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Tu día en la escuela (Your day at school)

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UNDERSTANDING BY DESIGN

Unit Title: Tu día en la escuela (Your day at school)

Grade Level: 7-9

Subject/Topic Area(s): Spanish 1

Designed By: Merida Elizondo and Kara Hargrove

Time Frame: 18 days (~50 minute classes)

School District: Leander ISD

School: Four Points Middle School / Florence Stiles Middle School

School Address and Phone:	9700 McNeil Dr, Austin, TX 78750	(512) 570-3700
	3250 Barley Rd. Leander, TX 78641	(512) 570-3800

Brief Summary of Unit : In this unit students will be introduced to the language, customs, and educational systems of various Spanish-speaking countries. The unit will focus on a typical day in the life of students in the United States versus the Spanish-speaking world. The unit introduces school subject vocabulary, ordinal numbers, and some adjectives for a novice low/mid level student. Students will also learn subject pronouns and how to use them to replace a subject in a sentence. Then, students will be able to use those subject pronouns to conjugate regular AR, ER, and IR verbs in the present tense with specific emphasis on use in describing school day routines. At the end of the unit, students will synthesize their learning by creating a board game that reinforces the unit's language and cultural learning targets including a comparison of schedules for a typical student in the United States and a typical student in a Spanish-speaking country. This unit is based on resources from Pearson Auténtico Level 1 Textbook and uses Texas Essential Knowledge and Skills (TEKS) as a guide.

Unit: Tu día en la escuela (Your day at school)

Grade: 7th-9th / Spanish 1

Stage 1: Desired Results

Understandings

Students will understand that

There are similarities and differences in the school systems of the United States and the Spanish-speaking world.

Location of a school affects a student's daily routine and educational experience.

Essential Questions

What are some of the similarities between your school experience and that of a student from a Spanish-speaking country?

What are some of the differences between your school experience and that of a student from a Spanish-speaking country?

What does your typical school day look like?
What might it look like in a different location?

Knowledge & Skills

Students will be able to...

- Compare similarities and differences between school systems in various locations in English
- Use school subject vocabulary to talk and write about classes, school activities, and likes and dislikes.
- Describe classes with adjectives
- Use ordinal numbers to talk about the order of things such as classes on a schedule
- Replace a subject with a subject pronoun
- Conjugate regular AR, ER, and IR verbs

Standards

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.

Texas Essential Knowledge and Skills (TEKS)

- (1) Interpersonal communication: speaking and writing. The student is expected to:
 - (A) ask and respond to questions about everyday life in spoken and written conversation;
 - (B) express and exchange personal opinions or preferences in spoken and written conversation;
- (2) Interpretive communication: reading and listening. The student is expected to:
 - (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
 - (B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;
 - (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
 - (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.
- (3) Presentational communication: speaking and writing. The student is expected to:
 - (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

Stage 2: Assessment Evidence

Performance Task: Students work in pairs to create a board game that includes question cards to show evidence of their knowledge of cultural practices in schools around the Spanish-speaking world as well as their ability to ask and answer questions about school schedules, subjects, and supplies.

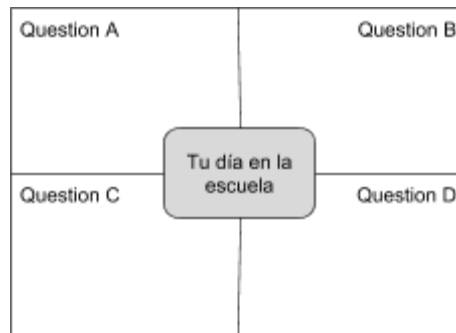
Other evidence:

Vocabulary Quiz, Subject Pronoun Wizer, Regular Verb Wizer, Verb Conjugation Quiz, Student Organizer of School Comparisons

Stage 3: Learning Activities

Day 1

1. Students come in and write down Cultura Diaria. Cultura Diaria is a PowerPoint Slideshow with cultural facts for each day of the year. There are weeks for countries, holidays, and traditional celebrations. More info here:
<https://www.teacherspayteachers.com/Product/Cultura-Diaria-Daily-Hispanic-Culture-Facts-for-Each-Day-of-Spanish-Class-828728>
2. Ask students the following questions and document using graphic organizer as a class (or in small groups and then share out):



