

2018

La ropa y Los colores

Haley Hansen
haleynhansen@yahoo.com

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

Repository Citation

Hansen, Haley, "La ropa y Los colores" (2018). *Understanding by Design: Complete Collection*. 395.
https://digitalcommons.trinity.edu/educ_understandings/395

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): haleynhansen@yahoo.com. For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: La ropa y Los colores

Grade Level: 9-12 (could also be used in middle school Spanish level 1)

Subject/Topic Area(s): Spanish 1

Designed By: Haley Hansen

Time Frame: 12 days

School District: Cypress-Fairbanks ISD

School: Cypress Falls High School

School Address and Phone: 9811 Huffmeister Rd., Houston, TX 77095 (281-856-1000)

Brief Summary of Unit :

This unit, "La ropa y Los colores" is designed for a Spanish 1 class of non-native speakers. This is the 4th unit in our school year. Students have previously learned how to describe themselves and others, school-related vocabulary, family members, and hobbies vocabulary. This unit will introduce clothing vocabulary and color vocabulary for the first time. This unit will have a lot of repetition to help students internalize the vocabulary and be able to produce sentences both in writing and speaking with confidence. Students will also be exposed to the cultures of the Spanish-speaking world through the use of videos, audio samples, readings, and class discussions. At the end of the unit, students will have a speaking Performance-Based Assessment in which they must describe what others are wearing in detail.

UbD Template 2.0

Stage 1 – Desired Results		
<p>(1) <u>Interpersonal communication: speaking and writing.</u> The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p> <p>114.39 1A: ask and respond to questions about everyday life in spoken and written conversation.</p> <p>114.39 1B: express and exchange personal opinions or preferences in spoken and written conversation.</p> <p>114.39 1C: ask and tell others what they need to, should, or must do in spoken and written conversation.</p> <p>114.39 1D: articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.</p> <p>114.39 1E: participate in spoken conversation using culturally appropriate expressions, register, and gestures.</p> <p>114.39 1F: participate in written conversation using culturally appropriate expressions, register, and style.</p> <p>(2) <u>Interpretive communication: reading and listening.</u> The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> Express themselves though speaking in straightforward situations about colors and clothing Write using simple sentence structure about colors and clothing Understand some words/phrases when listening to audios about colors and clothing Derive meaning from short, non-complex texts on colors and clothing 	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> In Spanish, the adjective (color) goes after the clothing item. <i>EX: La camisa verde</i> In Spanish, the adjective (color) must match the clothing item. <i>EX: La camisa roja OR Las camisas rojas</i> 	<p>Essential Questions</p> <ul style="list-style-type: none"> What factors determine the clothes you choose to wear? How are clothing choices influenced by society / culture? How do culture and clothing impact one another?
Acquisition		
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> The colors in Spanish <ul style="list-style-type: none"> -rojo -amarillo -anaranjado -azul -blanco -morado/violeta -verde -negro -marrón/café -rosado/rosa -gris Articles of clothing 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify and/or choose an item by color in Spanish use colors when describing different objects in Spanish identify some articles of 	

<p>in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p> <p>114.39 2A: demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.</p> <p>114.39 2B: identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.</p> <p>114.39 2C: infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.</p> <p>114.39 2D: identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p> <p>(1) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p> <p>114.39 3A: state and support an opinion or preference orally and in writing.</p> <p>114.39 3B: describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</p>	<ul style="list-style-type: none"> -los pantalones -los jeans -la camisa -la camiseta -la falda -el vestido -la blusa -la chaqueta -los pantalones cortos -el traje -la gorra -los zapatos -los calcetines -la sudadera -el suéter - el cinturón -las chanclas/sandalias -la bolsa -el reloj -la cartera -las botas -la bufanda -la joya <ul style="list-style-type: none"> • To conjugate the verb “llevar” in the Yo form, the Tú form, and the Él/Ella form • Colors are placed after the clothing words. Ex: La blusa amarilla, which is the opposite in English • The color must match the clothing item (Adjective/Noun agreement) Ex: La blusa amarilla 	<p>clothing</p> <ul style="list-style-type: none"> • describe a person and what they are wearing • demonstrate understanding of some cultural practices that are different from their own
--	--	---

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	I am unable to share my district’s rubric used for assessing Speaking assessments,	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i>

