

Summer 6-11-2015

Cuerpo sano, mente sana: Healthy Living ~~en~~ español! [8th-10th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Cuerpo sano, mente sana

Grade Level: 8-10

Subject/Topic Area(s): Spanish 1

Designed By: Shannon Probe

Time Frame: 3 weeks (ABc schedule 90/90/45)

School District: Bryan ISD

School: Bryan Collegiate High School

School Address and Phone: 1901 E Villa Maria Rd Bryan, TX 77802
(979) 209-2790

Brief Summary of Unit (Including curricular context and unit goals):

This unit was created to be taught using the Holt Spanish 1 ¡Exprésate! Text, specifically Chapter 7. However, vocabulary and activities have been included so that the text is not required. This UbD unit was written for an ABc schedule (90/90/45) with the goal of students becoming more confident with their use of beginning Spanish and being able to use the language to communicate informatively. The understandings for this unit are that students be able to define what a healthy lifestyle is as well as explain how to lead a healthy lifestyle. It should be noted that while “Days” are written in the unit they should function more as a guide. The sequence is significantly more important than the schedule. Materials (including mastery checks and warm-ups) are at the end of the document.

UbD Template 2.0

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Inform on how to maintain a healthy lifestyle and present it to the class.</p>	
	Meaning	
	<p>Understandings <i>Students will understand....</i></p> <ul style="list-style-type: none"> - that leading a healthy lifestyle allows you to experience more of life. - what it means and how to lead a healthy lifestyle. 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Is it important to make maintaining a healthy lifestyle a part of daily life? 2. What does it mean to maintain a healthy lifestyle?
	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> - When and how to use reflexive verbs. - What a command is and how it's formed. - How to use pronouns with commands. - How to give advice. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Form and use affirmative and negative informal commands. - Form and use reflexive verbs. - Use pronouns with commands. 	
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
		<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Writing an informational essay about how to lead a healthy life and presenting on their informative essay according to the rubrics given.</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <p>Informal checks for understanding (5 fingers)</p> <p>Mastery checks</p> <p>Homework</p> <p>Vocabulary test</p>

<p>Stage 3 – Learning Plan</p>

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> See pre-assessment. (Combination of vocabulary, grammar, and essential questions)
	<p>Learning Activities</p> <p>Day 1 (90 mins):</p> <ul style="list-style-type: none"> - Introduce essential questions and discuss. – Students will begin class by performing a quick-write on the essential questions. The three questions will be posted at the front of the room. (Written on white board or on chart paper hung up at the front.) Students will be given two minutes to write everything they can about the questions, including follow-up questions. (At one minute, you should encourage students to move to the second question if they haven't yet but remind them that they can go back and forth as they think.) - The teacher will then lead a discussion over the questions using the ConcepTest protocol (below) or some other protocol beneficial in your classroom. A simple think-pair-share works well with this. (protocol below) - The teacher will then introduce the students to their end-of-unit assessment. This will give them an idea of what they will be doing with all of the information once it comes time to complete the assignment. <p>A</p> <ul style="list-style-type: none"> - Begin reviewing 7.1 Vocabulary (list below). First, go through each word and have the students repeat it after you say it. You may have to do this several times. Then call on a random student (use an app like Pick Me! or popsicle sticks to ensure you're asking every student) to tell you what that word means and give students the opportunity to come up with a unique way to remember the word (provided it's not a cognate). <p>A/M</p> <ul style="list-style-type: none"> - After the introductory activity, students will be in groups of no larger than 3 to go through different vocabulary centers. The centers are 1) Teacher Center, 2) ¡Qué lástima!, 3) ¿Quién tiene más?, 4) Simón dice..., & 5) Scattergories. (Instructions for each activity are with the materials at the end of the document.) - At the end of the lesson, provide a mastery check that you can easily check and review with students before they leave the room. This should not be a grade for students, but rather a measure of you and your lesson's effectiveness for the day. <p>M</p> <ul style="list-style-type: none"> - Homework will be to complete Act. 5 p. 237 Y tú, ¿te entrenas? This can be easily posted online in Google classroom. That will be where I post it, but it can also be a handwritten assignment if you'd prefer that. (I also give students the option. They can just come get a printed handout if they need it.) <p>Day 2 (90 mins):</p> <ul style="list-style-type: none"> - Begin with a warm-up that reviews 7.1 Vocabulary. You can also have students volunteer to share their responses to the homework and call on other students at random to translate what was said. - Remind students of the essential questions and the summative assessment they're working toward. <p>A</p> <ul style="list-style-type: none"> - Introduce 7.2 Vocabulary. I would do this in the same way I introduced 7.1 Vocabulary (with the repetition of pronunciation and ways to remember words). - After the introductory activity, students will be in groups of no larger than 3 to go through different vocabulary centers. The centers are 1) Teacher Center, 2) ¡Qué lástima!, 3) ¿Quién tiene más?, 4) Simón dice..., & 5) ¿Qué te pasa?. (Instructions for each activity are with the materials at the end of the document.) <p>A/M</p> <ul style="list-style-type: none"> - At the end of the lesson, provide a mastery check that you can easily check and