- a. What does a typical school day look like for you?
 - b. How long are you in school?
 - c. Are there any classes you wish you could take at school but are not offered?
 - d. Do you think the answers to these questions would change based on where you lived in the United States? the world?
3. Show video from resource sheet that talks about schools around the world:
<https://www.youtube.com/watch?v=at2gAjtsgtk>
 4. Introduce EQs and learning targets for this unit.
 5. Introduce and pronounce vocabulary https://quizlet.com/_3lxxid
 6. Have students submit a question they have about school systems in Spanish-speaking countries as an exit ticket. Can leave it on paper or use a google form to keep track of information for all classes/to look back at it when going through the unit.

Day 2

1. Cultura Diaria

2. [Share a video or resource](#) and have small group or class discussion about similarities and differences observed. [Students set up organizer](#) and begin adding information. They will complete this chart throughout the unit as they learn. This chart is meant to be filled out electronically with students and will need to have more lines added depending on what information the classroom teacher is highlighting
3. [Magic Number Vocabulary Activity](#) free (as of 6/18) on Teachers Pay Teachers - option to turn this into a digital activity by using google slides or make paper copies.
4. [2A Crossword Puzzle](#)

Day 3

1. Cultura Diaria
2. [Share another video or resource](#) and have discussion to update organizer.
3. Interpersonal speaking activity. Provide 2 schedules that you have made in the target language for students to view - highlight some courses that may be unique to your school. Each student has only 1 of the schedules. Their partner has the other schedule. Each student also has a blank schedule. Students take turns asking questions like ¿Qué clase tienes en la octava hora? or ¿En qué hora tienes la clase de español? to fill in the blank schedule. If you have access to Realidades or Auténtico textbook resources, you can use the 2A Communicative Pair Activity.
4. Play Gimkit 2A Vocabulary <https://www.gimkit.com/view/5b2ab6d680b17f0023e84b90> You will need to create a free account with gimkit and be logged in before you click on the link. Students will not need to create an account. More info about Gimkit here: <https://www.youtube.com/watch?v=OLlhd1AGNQU>

Day 4

1. Cultura Diaria
2. [Share another video or resource](#) and have discussion to update organizer.
3. [Los horarios Google Presentation](#) - students listen to T/F statements about a given schedule, write out their own schedule and write T/F statements about it. then students read their statements to a partner or group for them to answer.
4. Optional Homework or Classwork: [2A Vocab Quizizz](#)

Day 5

1. Cultura Diaria
2. [Share another video or resource](#) and have discussion to update organizer.
3. Brief Vocabulary Review such as quizlet live or [Kahoot](#) or this [Kahoot](#)
4. [Vocab Quiz](#)

Day 6

1. Cultura Diaria
2. [Share another video or resource](#) and have discussion to update organizer.
3. Introduce [Subject Pronouns Notes](#)
4. Subject Pronoun Wizer - <https://app.wizer.me/preview/E59B7B>

Day 7

1. Cultura Diaria
2. [Share another video or resource](#) and have discussion to update organizer.

3. Watch Pronoun Paradise Video <https://www.youtube.com/watch?v=ZWDoKY4VVuc>
4. Subject Pronoun Notecard Games. Print from [Quizlet](#) and cut out or have students write notecards for all subject pronouns. Students work in pairs and spread cards out on their desk English side up. Teacher calls out subject pronouns in Spanish and student race to pick up the correct card. Student with most cards at the end of each round wins.
5. [Subject Pronoun Practice Worksheet](#)

Day 8

1. Cultura Diaria
2. [Share another video or resource](#) and have discussion to update organizer.
3. Subject Pronoun Quizizz - <https://quizizz.com/admin/quiz/5a0a14cfd946d8100090eb83>
4. [Subject Pronoun Foldover Practice Worksheet](#)

Day 9

1. Cultura Diaria
2. [Share another video or resource](#) and have discussion to update organizer.
3. [Verb Notes](#)
4. Read these verbs to the students. Have them indicate if each one is referring to 1 person or more than 1 person
 - a. enseñamos
 - b. escribes
 - c. dibujan
 - d. comparten
 - e. cantas
 - f. aprendo
 - g. necesitan
 - h. trabaja
5. [Novice level independent regular verb review](#)