	<p>but it is similar to this one http://elblogdelasrafulwider-westall.blogspot.com/2015/06/comunicate-412-rubrics.html</p>	<p><u>Completing a Performance Based Speaking Assessment:</u> You are at a concert with your friends and you get separated from the group. It's super crowded, so your cell phone isn't working. One of the security guards at the concert offers to help you find your friends, but he doesn't speak a lot English. Luckily you are learning Spanish and can tell him what your friends were wearing. Students will be shown a picture and will have to describe what their friends are wearing to the teacher. Students should speak in complete sentences including the clothing items and the colors.</p> <p>-----</p> <p>Exit tickets, worksheets, speaking practices, listening practices, writing practices, informal conversations, manipulative activities</p>
--	---	---

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>
--------------------------	---

<p>A/M</p> <p>A</p> <p>A</p>	<p>Learning Activities In my class, students use an interactive notebook to complete warm ups, notes, vocabulary, etc.</p> <p>Every day as a warm up students copy down the Cultura diaria fact and then we discuss that fact as a class. *I bought and downloaded Cultura diaria from the Teachers Pay Teachers Website</p> <p><u>Day 1</u> * Teacher should be dressed in all red and yellow. See this YouTube video for inspiration https://www.youtube.com/watch?v=VRCFl1mrHKs</p> <p>1. Cultura diaria 2. Students copy down slide 3 La ropa: vocabulario A in their journals</p> <ul style="list-style-type: none"> • llevar • Los pantalones • Los jeans • Los pantalones cortos • La falda • La camisa • La camiseta • La blusa • El vestido • El traje • La chaqueta • La sudadera • El suéter <p>3. Have students repeat the vocabulary words aloud to practice</p>	<p>Progress Monitoring (e.g., formative data)</p>
------------------------------	---	--

A	<p>pronunciation. Ex: Teacher: "llevar" Students: "llevar" Teacher: "Los pantalones" Students: "Los pantalones" Etc.</p> <p>4. Teacher presents vocabulary in Spanish using the PowerPoint + images of celebrities (include popular US celebrities and popular celebrities from Spanish-Speaking countries). While presenting, the teacher will speak only in Spanish and ask students questions. Students will write down their guess for the English translation in their journals next to the Spanish word. Ex: "Jennifer Lopez lleva una blusa. La blusa es rosa y en mi opinión es muy bonita" "Lucy, te gusta la blusa?" "Justin, ¿llevas una blusa hoy?" "Samantha, ¿llevas una blusa hoy?" "Sí, Samantha lleva una blusa." "Yo llevo un<u>A</u> blusa<u>A</u> roja<u>A</u>" (emphazing the outfit the teacher is wearing and the roja<u>A</u>) "¿Mi blusa es amarilla?... ¡NO es roja!" Etc.</p>	Questioning during vocab presentation
A A/M	<p>5. Students are shown slides 19 and 20 so that they can make sure they have the correct translations written down.</p> <p>6. Teacher will show slide 21 "Qué observas" to question students about what they notice about the conjugaiton of llevar by projecting each sentence one at a time. Students should call out any patterns that they see. Mine usually point out that camiseta ends in A so roja ends in A. Acknowledge that correct answer and ask for more observations. You want them to notice that LLEVO goes with YO, LLEVAS goes with TÚ, LLEVA goes with ÉL and ELLA.</p>	Questioning
A/M T	<p>7. Teacher will show slide 22 "Qué observas" to question students about what they notice about the noun/adjective agreement AND how the color goes AFTER the clothing item by projecting each sentence one at a time.</p> <p>8. Say it or Wear it: The teacher will hold up a clothing item (you will need to have a box of clothes. The clothes can be borrowed from other teachers/friends or bought from a thrift store) and call on a student. The student must say the clothing item and the color correctly in Spanish. If s/he does not say the phrase correctly, s/he must wear that item until s/he says the phrase correctly. ***Students do not have to wear the clothing in its intended manner. For example, if a male student feels uncomfortable wearing a skirt, he can wear it around his arm or around his neck like a scarf.</p>	Informal speaking
M	<p>9. Exit Ticket slide 24. Teacher will need a copy of slide 24 for each student. Students will fill in the blanks showing their understanding of the new clothing vocabulary, the verb llevar, and noun/adjective agreement. Teacher Say Statements: A. Yo llevo un traje muy formal. B. Jennifer lleva una falda corta. C. Juan Luis lleva una camiseta cómoda. D. Yo llevo un vestido elegante. E. Cuando hace frío, tú necesitas llevar una sudadera.</p>	Exit Ticket (grade)
A	<p><u>Day 2</u> * Teacher should be dressed in all orange and blue.</p> <p>1. Cultura diaria 2. Cucharas: The teacher will put students into pairs. The teacher will pass out a plastic spoon to each pair of students. The students will place the</p>	Observation of student responses