M	<p>review with students before they leave the room.</p> <ul style="list-style-type: none"> - Homework will be to complete Act. 21 p. 249 Debes cuidarte mejor 	
A	<p>Day 3 (45 mins):</p> <ul style="list-style-type: none"> - Begin with a warm-up that reviews 7.2 Vocabulary. You can also have students volunteer to share their responses to the homework and call on other students at random to translate what was said. - Remind students of the essential questions and the summative assessment they're working toward. <p>- Picturades! – (Students are split into groups of 4 (3-5 is ok if you need to, but 3 is better than 5) to review 7.1 & 7.2 Vocabulary. Points are given for correct answers and volunteering to draw/act. I typically award 5 points on the vocabulary test to the members of the winning team. I will also do 3 points for second place if it is a close game.)</p> <ul style="list-style-type: none"> - The homework is study for the vocabulary test the next class. 	
M/T	<p>Day 4 (90 mins):</p> <ul style="list-style-type: none"> - Students will begin by having 5-10 minutes to study flashcards individually or with a partner to review for the test. - Remind students of the essential questions and the summative assessment they're working toward. 	
A	<ul style="list-style-type: none"> - Students will then take the written vocabulary test. - After the test, students will receive a list of the stem-changing verbs they should already know to review how to conjugate stem-changing verbs. They will then use their textbook or an ipad (I have a set of 10 in my classroom, but the textbook should work just fine.) to complete the chart with the English meaning for the verb and the stem-change for each verb. (They should also underline the letter that changes.) 	
A/M	<ul style="list-style-type: none"> - Once the students have completed the assignment they can begin working independently or with a partner (no groups) to complete Act. 18 p. 243 La rutina familiar. For the activity, they must write the form of the verb that correctly completes each sentence and explain how they know their answer is correct e.g. "I know the answer is quiere because the subject is mi padre/él and querer has an e → ie stem-change." - Once all students have completed the activity, review that activity as a class to check answers. I do this by calling on students at random to read their sentence by filling in the blank with their response. Then I call on another student to translate the sentence or explain why what was put in the blank is correct. (Be sure to make sure students agree on the correct answer.) - Students will then complete a mastery check. No practice for homework is necessary since this should be review. 	
A	<ul style="list-style-type: none"> - Homework: Watch flipped video on reflexive verbs. Students will complete guided notes while they watch the video. (A flipped video should be done by you, but guided notes have been provided to help.) 	
A	<p>Day 5 (90 mins):</p> <ul style="list-style-type: none"> - Begin with a warm-up that reviews the previous lesson. - Remind students of the essential questions and the summative assessment they're working toward. - The teacher will now lead the students in a review of reflexive verbs, lecture style. Be sure to discuss what reflexive pronouns are and where they go - Attached after the verb for affirmative commands and infinitives, unattached before the verb for negative commands and conjugations. (This may be redundant if kids 	

A/M	<p>watched the video, but it's a good refresher for those kids and keeps you from having issues with kids that did not watch the video.)</p> <ul style="list-style-type: none"> - Students will then receive a chart with all the reflexive verbs for the unit. They will have to provide the English equivalent and all present tense conjugations for each verb. (Some are stem-changers! Be sure to point this out to students and remind them that the nosotros and vosotros forms don't change.) Students can work in groups of no larger than 4 or even independently to complete the chart. Once groups are done the teacher will provide a completed chart for students to check their answers and correct any mistakes. (Be sure you are checking for mistakes because kids will likely miss small spelling mistakes e.g. stem-changes & conjugated endings.) 	
A/M	<ul style="list-style-type: none"> - Students will then work in pairs or independently to write original sentences for each verb while using chapter vocabulary in each sentence. I usually give them a die to roll to determine the subject and verb they will use. They can simply use the pronoun based on the key below, but they can also use names. For example, if they roll a 3 they could use "mi hermano" instead of él. For the verbs you can use a 20-sided die and have them roll the die to determine which verb to use. (You could also only give students a few verbs at a time and use a regular die for the verbs as well.) Students should not consider themselves done until they have written a sentence for each verb. If they roll the same verb twice they should write two different sentences with that verb. <p>1 = yo 2 = tú 3 = él/ella/Ud. 4 = nosotros/nosotras 5 = ellos/ellas 6 = Uds.</p> <p>(Students will likely not complete this assignment by the end of class since there are 20 verbs. Those that do not will complete it for homework by simply writing original sentences for the verbs they did not get.)</p> <ul style="list-style-type: none"> - Students will then complete a mastery check. 	
A/M	<p>Day 6 (45 mins):</p> <ul style="list-style-type: none"> - Begin with a warm-up that reviews reflexive verbs. Review student responses and make sure everyone understands how reflexives are formed and used. - Remind students of the essential questions and the summative assessment they're working toward. - The remainder of the period will be used to review student sentences. I like to use Thumb Thoughts to review sentences. Call on different students to write their sentences on the board and review them silently. (You can also have them bring you their sentence and you can write it.) This happens by having student give a thumbs up if the sentence is perfect or a thumbs down if something need to be fixed. You can then call on a random student to explain their choice. (It's important to remind students that they are learning and it is ok to be wrong.) Make all necessary corrections based on student feedback. If the students do not notice a mistake, point it out to them so they can be aware of similar mistakes for the future. Be sure to allow students to volunteer a sentence if they are unsure about whether the sentence is correct. - Students will then complete a mastery check. 	
A	<ul style="list-style-type: none"> - Homework: Watch flipped video on affirmative (review) & negative (new) informal commands. Students will complete guided notes while they watch the video. 	