Day 10

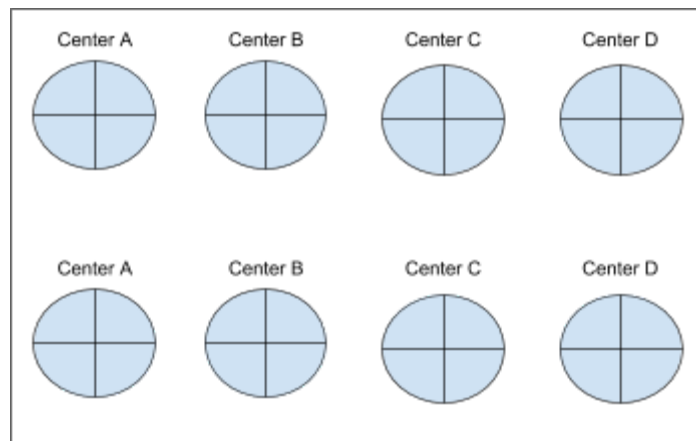
1. Cultura Diaria
2. [Share another video or resource](#) and have discussion to update organizer.
3. [Verb Practice Google Presentation](#)
4. Optional Homework or Classwork - [Regular Verb Wizer](#)

Day 11

1. Cultura Diaria
2. [Interview and Flipgrid Recording](#) Flipgrid is an online site where teachers can set up grids for their classes to answer questions and record a video of their response. More information on flipgrid can be found at: <https://www.youtube.com/watch?v=-aZ523-HHBg> Flipgrid is currently free for educators. Students do not need accounts, just a flip code (generated by the site) to respond.

Day 12

1. Cultura Diaria
2. Regular Verb Centers - Put students into groups of 3-4 have students rotate through four different centers with 8-10 minutes at each center. Example set up below.



- a. [Magic Number Square Puzzle](#) - Put the copies in sleeves and have the students use dry erase markers to fill in the numbers. Numbers can repeat. Each row and column should equal 45.
- b. [Short Google Form reviewing regular verb conjugation](#)
- c. [Dice Game](#) Requires one die per pair and blank template for each pair. Fold the template in half. Each partner is assigned one side. After agreeing upon verbs to conjugate (or pre fill them in the template) the students may begin. Students take turns filling out verb forms while their partner rolls a die. When the die lands on the agreed upon magic number one student must stop writing and pass the paper to their partner so they may begin.
- d. [Cram Jewel of Wisdom Computer Game](#) or [Cram Stellar Speller Computer Game](#) Students need an electronic device to play either of these games to review verb conjugation.

Day 13

1. Cultura Diaria
2. [Verb Conjugation Quiz](#)
3. Introduce [Board Game Project](#). Pair students up and give them remaining class time to plan/brainstorm with their partners. Remind students to bring any supplies not provided by teacher the next class period.

Day 14

1. Cultura Diaria
2. Verb Practice with Whiteboards or <https://awwapp.com/>
3. Workshop day for Board Games

Day 15

1. Cultura Diaria
2. Regular Verb Review using Conjuguemos. Free link: <https://conjuguemos.com/verb/133#> In the paid version, you have more control over what verbs students will see, but the free link is still a good resource for practicing regular verb conjugations. Students can customize verbs to practice in the free version. You can also have students practice their vocabulary with this free link from Conjuguemos: <https://conjuguemos.com/vocabulary/15503>
3. Workshop day for Board Games

Day 16

1. Cultura Diaria
2. Board Games due at beginning of class

3. If you have access to curriculum materials from Pearson's Realidades Level 1 or Auténtico Level 1 review with book pp. 90-91. If not, choose review activities from bank of additional resources below.