A	<p>spoon in the middle of their desks. The teacher will project slides 26-39. If the sentence is correct (meaning there are no mistakes), the students will race to grab the spoon. The student that grabs the spoon first wins a point. If the sentence is incorrect (meaning there are mistakes in the sentence), nobody grabs the spoon and nobody gets a point. If a student grabs the spoon and the sentence is incorrect, their partner gets the point. Discuss as a class why each sentence is correct or incorrect.</p> <p>3. Students copy down slide 40 La ropa: vocabulario B in their journals</p> <ul style="list-style-type: none"> • La gorra • La bufanda • Los calcetines • Los zapatos • Las botas • Las chanclas/sandalias • El cinturón • El reloj • La joya • La bolsa • La cartera 	
A	<p>4. Have students repeat the vocabulary words aloud to practice pronunciation.</p> <p><i>Ex:</i> <i>Teacher: "La gorra" Students: "La gorra"</i> <i>Teacher: "El reloj" Students: "El reloj"</i> <i>Etc.</i></p>	
A	<p>5. Teacher presents vocabulary in Spanish using the PowerPoint + images of celebrities (include popular US celebrities and popular celebrities from Spanish-Speaking countries). While presenting, the teacher will speak only in Spanish and ask students questions. Students will write down their guess for the English translation in their journals next to the Spanish word.</p> <p><i>Ex: "Shakira lleva unas botas marrones. Me gustan sus botas."</i> <i>"Lucy, te gustan las botas?"</i> <i>"Justin, ¿llevas unas botas hoy?"</i> <i>"Samantha, ¿llevas unas botas hoy?"</i> "Sí, Samantha lleva unas botas." "Yo llevo unAS botAS anaranjadAS" (emphazing the outfit the teacher is wearing and the anaranjadAS) <i>"¿Mi blusa es azul?... ¡NO es anaranjada!"</i> <i>***Feel free to recycle clothing vocab and colors from yesterday when questioning the students***</i> <i>Etc.</i></p>	Questioning during vocab presentation
A	<p>6. Students are shown slides 52 and 53 so that they can make sure they have the correct translations written down.</p>	
A	<p>7. Show Billy la bufanda video. https://www.youtube.com/watch?v=dBTGxLc-lv0&t=40s</p>	
A/M	<p>8. Teacher will show slide 55 "Qué observas" to question students about what they notice about the color azul. The should notice that we don't add an "a" on to the end to make it feminine.</p>	Questioning
T	<p>9. Say it or Wear it: The teacher will hold up a clothing item (you will need to have a box of clothes. The clothes can be borrowed from other teachers/friends or bought from a thrift store) and call on a student. The student must say the clothing item and the color correctly in Spanish. If s/he does not say the phrase correctly, s/he must wear that item until s/he says the phrase correctly.</p>	