<p>A</p> <p>A/M</p> <p>A/M</p> <p>A</p> <p>A/M</p> <p>A</p> <p>A</p> <p>A/M</p> <p>A/M</p>	<p>Day 7 (90 mins):</p> <ul style="list-style-type: none"> - Have students get together and check their guided notes with one another to make sure they all have the correct information. - Remind students of the essential questions and the summative assessment they're working toward. - Review the lecture over affirmative and negative informal commands. - Angelito v. Diablito – For this activity, students will pair up and one will be the little angel and one will be the little devil. They will both be responsible for writing advice using affirmative and negative commands (each do 3 of each, no reflexive verbs). You should be walking around correcting mistakes and making sure the commands make sense. - Students will come to the front of the room in pairs and read their advice taking turns. At the end you should call on a student at random and have them tell you which is the angelito/a and which is the diablito/a and how they know. Repeat this for as many pairs as possible during the class. - Students will then complete a mastery check. <p>Days 8 (90 mins):</p> <ul style="list-style-type: none"> - Begin with a warm-up that reviews direct object pronouns. (Students should have learned this in a previous unit.) - Remind students of the essential questions and the summative assessment they're working toward. - Explain to students where pronouns (reflexive and direct object) go depending on the verb form – attached after the verb for affirmative commands and infinitives, unattached before the verb for negative commands and conjugations. You will also need to explain where accents go on affirmative commands (second to last syllable of the command). - Students will then complete an activity called El hombre prehistórico where a prehistoric man has come to their house and is doing things that do not make sense and they must use affirmative and negative commands to explain how things are and are not done. - Review students' answers by having random students read their responses and other students translate what was said. - Students will then complete a mastery check. - Homework: Watch flipped video over estar, sentirse, & tener and complete the guided notes. <p>Day 9 (45 mins):</p> <ul style="list-style-type: none"> - Have students compare guided notes to make sure they are completed and correct. - Remind students of the essential questions and the summative assessment they're working toward. - Review guided notes as a whole class. - Using the pictures of Leti, Marta, Ricardo, & Vicente from Act. 27 p. 251 ¿Quién es? and the words given the students (independently or in groups of no larger than 4) will write sentences saying who feels what way. - Review the sentences as a class by having a random student read their sentence and having another student translate what was said. - Students will then complete a mastery check. - Homework: En el colegio – Students will complete the sentences using estar, sentirse, or tener and translate each sentence. 	
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<div data-bbox="159 422 188 449" data-label="Text">M</div> <div data-bbox="159 884 215 911" data-label="Text">M/T</div> <div data-bbox="159 1276 215 1304" data-label="Text">M/T</div> <div data-bbox="159 1381 178 1409" data-label="Text">T</div>	<p>Day 10 (90 mins):</p> <ul style="list-style-type: none"> - Begin with a warm-up that reviews estar, sentirse, & tener. - Remind students of the essential questions and the summative assessment they're working toward. - Review the homework as a class by having students read their completed sentences and having others translate them. - Have students get in groups of four (or make the groups) to play Numbered Heads as a review of the unit's grammar. (I typically make this about 30 questions long.) - Explain the instructions and expectations for Numbered Heads and then play. - Leave time at the end of the period to allow for reviewing of the rubrics and expectations for the summative assessment and for students to begin brainstorming about their project. <p>Day 11 (90 mins):</p> <ul style="list-style-type: none"> - Have students complete a warm-up where they write what they will get done with by the end of the period. This makes it easy for you to see if students are on track and it helps them realize how much time outside of class they will realistically have to put in. - Remind students of the essential questions. - Check in with each student so you know what they should have completed by the end of the period. - Time to work on the project. <p>Day 12 (45 mins):</p> <ul style="list-style-type: none"> - Have students complete a warm-up where they look at their rubric and determine what grade they would get if they had to present today. This will then help them make a list of what still needs to be completed before presentations next class. - Remind students of the essential questions and the summative assessment they're working toward. - Check in with each student to make sure they have a plan for working over the weekend if necessary. - Time to work on the project. <p>Day 13 (90 mins):</p> <ul style="list-style-type: none"> - Presentations - Post-project Reflection - Written assessment of essential questions (below) 	
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Nombre: _____ Fecha: _____ Clase: _____

Chapter 7 Pre-assessment

A. Answer the following questions in your own words. You may answer in English or Spanish.

1. Is it important to make maintain a healthy lifestyle a part of daily life? Defend your answer.

2. What does it mean to maintain a healthy lifestyle? (What are the things that a person living a healthy lifestyle would do?)