Day 17

1. Cultura Diaria
2. Play board games created by students in groups of 4

Day 18

1. Cultura Diaria
2. Optional Unit Test covering vocabulary, subject pronouns, and regular verb conjugation
3. Wrap up unit with discussion of EQs and collect Aha! moments for each class on board, chart paper, or using mentimeter

Bank of Additional Resources

2A Verb Gimkit <https://www.gimkit.com/view/5b2ababc80b17f0023e84df1>

"No lo tengo" Song/Video - from www.senorwooly.com requires subscription

ER/IR Wizer - <https://app.wizer.me/preview/ZBO2BD>

Regular Verb EdPuzzle (in Spanish) - <https://edpuzzle.com/media/5b2c06c010cf55407b2a0484>

Pronoun Paradise video <https://www.youtube.com/watch?v=ZWDoKY4VVuc>

Curriculum Pathways Video (Miguel y Sabo en la escuela) - <https://www.youtube.com/watch?v=nnR3tJiCgyQ>

School and Supply Song/Video (has lots of extra vocab) -

<https://rockalingua.com/videos/school-supplies-and-subjects>

Proyecto: Tu día en la escuela - Un juego de mesa

Due: _____



You will work with a partner to create a board game for 3-4 players that includes question cards cards about cultural practices in schools around the Spanish-speaking world as well as questions in Spanish about school subjects, schedules, and supplies. Make your game neat, colorful, interesting, and creative.

In addition to the board game and question cards, you will create 2 daily schedules to base some of your questions on. One schedule should be made for a typical student in our community. The other schedule should be made for a typical student in a Spanish-speaking community.

We will be playing your games in class so you will need to write instructions that can be easily followed by your peers. Make sure your game is ready to play!

Requirements:

- ___ Title for your game in Spanish
- ___ Board game with 20 spaces minimum
- ___ 20 Question cards - questions in spanish about example schedules and about cultural practices (your cultural practice questions may be in English)
- ___ Answers on question cards or a separate answer key
- ___ Example schedule from our community
- ___ Example schedule from a Spanish-speaking community
- ___ Instructions on how to play the game
- ___ Game parts needed to play (dice, game pieces, tokens, etc.)

Rubric: Tu día en la escuela - Un juego de mesa

Game Creators: _____

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Below Expectations	0 No attempt
Board Game Completion & Design	Board game includes all required elements and is ready for play. Design is unique and highly attractive.	Board game includes all required elements and is ready for play. Design is neat and simple.	Board game does not include all required elements, but may still be played. Design is hard to follow.	Board game includes few required elements and cannot be played. Product shows very little thought or planning.	
Schedules	Schedules are in Spanish, legible, and there are no spelling errors. Schedule from Spanish-speaking country is culturally relevant.	Schedules are in Spanish, legible, and there are few spelling errors. Schedule from Spanish-speaking country is culturally relevant.	Schedules are mostly in Spanish, legible, and there are some spelling errors. Schedule from Spanish-speaking country does not take culture into account.	Schedules are not mostly in Spanish and/or there are many spelling errors. Schedule from Spanish-speaking country does not take culture into account.	
Question Cards	Includes 20 or more cards with a variety of language and culture-based questions. Questions and answers are well-written (not too difficult; not too easy and grammatically correct).	Includes 20 or more cards, but cards have little variety. Questions and answers are mostly well-written (not too difficult; not too easy and grammatically correct).	Includes fewer than 20 cards. Cards are very repetitive. Questions and answers are not well-written (too difficult; too easy and/or grammatically incorrect).	Includes fewer than 20 cards. Many cards are not well-written or have parts missing (too difficulty; too easy and/or grammatically incorrect). Game cannot be played with the cards given.	
Peer Rating of Ease and Enjoyment	Game was interesting and fun with clear instructions. Great review of this unit's learning.	Game was easy to play with clear instructions. Good review of this unit's learning.	Game was confusing to play with unclear instructions. Not a good review of this unit's learning.	Game could not be played completely. Not a good review of this unit's learning.	

Final Score: _____

Conversion: 16=100 15=96 14=92 13=88 12=84 11=82 10=78 9=75 8=72 7=70 6=67 5=63 4=60 3=50 2=40 1=30