M	<p>***Students do not have to wear the clothing in its intended manner. For example, if a male student feels uncomfortable wearing a skirt, he can wear it around his arm or around his neck like a scarf.</p> <p>10. Exit Ticket slide 57. Teacher will need a copy of slide 57 for each student. Students will correct the sentences to show show their understanding of the new clothing vocabulary, the verb llevar, and noun/adjective agreement.</p>	Exit Ticket (grade)
A	<p><u>Day 3</u></p> <p>* Teacher should be dressed in all white and purple.</p> <p>1. Cultura diaria</p> <p>2. Questioning to review vocab and learn the colors white and purple.</p> <p>Ex:</p> <p>“Yo llevo una camiseta blanca.”</p> <p>“¿De qué color son mis pantalones?” “Son morados”</p> <p>“¿De qué color es la chaqueta de Gina?” “Es azul.”</p> <p>“¿Mis zapatos son morados?” “No! Son blancos.”</p> <p>***<i>Feel free to recycle clothing vocab and colors from previous days when questioning the students</i>***</p>	Questioning
A A/M	<p>3. Students copy down colors vocab slide 60 in their journals.</p> <p>4. Teacher will show slide 61 “Qué observas” to question students about what they notice about the the color violeta by projecting each sentence one at a time. Students should call out any patterns that they see.</p>	Questioning
M/T	<p>5. ¿Qué prefieres? Speaking activity. Students will need to work in pairs. Teacher will need to copy slides 65 and 68 for each pair of students. Students will take turns asking and answering which color clothing item or school supply (review vocabulary from previous unit) they would prefer. For round 3, we are incorporating the cultural aspect of clothing and comparing which countries “traditional” clothing they prefer. Feel free to discuss the different countries and their outfits in English as students won’t have the vocabulary to say everything they want to on this topic. Think about our essential questions: <i>What factors determine the clothes you choose to wear? How are clothing choices influenced by society / culture? How do culture and clothing impact one another?</i></p>	Listening to student responses Class discussion
T	<p>6. Asiento Caliente slides 75-90. This is a circumlocution game. Students will be working in pairs. Each pair needs a mini whiteboard, expo marker, and an eraser. One student volunteer will sit at the front of the class with his/her back to the board. The teacher will project an image and the students at their desks will have to describe the outfit in Spanish on their whiteboards. The student at the front of the room has to guess which person in the image is being described. I normally use 10 different images/volunteers.</p>	Student responses on whiteboards
A	<p>7. A escuchar slides 91-94. Each student will need a copy of slide 91. Teacher will read off statements. Students will write the number of the sentence underneath each image.</p> <p><u>Teacher Read Aloud Sentences:</u></p> <ol style="list-style-type: none"> 1. <i>Tengo una motocicleta azul.</i> 2. <i>Quiero mi gorra blanca.</i> 3. <i>Me gustan los plátanos amarillos.</i> 4. <i>¿Dónde está mi zapato rojo?</i> 5. <i>Me gusta mucho el gato blanco.</i> 6. <i>Tengo un carro anaranjado.</i> 7. <i>Me gusta leer el libro morado.</i> 8. <i>El sol es amarillo.</i> 	Worksheet (grade)

A	<p><u>Day 4</u> * Teacher should be dressed in all green and black. 1. Cultura diaria 2. Questioning to review vocab and learn the colors green and black. Ex: “Yo llevo una camiseta negra.” “¿De qué color son mis pantalones?” “Son verdes” “¿De qué color es la chaqueta de Gina?” “Es azul.” “¿Mis zapatos son verdes? “No! Son negros.” ***<i>Feel free to recycle clothing vocab and colors from previous days when questioning the students</i>***</p>	Questioning
A A/M	<p>3. Students copy down colors vocab slide 93 in their journals. 4. Teacher will show slide 94 “Qué observas” to question students about what they notice about the color verde by projecting each sentence one at a time. Students should call out any patterns that they see.</p>	Questioning
T	<p>5. Whiteboard practice. Students will work in pairs to write a sentence to describe a picture on the board. Each sentence should include the conjugated verb llevar, a clothing item, and the color. I normally include 12-15 pictures. Ex: <i>Kim Kardashian lleva una bufanda negra.</i></p>	Whiteboard responses
T	<p>6. Fashion Advice slides 99-110. This is a speaking activity. One partner is the little cousin who is learning how to dress himself/herself. One partner is the older high school cousin. The little cousin always dresses wrong for the occasion. For example, if he’s going to play in the park in the summer, he wants to wear a jacket and a scarf. So he might say: “<i>Yo llevo una chaqueta y una bufanda.</i>” But the older cousin tells him what he needs to wear instead. “<i>Necesitas llevar los pantalones cortos y una camiseta.</i>” They will follow the picture prompts to guide what they say. After having them practice a slide with their partner, I call on a few groups to say their sentences in front of the class. I normally switch older cousin and younger cousin half way through so that students get to practice the Yo form and the Tú form. <i>*This activity has been modified from an activity from my district (Cypress-Fairbanks ISD)</i></p>	Listening to student conversations
M	<p>7. Winter Clothes in Guatemala. Step 1: Provide each student a copy of slide 111. Have students imagine they live someplace very cold. Have them draw and label all of the winter clothes they would need in that cold city. This is a great opportunity for self-selected vocab. My students always want to know how to say gloves. Step 2: Have students complete a venn diagram of what they chose to wear and what another student in the class chose to wear. Step 3: Watch this video http://spanishlistening.org/content/071-lisbeth-guatemala-clothesnow.html Play it as many times as your students need. Step 4: Create comprehension questions that go along with the video for your students to answer. Have a class discussion about how culture/geography influence clothing choices. <i>*This activity was given to me by my district (Cypress-Fairbanks ISD), so I am unable to share the exact worksheet/comprehension questions that I use in my class.</i></p>	Worksheet (grade)/class discussion
A	<p><u>Day 5</u> * Teacher should be dressed in all brown, pink, and grey. 1. Cultura diaria 2. Questioning to review vocab and learn the colors brown, pink, and grey.</p>	Questioning