B. Write the English equivalent for the following words/phrases.

1. bajar de peso _____
2. subir de peso _____
3. mantenerse en forma _____
4. seguir una dieta sana _____
5. doler (ue) _____
6. la cabeza _____
7. la garganta _____
8. bañarse _____
9. ponerse _____
10. vestirse _____
11. lavarse los dientes _____
12. relajarse _____
13. los pies _____
14. sentirse _____
15. la salud _____

16. las piernas _____
17. acostarse _____
18. enfermo/a _____
19. ¿Qué te pasa? _____
20. despertarse _____

C. Translate the following sentences.

1. I'm going to go to bed.

2. He shaves every morning.

3. Don't go out with friends.

4. I'm scared.

5. He feels nervous.

6. We are tired.

ConceptTest: Have participants take a minute to write down an answer to a question posed by the instructor. Then have each participant turn to the person next to them. Participants without a partner should either raise their hand and look for a partner near them, or (less desirably) join another pair near them. Then for two minutes the participants then either try to convince each other their answer is correct. After they have discussed, the instructor assesses their answers (perhaps by a show of hands in response to a multiple choice question). In the case of more complex problems, this process could be repeated several times for each of whatever natural steps there are in solving a more complex problem. Time required: usually 5 minutes.

Online equivalent: Use a Think-Pair and then have students return to the synchronous chat and take an online survey. In the Wimba Classroom, one would use the formal polling tool. One could also use SurveyMonkey or other online survey.

Dakin Burdick, Center for Teaching Excellence, Endicott College, 2011 -- teaching@endicott.edu

How to use think-pair-share

- Decide upon the text to be read and develop the set of questions or prompts that target key content concepts.
- Describe the purpose of the strategy and provide guidelines for discussions.
- Model the procedure to ensure that students understand how to use the strategy.
- Monitor and support students as they work through the following:

T : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

P : (Pair) Each student should be paired with another student or a small group.

S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

(<http://www.readingrockets.org/strategies/think-pair-share>)



Repaso de Vocabulario 1

Talking about your daily routine

acabar de	to just (have done something)
acostarse (ue)	to go to bed
afeitarse	to shave
antes de	before
bañarse	to bathe
la boca	mouth
el brazo	arm
la cara	face
el cepillo de dientes	toothbrush
despertarse (ie)	to wake up
encontrar (ue)	to find
entrenar(se)	to work out
la espalda	back
estar listo(a)	to be ready
estirarse	to stretch
los hombros	shoulders
el jabón	soap
lavarse la cara (los dientes)	to wash your face (to brush your teeth)
levantar pesas	to lift weights
levantarse	to get up
el maquillaje	makeup

maquillarse	to put on makeup
la nariz	nose
la navaja	razor
la pantorrilla	calf
la pasta de dientes	toothpaste
el pecho	chest
peinarse	to comb your hair
el peine	comb
la pierna	leg
el pijama	pajamas
ponerse	to put on
prepararse	to get ready
¿Qué te falta hacer?	What do you still have to do?
quitarse	to take off
la secadora de pelo	hair dryer
secarse	to dry
la toalla	towel
vestirse (i)	to get dressed

Talking about staying fit and healthy

dormir (ue) la siesta	to take a nap
mantenerse (ie) en forma	to stay in shape
¿Qué haces para relajarte?	What do you do to relax?

Repaso de Vocabulario 2

To talk about how you feel See p. 247.

bajar de peso	to lose weight
buscar un pasatiempo	to find a hobby
la cabeza	head
caminar	to walk
el cuello	neck
los dedos	fingers
dejar de fumar	to stop smoking
doler (ue)	to hurt
enojarse	to get angry
Es que...	It's because/just that...
estar aburrido(a)	to be bored
estar cansado(a)	to be tired
estar contento(a)	to be happy
estar enfermo(a)	to be sick
estar enojado(a)	to be angry
estar nervioso(a)	to be nervous
estar triste	to be sad
el estómago	stomach
la garganta	throat
hacer yoga	to do yoga
las manos	hands

Me duele(n)...	My... hurt(s)
el oído	ear
los pies	feet
¿Qué te pasa?	What's wrong with you?
¿Qué tiene...?	What's the matter with...?
seguir (i) una dieta sana	to eat a balanced diet
sentirse (ie)	to feel
subir de peso	to gain weight
¿Te duele algo?	Does something hurt?
Te veo mal.	You don't look well.
tener (ie) catarro	to have a cold

To give advice See p. 248.

demasiado(a)	too much
dormir (ue) lo suficiente	to get enough sleep
ni	neither, nor
No debes...	You shouldn't...
Para cuidarte la salud,	To take care of your health,
Para cuidarte mejor...	To take better care of yourself...
tanta grasa	so much fat
tanto(a)	so much
tanto dulce	so many sweets



VOCABULARY CENTERS

(Be sure to provide answer sheets for certain activities so that students have a way to check their work without you having to leave your station.)

Vocab #1

Teacher station – Students will begin by writing their own answers to the questions below. Once you have made sure student answers are correct the students will then take turns asking one another the questions and answering them. The last part of the activity is to have the teacher draw a question at random and ask a random student.

¿Qué haces para relajarte?

¿Qué te falta hacer?

¿Qué haces primero en la mañana?

¿Qué haces antes de acostarte?

¡Qué lástima! – Students will receive a container with the flashcards for the section as well as three cards that say ¡Qué lástima! They will take turns drawing a card and making piles of the ones they correctly identify and returning the ones they incorrectly identify. If a student draws the ¡Qué lástima! card he/she must return his/her entire correct pile and start over. The student with the most correct cards at the end of the rotation wins!

