clips from BBCmundo.com
- Photos in PPT to identify vocab.
- *Imperfect Tense notes*

Day 2-

- Imperfect Tense Notes
- Textbook: p. 244 Actividad #4 identifying vocab
- *Entrevista de la ninez Worksheet*
- *Rubric and instructions for making a poster: Mi ninez*
- Supplies to make Mi ninez poster: scissors, glue, magazines, markers, etc.

Day 3-

- Workbook p.93&94
- PPT: uses of the imperfect tense
- News article about natural disaster with imperfect tense
- Highlighters
- Journal prompts for interactive homework: *¿Hay información que es mejor que otra información del mismo tema? Is some information better than other information on the same topic? ¿Cómo evaluamos esto? How do we judge? ¿Cómo sabemos creer lo que escuchamos, vemos, o lo que leemos en la Red o en la televisión? How do we know what to believe from what we hear, read, see on the Internet and TV?*

Day 4 –

- Textbook p.244 Act.#4 for vocab. warm-up
- Vocab Quiz
- PPT: Vocab. Quiz Key
- Guided practice p. 149-151
- PPT: imperfect progressive tense
- Imperfect progressive notes
- Imperfect Practice worksheet (production AR/ER/IR, progressive, irregular, uses, and what it means in English)
- Imperfect production worksheet for homework (verb, conjugation, English meaning)

Day 5 –

- Imperfect interview: *(¿Qué hora era cuando te despertaste hoy? ¿Tenías mucho sueño cuando te levantaste? ¿Qué tiempo hacía cuando saliste de casa? ¿Alguien estaba todavía en tu casa cuando saliste? ¿Qué hora era cuando llegaste a la escuela? ¿Ya había muchos estudiantes en la escuela? ¿Cómo estabas cuando comenzaste a estudiar o a trabajar en tu primera clase?)*
- Imperfect mini-quiz
- PPT: predict the purpose of the other endings for the preterite verbs
- Regular Preterite Notes & Ir/Ser
- PPT: Regular Preterite Notes & Ir/Ser

Day 6 –

- PPT: uses of preterite
- Regular Preterite Worksheet
- PPT: preterite AR song
- Dice game: PPT w/instructions, dice, whiteboards, and markers
- PPT: shocking news titles and front pages
- Journal: *¿Quién decide lo que merece ser noticias? Who decides what is newsworthy? La manera en que se presenta las noticias, ¿cómo nos afecta la manera en que percibimos eventos? How does the way news is presented affect the way we perceive events?*

Day 7 –

- Article of a heroic act during 9/11 w/ preterite verbs highlighted
- Reflection questions: *¿Qué son características que se hace a una persona un héroe o heroína? What are the characteristics that make a person a hero? ¿Cuándo se considera a una persona un héroe o heroína? When is a person considered to be a hero?*
- Preterite of: oír, leer, creer, destruir Notes
- PPT: preterite
- Preterite Practice Worksheet (regular, ir&ser, and i-y changes)

Day 8 –

- Preterite STAD Quiz (individual and group versions)
- Characteristics of a hero worksheet
- PPT: imperfect vs. preterite tense
- Worksheet: imperfect vs. preterite
- T-Chart worksheet (include examples)
- Interactive homework interviews: *¿Quién es tu héroe o heroína? Who is your hero or heroine? ¿Qué son características que se hace a una persona un héroe o heroína? What are the characteristics that make a person a hero? ¿Cuándo se considera a una persona un héroe o heroína? When is a person considered to be a hero?*

Day 9 –

- PPT: *Reflection - Are there any trends that you observe? What are common characteristics you heard? Which are different?*
- CNN.com Hero Clips (3)
- Pret. & Imp. Words
- Pret. & Imp. Conjugation Worksheet (Eng. Meaning, imperfect, preterite, Eng. Meaning)

Day 10 –

- Clark Kent Worksheet
- Hero Project Instructions
- Hero Project Rubric
- PPT: model of questions

Day 11 –

- Peer Editing Protocol
- Ch. 5B vocabulary Pictionary

Day 12 –

- Electronic version of Heroic Interview
- CNN.com Hero Nomination Form
- Vocabulary Game Websites

Day 13 –

- Reflection of hero project

- PPT: 4 corners - *Rompí un hueso. Recibí una receta del médico. Me caí una vez. Me choqué con alguien. Me torcí el tobillo.*
- Warm-up with Vocabulary p.270 Act.#4
- Block party – vocab. & preterite
- Workbook p.102
- PPT: grade workbook p.102

Day 14 –

- PPT: Vocabulary warm-up
- Vocab Game – one card has an injury another card has a possible treatment. Find a partner(s) that could match up.
- Vocabulary Recognition Quiz
- Irregular Preterite Notes (poder, poner, decir, venir, traer)
- Boleto de salida – 3,2,1: 3 things you learned, 2 things you'll never forget, 1 thing you don't understand

Day 15 –

- Cards w/ a picture of an accident scene
- PPT: Model descriptions
- Card w/ scenario
- PPT: Model finishing the scenario using the preterite
- Reflection: How does the way the story is presented affect the way we perceive events?

Day 16 –

- Straight Forward Conjugation Worksheet (Irreg. Pret.)
- Wkbk. P.106
- Textbook p. 256-257
- Guided Practice p. 153-154

Day 17 –

- Irregular Preterite Quiz
- PPT w/ backgrounds
- Materials for props

Day 18 –

- PPT: legends (legends in your culture, how have they changed over time?)
- Copies of legends: Los Nahuas para niños : cuentos y leyendas. Murray Prisant, Guillermo., El hombre con cola de león: mitos y leyendas indígenas de Colombia Solarte Lindo, Fernando., The corn woman: stories and legends of the Hispanic Southwest = La mujer del maiz : cuentos y leyendas del sudoeste hispano Vigil, Angel.
- Legend Graphic Organizer

Day 19 –

- Reflection: *¿Qué papel empeña las leyendas en explicando los desastres naturales en la cultura Española y latinoamericana?* What role do legends play in explaining natural disasters in the Spanish and Latin American culture? (*¿Qué leyendas existen en tu cultura?* What are legends that exist in your own culture? *¿Cómo han cambiado estas leyendas con el paso del tiempo?* How have these legends changed over time?)
- Preterite and Imperfect Progressive Notes
- Teams Games Tournament Worksheet (reg./irreg. imperfect, preterite: reg., poner, decir, traer, poder, progressive)

Day 20 –

- TGT folders, markers, boards

- Quest
- Unit Reflection