<p>A A/M</p>	<p>Ex: “Yo llevo una camiseta rosa.” “¿De qué color son mis pantalones?” “Son café” “¿De qué color es la chaqueta de Gina?” “Es verde.” “¿Mis zapatos son grises?” “No! Son rosados.” <i>***Feel free to recycle clothing vocab and colors from previous days when questioning the students***</i> 3. Students copy down colors vocab slide 114 in their journals. 4. Teacher will show slides 115-117 “Qué observas” to question students about what they notice about the colors café/marrón, rosa, and gris by projecting each sentence one at a time. Students should call out any patterns that they see.</p>	<p>Questioning</p>
<p>A</p>	<p>5. Color Wheel Listening. Students will work in pairs. Each pair of students needs a colored copy of slide 119, and copies of slides 120-121. For copyright purposes, you will have to select the pictures you want to use yourself. The pictures will need to be cut out. Teacher will read say statements on slides 122 and 123. As the teacher reads this statements, students will physically place the cut out school supply or clothing item on the color wheel. After each round, call on students to share their answers and check answers as a class.</p>	<p>Observing student responses</p>
<p>T</p>	<p>6. Gallery Walk. Each student will need a copy of slide 125. The teacher will have to find pictures and hang them around the room. The students will walk around the room and identify which picture matches each description and record the answer on their worksheets. <i>*Feel free to modify the answer choices to match the pictures you choose to use.</i></p>	<p>Worksheet</p>
<p>T</p>	<p>7. Window Panes. Each student will need a copy of slide 127. Students will write, draw, and color different clothing items to practice noun/adjective placement and agreement.</p>	<p>Worksheet (grade)</p>
<p>T</p>	<p><u>Day 6</u> 1. Cultura diaria 2. Juego de ABC. On a blank sheet of paper, every student will write each letter of the alphabet. See slide 129 as an example. The teacher calls on one student and asks him/her for her favorite letter of the alphabet. The teacher writes that letter on the board. For example “D”. The teacher asks a different student for his/her favorite number from the numbers 1-10. The teacher writes that number on the board. For example “4”. DON’T TELL STUDENTS WHY YOU WROTE THESE ON THE BOARD YET! The teacher will project an image for 2 minutes. See slides 131 and 132. Students will write down every word in spanish they can think of that relates to that picture. For example, they could write azul and amarillo next to the letter A. They could right camisa next to the letter C. At the end of the 2 minutes, students will turn to a partner and compare their lists. They have to cross off everyword that both they and their partner has. Each word that is NOT crossed off is worth 1 point. Everyword that isn’t crossed off and starts with the “special letter, D” from the beginning of class is worth the “special number, 4” points. The student in the class with the most points wins. <i>*To modify this activity in future lessons, you can secretly make the “sepcial number” minus that many points...this really keep students on their toes.</i></p>	<p>Observing student responses</p>
<p>A</p>	<p>3. Los Colores Song. Play this link https://www.youtube.com/watch?v=zpLQsdu4V94 for your students. Even though it is a song for children, some students will sing along. They love to</p>	