¿Quién tiene más? – For this game, one student will be the caller and the other students will be players. The caller and players will rotate for each call. The caller must say the card in the language that is face down. The first player to grab the matching card wins that card. The one with the most cards at the end of the game is the winner.

Simón Dice... – This activity works just like Simon Says. One student will be the caller and the other students will be players. The student who wins gets to be the caller for the next round.

Scattergories – The students will have a set of flash cards and they will have to categorize them. The categories are: 1) Partes del Cuerpo, 2) Cosas Diarias (Nombres), 3) Cosas Diarias (Verbos), 4) Preguntas y Frases Más Largas.

VOCABULARY CENTERS

(Be sure to provide answer sheets for certain activities so that students have a way to check their work without you having to leave your station.)

Vocab #2

Teacher station – Students will begin by writing their own answers to the questions below. Once you have made sure student answers are correct the students will then take turns asking one another the questions and answering them. The last part of the activity is to have the teacher draw a question at random and ask a random student.

¿Qué te pasa?

¿Qué te duele?

¿Qué haces para cuidarte la salud?

¿Qué pasatiempo tienes?

¡Qué lástima! – Students will receive a container with the flashcards for the section as well as three cards that say ¡Qué lástima! They will take turns drawing a card and making piles of the ones they correctly identify and returning the ones they incorrectly identify. If a student draws the ¡Qué lástima! card he/she must return his/her entire correct pile and start over. The student with the most correct cards at the end of the rotation wins!

¿Quién tiene más? – For this game, one student will be the caller and the other students will be players. The caller and players will rotate for each call. The caller must say the card in the language that is face down. The first player to grab the matching card wins that card. The one with the most cards at the end of the game is the winner.

Simón Dice... – This activity works just like Simon Says. One student will be the caller and the other students will be players. The student who wins gets to be the caller for the next round.

¿Qué te pasa? – Instructions and the activity sheet are below.

Y tú, ¿te entrenas?

Instructions: Complete the following sentences in Spanish about your own daily routine or the daily routine of an athlete.

1. Para mantenerme en forma, yo _____.
2. Cuando hago ejercicio, me gusta _____.
3. Cuando no tengo ganas de hacer ejercicio, me gusta _____.
4. A veces tengo ganas de hacer ejercicio, me gusta _____.
5. Para relajarme, prefiero _____.

¿Qué te pasa?

Instructions: Choose the word from the box that completes the sentence. Be sure you can explain why you made the choice you did.

los pies	hacer yoga	la garganta	levantar pesas	los oídos
estudiar	el hombro	el estómago	el pecho	escribir

No puedo...

porque

me duele(n)...

- | | | |
|-----|-----------------------------|------------|
| 1. | hablar | _____ |
| 2. | _____ | los brazos |
| 3. | comer | _____ |
| 4. | _____ | las manos |
| 5. | oír | _____ |
| 6. | _____ | la cabeza |
| 7. | bailar | _____ |
| 8. | respirar (<i>breathe</i>) | _____ |
| 9. | jugar al tenis | _____ |
| 10. | _____ | la espalda |

Debes cuidarte mejor

Instructions: Read the statements on the left about different people's situations and choose the advice on the right that best fits each situation.

___ 1. Me duelen mucho los ojos.

A. Debes dejar de fumar.

___ 2. Siempre estoy aburrido.

B. Necesitas seguir una dieta sana.

___ 3. Me siento muy cansada.

C. ¡Usa tus lentes!

___ 4. Nunca como frutas ni verduras.

D. ¿Qué tal si buscas un pasatiempo?

___ 5. Siempre me duele la garganta.

E. Debes comer menos y hacer ejercicio.

___ 6. Quiero bajar de peso.

F. No debes correr sin zapatos.

___ 7. Tengo catarro.

G. Debes dormir lo suficiente.

___ 8. ¡Estoy enojada.

H. Toma jugo de naranja y descansa.

___ 9. Me duelen los pies.

I. Debes relajarte. ¿Por qué no haces yoga?

Nombre: _____ Fecha: _____ Clase: _____

Capítulo 7 Prueba de Vocabulario – Español 1

A. Javier's morning schedule is completely out of order. Put the events in the most likely order in which they would happen from A to E.

Tengo que...

- _____ 1. levantarme a las siete.
- _____ 2. quitarme el pijama.
- _____ 3. despertarme a las seis y media.
- _____ 4. bañarme.
- _____ 5. vestirme.

B. Alejandra is getting ready to go out. Match what Alejandra says she needs to do, according to the items that she is missing.

- _____ 6. Quiero _____ pero no encuentro una toalla.
- _____ 7. Tengo que _____ pero no encuentro la secadora de pelo.
- _____ 8. Necesito _____ las piernas pero no encuentro la navaja.
- _____ 9. Quiero _____ pero no encuentro el maquillaje.
- _____ 10. Tengo que _____ pero no encuentro el peine.

A. maquillarme
B. bañarme
C. secarme el pelo
D. peinarme
E. afeitarme

C. Match each person's problem with the part of the body that is hurting him or her.

- _____ 11. Carlos no puede comer. Le duele _____.
- _____ 12. Julia no puede pensar (*think*). Le duele _____.
- _____ 13. Luis no puede escuchar. Le duele _____.
- _____ 14. Ana no puede hablar. Le duele _____.
- _____ 15. Tito no puede caminar. Le duele _____.

A. el oído
B. el estómago
C. el pie
D. la cabeza
E. la garganta

D. Choose the logical answer to each of Beatriz's questions about your health.

_____ 16. ¿Qué te pasa?

A. Estoy enferma.

B. Hago yoga.

_____ 17. ¿Necesitas relajarte?

A. Sí. Estoy nervioso.

B. Sí. Estoy contento.

_____ 18. ¿Qué tiene Rosario?

A. Camina.

B. Le duele la cabeza.

_____ 19. ¿Cómo se sienten Andrés y Emilio?

A. Están aburridos.

B. Van a dejar de fumar.

_____ 20. ¿Por qué no te acuestas más temprano?

A. No estoy cansado.

B. No estoy nervioso.

E. The following is a list of Spanish words and phrases. In the blank next to the Spanish, please write the English equivalent.

21. tener catarro _____

22. ni _____

23. enojarse _____

24. mantenerse en forma _____

25. antes de _____

BONUS: ¿Cómo se dice "to get enough sleep" en español? _____

Stem-changing Verbs

	Verbo	Inglés	Cambio de raíz
Ejemplo:	j <u>u</u> gar	to play	u → ue
	servir		
	probar		
	empezar		
	almorzar		
	querer		
	dormir		
	preferir		
	pedir		

La rutina familiar

Instructions: Complete the sentences by choosing the verb that best fits the sentence and conjugating it correctly according to the subject.

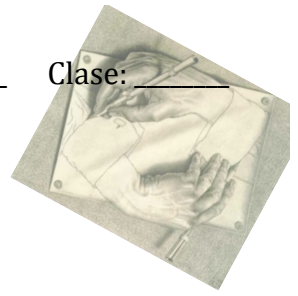
Después del colegio mi hermana ____ (servir/jugar) videojuegos pero yo ____ (probar/empezar) mi tarea a las tres. Mi hermana y yo ____ (servir/almorzar) la cena todos los días. Mis padres ____ (jugar/preferir) cenar muy temprano. Mi padre siempre ____ (querer/servir) leer un libro después de cenar pero mi madre ____ (dormir/preferir) escuchar música.



Nombre: _____

Fecha: _____

Clase: _____



Apuntes Guiados: Verbos Reflexivos

The two parts of reflexive verbs are the _____ and the _____.

The _____ (the second thing!) are:

To conjugate a reflexive verb in the present tense you first move the reflexive pronoun to the _____ and then _____ the verb like normal.

***Reflexive Pronouns are used _____ negative commands and present tense conjugations and are _____, **but** they are used _____ affirmative commands and infinitives and are _____ to the end of the verb.

Ejemplos:

1.

2.

3.

4.

Reflexive Verbs Chart

<i>Verbo</i>	<i>Yo</i>	<i>Tú</i>	<i>Él, Ella, Usted</i>	<i>Nosotros, Nosotras</i>	<i>Ellos, Ellas, Ustedes</i>
Acostarse (o → ue) =					
Afeitarse =					
Bañarse =					
Cepillarse =					
Despertarse (e → ie) =					
Enojarse =					
Entrenarse =					
Estirarse =					
Lavarse =					

Levantarse =					
Mant <u>e</u> nerse (e → ie) =					
Maquillarse =					
Peinarse =					
Ponerse =					
Prepararse =					
Quitarse =					
Relajarse =					
Secarse =					
Sent <u>e</u> irse (e → ie) =					
Vest <u>e</u> irse (e → i) =					

Nombre: _____

Fecha: _____

Clase: _____

Apuntes Guiados: Mandatos Informales

Affirmative commands are verb forms used to _____

where as negative commands are used to _____.

Informal commands are used with people with whom you are _____, like friends, siblings, and other peers.

¡Repaso! – To form an affirmative command you:

¡Nuevo! – To form an negative command you:

Mandatos Irregulares:

Afirmativos

Negativos



Instructions: For this activity, you and your partner will write commands as if you were a little angel (angelito) and a little devil (diablito). You will write three affirmative and three negative commands for each person. That means you will have six commands from the angelito and six commands from the diablito for a total of twelve commands. You are commands should be about how to be a good or bad student or how not to do that, but do not use any reflexive verbs. You may work together on the twelve commands but you're each responsible for your six. At the end you will both read your commands to the class and we will guess who is the angelito and who is the diablito! ¿Listo/as? ¡Vamos!

Angelito

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Diablito

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



El hombre prehistórico

Instructions: For this activity you will work to help a prehistoric man. He has traveled through time and is staying at your house and needs some help with how to do things. The trick is that you'll have to use both affirmative and negative commands to with pronouns (first reflexive pronouns, then direct object pronouns) to tell him what to do and what not to do. Use the sentences that describe what he is doing to help you with your commands. We will do the first sentence for each together.

Commands with Reflexive Pronouns

1. Se pone el pijama para salir.
2. Se lava los dientes con una toalla.
3. Se levanta a las once de la noche.
4. Se lava con la pasta de dientes.
5. Se viste en el patio.
6. Se acuesta en la mesa.