A	<p>complain, but at least they are paying attention!</p> <p>4. Partner coloring practice. See slide 135. One partner will be in charge of labelling the butterfly and one partner will be in charge of labelling the fish. They will make a color code for their partner to use when coloring. <i>For example: 1= azul 2= verde 3= amarillo 4= rojo 5= negro</i> They will fill each box with a number representing a color. They will then switch papers and color each others pictures according to the color codes.</p>	Worksheet
T	<p>5. Dice Game. Create a table like this https://i.pining.com/564x/af/be/ac/afbeaca75c5197caeb435bc4d3dad52c.jpg Each student or pair of student will need a copy of your table and a set of dice. Roll 1 represents the row and Roll 2 represents the column. On a sheet of paper, they will individually write 10 sentences describing what they rolled. <i>For example: If I rolled a 1 and then a 2 I would write Yo llevo los jeans azules.</i></p>	Worksheet (grade)
A/T	<p>5. Listening: Un día de compras slides 137 and 138. Record the conversation on slide 137. Each student needs a copy of slide 138 (2 per page). Play the audio as many times as needed. Explain to students that they won't understand every single word and that is OKAY! They will still be able to answer these questions IN ENGLISH.</p>	Worksheet (grade)
A	<p><u>Day 7</u> 1. Cultura diaria 2. Video "Yo sin ti". Play this link https://www.youtube.com/watch?v=NcjWMBYSSrY . Each student needs a copy of slide 141. While they listen and watch, they are going to write down in spanish all of the clothing items + colors. After the song is over, the teacher will call on students to share what clothing items they saw.</p>	Listening to student responses
A T	<p>3. Los Colores Song. Play this link https://www.youtube.com/watch?v=zpLQSdu4V94 for your students. 4. Guess Who. Students will arrange their desks in a circle as a class. Students will need to be given a description card, slide 144, to fill out in Spanish describing what they are wearing. They will turn these into the teacher. The teacher will number each description card. She will pass out a copy of slide 145 to each student containing the names of every student in the class. Each student will also receive 1 description card. They will read the description card, look around the room, figure out which student the description card is describing, and write the number of the description card next to the name on their handout. When the teacher says "SWITCH," each student will pass his/her description card one person to the right and repeat the process.</p>	Observing student responses
T	<p>5. What are the celebrities wearing? Slides 146-153. Teacher will show students a slideshow of current celebrities. Students will work in pairs. They will alternate saying 1 thing the celebrity is wearing. They will continue naming clothing items until a student runs out of things to say. Whichever student was able to say the most items gets a tally mark. Then the teacher switches the picture. I normally show 7-8 pictures. Ex: Partner A: <i>Ella lleva una blusa rosa.</i> Partner B: <i>Ella lleva unos pantalones negros.</i> Partner A: <i>Ella lleva las botas negras.</i> Partner B: <i>"I don't know anything else."</i> So partner A would get the point.</p>	Listening to student responses

A	<p><u>Day 8</u></p> <p>1. Cultura diaria</p>	
A	<p>2. Los Colores Song. Play this link https://www.youtube.com/watch?v=zpLQSdu4V94 for your students.</p>	
M/T	<p>3. Right Brain/Left Brain. This is a fun warm-up modified from my district, Cypress-Fairbanks ISD. Slides 156-158</p> <p>4. Qué te dice tu color favorito. Each student need a copy of Slide 160. This link is the authentic reading students will use to answer the questions on slide 160. Teacher may either project this infographic or print out a class set for students.</p> <p>https://i.pinimg.com/564x/1e/5b/4f/1e5b4fba6218e5cb1b2301f6c8c905a6.jpg Students are going to read about the colors and figure out something they understood. Remind them that it's OKAY to not understand every single word. Focus on what you do know.</p>	Worksheet
M/T	<p>5. Cootie Catcher. See this link for instructions. https://www.youtube.com/watch?v=PAZKv_PVcn0</p> <p>On the outside, students will practice colors. On the 1st inside level, students will practice numbers. On the most inner layer, students will write questions that have to do with clothing.</p> <p>Ex: Te gustan los pantalones negras? Prefieres los jeans o las faldas? Cuál es tu ropa favorita? Etc.</p> <p>Once students have made their cootie catchers, they will walk around the room practicing asking and answering questions.</p>	Listening to student conversations
T	<p><u>Day 9</u></p> <p>1. Cultura diaria</p> <p>2. Pecha Kucha. Slides 163-171. This is a vocabulary recall practice. Students will list as many words in spanish as they can that relate to the image. You could make some rounds writing and other rounds speaking to mix it up. I normally include 7-8 images that include current and previously learned vocabulary.</p>	Observing student responses
T	<p>3. ¿Quién es? Using slides 172-176. Partner A will need copies of the partner A worksheets and partner B will need copies of the partner B worksheets. Students will compete an infogap to help their partner fill out their worksheet. You will have to add in your own pictures for copyright purposes.</p> <p><i>*This activity came from my district, Cypress-Fairbanks ISD.</i></p>	Listening to student conversations
M/T	<p>4. Una conversación. Slides 177-178. Each student will need a copy of slide 178. They will read the conversation, answer comprehension questions, and then answer personal questions. Teacher should call on students to share the personal responses and talk about the EQs "What factors determine the clothes you choose to wear?"</p> <p><i>*This activity came from my district, Cypress-Fairbanks ISD.</i></p>	Worksheet/ class discussion
M	<p>5. Seasons clothing sort. Each student needs a copy of slides 180-183 (you can print these 2 per page). Students will have to draw and label 6 clothing items that they would need for each season. As a class discuss how geography plays an important role in our clothing choice, but what else? Because even though we all live in _____, some of us chose different outfits for each season.</p>	Worksheet
A	<p><u>Day 10</u></p> <p>1. Cultura diaria</p> <p>2. Stick Figure Drawings. Each student needs a copy of slide 185. They will</p>	Worksheet