Commands with Direct Object Pronouns

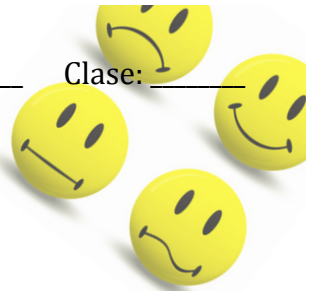
1. la ropa (lavar en la casa/ en el carro)
2. los lentes (usar para cortar/ leer)
3. las ventanas (limpiar con jugo/ agua y jabón)
4. La computadora (poner en el escritorio/microondas)
5. Los sándwiches (hacer con papel/pan)
6. el arroz con pollo (comer con los pies/un tenedor)



Nombre: _____

Fecha: _____

Clase: _____



Apuntes Guiados: Estar, Sentirse, & Tener

In English, estar means _____.

In English, sentirse means _____.

In English, tener means _____.

Estar and sentirse are used with _____.

Tener is used with _____ because *tener* is _____

meaning its literal translation does not quite work in English.

Put the present tense conjugations of *estar* here:

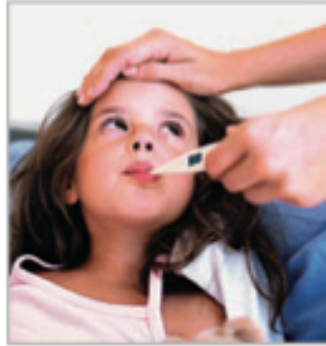
Put the present tense conjugations of *sentirse* here:

Put the present tense conjugations of *tener* here:

¿Quién es?



1. Leti



2. Marta



3. Ricardo



4. Vicente

1. aburrido/a _____.

2. enfermo/a _____.

3. sed _____.

4. nervioso/a _____.

5. miedo _____.

6. calor _____.

7. no bien _____.

8. sueño _____.

En el colegio

Instructions: Josefina is talking about her school. Complete the sentences with the correct form of estar, sentirse, or tener. There can be more than one correct answer.

1. Muchos estudiantes ____ miedo de los exámenes de inglés.
2. Joaquín y Mateo ____ nerviosos cuando presentan un examen.
3. Yo ____ calor cuando practico deportes en el gimnasio.
4. Mi amiga Matilde siempre ____ hambre antes del almuerzo.
5. A veces nosotros ____ sueño después de almorzar.
6. Mis profesores no ____ enojados casi nunca.

Mastery checks

Day 1 –

Write the English equivalent for the following Spanish words/phrases.

Levantarse	to get (oneself) up
La cara	(the) face
Bañarme	to bathe (oneself)
La toalla	(the) towel

Day 2 –

Write the English equivalent for the following Spanish words/phrases.

Me duele(n)...	...hurts (me)
La espalda	(the) back
¿Qué te pasa?	What's wrong with you?
Una dieta sana	a healthy diet

Day 3 – N/A

Day 4 –

Complete the following sentences by correctly conjugating the verb in parentheses according to the subject.

- | | |
|--|-----------|
| 1. Mi madre ____ (servir) el desayuno. | sirve |
| 2. Nosotros no ____ (jugar) durante la noche. | jugamos |
| 3. Yo ____ (querer) cereales para la cena. | quiero |
| 4. Mis amigos ____ (preferir) hacer la tarea temprano. | prefieren |

Day 5 –

Complete the following sentences with the correct conjugation of the verb in parentheses.

- | | |
|---|-------------|
| 1. Mis padres ____ (acostarse) temprano. | se acuestan |
| 2. Yo ____ (bañarse) cada noche. | me baño |
| 3. Juanita ____ (maquillarse) siempre. | se maquilla |
| 4. Mis hermanos y yo ____ (ponerse) el pijama cada noche. | nos ponemos |

Day 6 –

Complete the following sentences with the correct conjugation of the verb in parentheses.

- | | |
|--|------------|
| 1. Yo ____ (entrenarse) cada mañana. | me entreno |
| 2. ¿Tú ____ (estirarse) antes de entrenarte? | te estiras |
| 3. Ellos ____ (vestirse) después de bañarse. | se visten |
| 4. Mi familia ____ (levantarse) tarde los fines de semana. | se levanta |

Day 7 –

Write the following verbs in both the affirmative and negative command form.

	Affirmative	Negative
1. comer	come	no comas
2. hablar	habla	no hables
3. ir	ve	no vayas
4. ser	sé	no seas

Day 8 –

Choose the answer that completes the following sentences with the correct command form of the verb in parentheses.

1. ____ (lavarse) la ropa.
A. **Lávate la ropa.** B. Te láves la ropa.
C. Lavate la ropa. D. Te laves la ropa.
2. ____ (levantarse) temprano.
A. **Levántate temprano.** B. Te levántes temprano.
C. Levantate temprano. D. Te levantes temprano.
3. No ____ (acostarse) tarde.
A. acuéstate tarde. B. te acuéstes tarde.
C. acuestate tarde. **D. te acuestes tarde.**
4. No ____ (enojarse).
A. enójate. B. te enójes.
C. enojate. **D. te enojés.**

Day 9 –

Decide which verb should be used in the following sentences and then conjugate it correctly to match the subject.

1. Yo ____ (tener / estar) enferma. **estoy**
2. Nosotros ____ (tener / sentirse) sueño. **tenemos**
3. Ellos ____ (tener / sentirse) nerviosos. **se sienten**
4. Rodrigo ____ (tener / estar) calor. **tiene**

Day 10 – N/A

Day 11 – N/A

Day 12 – N/A

Day 13 – Post-project reflection

Answer the following questions based on your own project.

1. What did you enjoy most about this project?
2. What did you enjoy least about this project?
3. What do you think you learned from doing this project? (You may put more than one thing.)
4. What concepts from this unit are you still unsure about?
5. If you could redo your project what would you do differently?

Answer the following questions based on your current knowledge.

1. Is it important to make maintain a healthy lifestyle a part of daily life?
2. What does it mean to maintain a healthy lifestyle?

Warm-ups

Day 1 –

Read the questions posted and think about your response to them. Don't write anything down yet.

Day 2 –

With a partner, review your homework. One of you will read your statement to each one and the other will have to translate what was said. If your homework is incomplete then complete it now **independently**.

Day 3 –

With a partner, check your homework answers together. If you disagree, come to an agreement. Be sure both of you can translate each sentence from the homework. If your homework is incomplete then complete it now **independently**.

Day 4 –

Use this time to review your vocabulary. You may study your flashcards with a partner or independently.

Day 5 –

Write an original sentence for each of the following verbs. Make sure you conjugate correctly according to your subject. Be sure to use a different subject each time.

1. jugar
2. preferir
3. poder
4. servir

Day 6 –

Without looking at your notes write down everything you know about reflexive verbs.

Day 7 –

Check your guided notes with a partner. If any of your information was different figure out why and make any necessary corrections.

Day 8 –

Answer the following questions.

1. What is a direct object pronoun? (What does it do?)
2. What are the DOPs in Spanish? (Hint! There are four.)
3. What do those DOPs mean in English?
4. Why are there four DOPs in Spanish?

Day 9 –

Check your guided notes with a partner. If any of your information was different figure out why and make any necessary corrections.

Day 10 –

Answer the following questions. (Try to do it without any notes.)

1. What does estar mean?
2. What does sentirse mean?
3. What does tener mean?
4. When do you use estar or sentirse versus tener? Why?

Day 11 –

Make a list of what you will complete by the end of the period.

Day 12 –

Look at your rubrics and determine what score you would get if you had to present today. Use that score to determine a list of what work still needs to be done.

Day 13 –

Make sure all materials are ready for your presentation.

Proyecto del Capítulo 7:

Cuerpo sano, mente sana

Description: For this project, you will produce an informational piece about how to stay healthy in body and mind. You should explain how to maintain a healthy lifestyle and why it is important to do so. You will turn in a written product, but also present your information to the class. Your score will be based on the following rubrics. **This project is due _____ when you walk into class.**

WRITING RUBRIC

	Excellent	Acceptable	Unacceptable
Grammar ____ / 30	Script contained: <ul style="list-style-type: none">- 5 reflexive verbs- 4 stem-changing verbs- 1 use each of <i>estar</i>, <i>sentirse</i>, & <i>tener</i>- 2 affirmative commands- 2 negative commands- 1 commands used with a direct object pronoun (can be one of the commands already used)- 1 commands used with a reflexive pronoun (can be one of the commands already used)	The student faltered on three to five of the requirements.	The student faltered on six or more of the requirements.
Vocabulary ____ / 30	The essay contained 15 or more vocabulary words from Chapter 7.	The essay contained 11-14 vocabulary words from Chapter 7.	The essay contained 10 or fewer vocabulary words from Chapter 7.
Content ____ / 20	The essay included a: <ul style="list-style-type: none">- paragraph about what a healthy daily routine looks like.- paragraph about how to maintain a healthy lifestyle (exercise & diet) and the benefits of it.- paragraph giving suggestions/advice.- conclusion.	The student faltered on one requirement.	The student faltered on two or more requirements.
Format ____ / 10	The essay: <ul style="list-style-type: none">- was typed.- was double-spaced.- used 12-point font.- used 1-inch margins.- had a complete MLA heading.	The student faltered on two to three of the requirements.	The student faltered on four or more of the requirements.

PRESENTATION RUBRIC

	Excellent	Acceptable	Unacceptable
Oral ____ / 30	The student: - projected his/her voice. - spoke clearly. - obviously practiced.	Student faltered on one of the requirements.	Students faltered one two or more of the requirements.
Visual ____ / 30	The presentation had an obvious professional appearance with: - few to no spelling errors. - good quality and appropriate images. - bulleted points as a guide rather than complete sentences to read. - an appropriate color scheme that was easy to read.	Student faltered on one of the requirements.	Students faltered one two or more of the requirements.
Content ____ / 30	The presentation included: - a complete title slide (name of presenter and presentation appropriately capitalized) in Spanish. - a slide or multiple slides about what a healthy daily routine looks like. - a slide or multiple slides about how to maintain a healthy lifestyle (exercise & diet) and the benefits of it. - a slide giving suggestions/advice. - an end slide for questions.	Student's acting showed understanding of what he/she said in most of his/her lines.	Student's acting showed understanding of what he/she said in few of his/her lines.