<p>A</p> <p>T</p> <p>A/M/T</p>	<p>draw the clothing item as a quick vocab review.</p> <p>3. Quizlet Live. Create a Quizlet live to review clothing, colors, the verb llevar, adjective/noun placement and agreement. My students LOVE these ☺</p> <p>4. Video Slideshow. Play this link for your students. https://www.youtube.com/watch?v=CIJfRxMcNZw They will have to say the clothing items they see. Feel free to pause the video if it moves too quickly for your students.</p> <p>5. Muñecos. Slides 188-189. Students will create an outfit, draw, and color it on their doll outline. They will write sentences describing the outfit. My classes normally like to have a competition in which they vote for their favorite look. I buy the winner a king size candy bar.</p> <p><u>Day 11</u></p> <p>1. Cultura diaria</p> <p>2. Minuto Loco. Each student needs a copy of slide 191. They will have 2 minutes to translate the phrases. When time is up, they must circle any boxes left blank. We will review answers as a class.</p> <p>3. Human BINGO. Slide 192. Students will walk around the class practicing their Spanish and signing each other's boxes. The first student to get 12 signatures wins.</p> <p>4. Fashion game class review. See slide 193.</p> <p>5. Fashion game. http://www.path2proficiency.com/fashion-forward/</p> <p><u>Day 12</u></p> <p>1. Cultura diaria</p> <p>2. Speaking Assessment. Slide 196-198. Have students sit in an inner outer circle. The outer circle will speak first. They will describe their partner's muñeco from yesterday in Spanish. Then the inner circle will take notes using slide 197 and give feedback. When the teacher says rotate, outer circle will move one seat to the right. Students should speak in complete sentences and include clothing and colors. They can also include physical descriptions like brunette, etc. The teacher will be stationed in the inner circle and will grade students as they come around. Then the inner and outer circle switch.</p>	<p>Observing student responses</p> <p>Listening to student conversations</p> <p>Correcting students' sentences</p>
<p>A</p> <p>T</p> <p>A/T</p> <p>A/T</p>	<p>1. Cultura diaria</p> <p>2. Minuto Loco. Each student needs a copy of slide 191. They will have 2 minutes to translate the phrases. When time is up, they must circle any boxes left blank. We will review answers as a class.</p> <p>3. Human BINGO. Slide 192. Students will walk around the class practicing their Spanish and signing each other's boxes. The first student to get 12 signatures wins.</p> <p>4. Fashion game class review. See slide 193.</p> <p>5. Fashion game. http://www.path2proficiency.com/fashion-forward/</p>	<p>Observing student responses</p> <p>Listening to conversations</p> <p>Observing student responses and questioning</p>
<p>T</p>	<p>2. Speaking Assessment. Slide 196-198. Have students sit in an inner outer circle. The outer circle will speak first. They will describe their partner's muñeco from yesterday in Spanish. Then the inner circle will take notes using slide 197 and give feedback. When the teacher says rotate, outer circle will move one seat to the right. Students should speak in complete sentences and include clothing and colors. They can also include physical descriptions like brunette, etc. The teacher will be stationed in the inner circle and will grade students as they come around. Then the inner and outer circle switch.</p>	<p>(Grade) Listening to student responses</p>

--	--	--