En la escuela video and text resources

Location	Resource Link	Description/Keywords
Around the World	https://www.youtube.com/watch?v=at2gAjtsgtk	Video: A lot of very short videos of schools around the world, not just Spanish-speaking, but could be a good intro to EQs. consider editing it to make shorter and increase percentage of Spanish-speaking countries
Argentina	https://greenhearttravel.org/program/teen/high-school-abroad/high-school-in-argentina#academicinfo	Website: Information about school calendars and schedules for students planning to study in Argentina.
Argentina	https://www.youtube.com/watch?v=3yT6ze6yuLO	Video: Longer tour of a private school in Argentina given by students
Costa Rica	https://www.youtube.com/watch?v=4IR741maDPw	Video: School starts at 6:45 and emphasis on learning English as a foreign language.
Cuba	https://www.youtube.com/watch?v=ukch-2CDZtw	Video: Describes school systems and requirements in Cuba. Highlights high literacy rate and government funding
Cuba	https://www.youtube.com/watch?v=6_UHtRGLqXo	Video: Primary schools in Cuba. Information about school hours, uniforms, and government focus on education
Dominican Republic	https://www.youtube.com/watch?v=GdDHLYw5XXw https://www.youtube.com/watch?v=9jvXDO6FoO8	Video: Watch 1:28-4:57 for best info about supplies, facilities, schedules, and students.
Guatemala	https://www.youtube.com/watch?v=GdDHLYw5XXw	Video: Rural schools in Guatemala. Bilingual Spanish and Q'Chi. Shows students talking about responsibilities to take out trash and cleaning bathrooms.
Guatemala	https://www.youtube.com/watch?v=kKjYAI-iNBA	Video: Guatemalan boy's journey to school compared to an American girl.

Mexico	https://www.youtube.com/watch?v=KWRd-D631DU	Video: A girl's first day going to an English immersion school in Mexico. Shows her riding in a shared van with her grandmother. The school has an outdoor courtyard with volleyball, wears a uniform, and all students get free breakfast.
Nicaragua	https://www.youtube.com/watch?v=QSRk1Bl2bf4	Video: Start at 3:36-7:30 for part about the school day. Video covers morning and afternoon routine if it is shown in its entirety.
Puerto Rico	https://www.youtube.com/watch?v=KlfbEq-738c	Video: In Spanish, an advertisement for academy in Puerto Rico
Puerto Rico	https://www.youtube.com/watch?v=_KJVd7Fig2s	Video: Very little talking, but lots of good visuals. An IB school in Puerto Rico.
Spain	https://www.youtube.com/watch?v=4vU7qeO6sKg	Video: Exchange student from the United States studying in Spain. Talks about recreo, meal times, getting to school, activities being after school
Spain	https://www.expatica.com/es/education/Education-in-Spain_103110.html	Article: Sending your student to school in Spain and the education system
Spain	https://www.donquijote.org/spanish-culture/traditions/education-in-spain/	Article: Spanish school system
United States Border	https://www.youtube.com/watch?v=rqiaNPsc69g	Shows students who are U.S. citizens, but live in Mexico. Their everyday journey into the United States for school. Better for the very end of unit and talking about differences in our own country.
Uruguay	https://borgenproject.org/education-in-uruguay/	Article: Mainly focused on new laptop initiative but also has links to other information about education in Uruguay.
Uruguay	https://www.youtube.com/watch?v=zI4kgfGt8Z8&feature=player_embedded	Video: A laptop was provided for all students in Uruguay

Nombre: _____

Tu día en la escuela

Fill in the crossword with words from your vocabulary list in Spanish.
Do not include any spaces, punctuation, or indefinite articles (el, la, los, las).
Do include accent marks as needed.

ACROSS

- 1 to learn
- 4 homework
- 7 difficult
- 10 to teach
- 12 who
- 15 physical education
- 17 eighth
- 19 easy
- 20 you need
- 22 seventh
- 23 third
- 24 mathematics
- 26 I have
- 27 lunch
- 28 social studies
- 29 schedule

DOWN

- 2 fun
- 3 to talk
- 5 science
- 6 second
- 7 dictionary
- 8 fourth
- 9 fifth
- 11 ninth
- 13 first
- 14 favorite
- 16 tenth
- 18 you have
- 21 for
- 22 sixth
- 25 boring

The crossword puzzle grid is a 20x20 grid. The starting squares for the words are numbered as follows:

- 1: Row 1, Column 1
- 2: Row 1, Column 10
- 3: Row 1, Column 18
- 4: Row 1, Column 19
- 5: Row 2, Column 1
- 6: Row 2, Column 10
- 7: Row 2, Column 18
- 8: Row 2, Column 19
- 9: Row 3, Column 1
- 10: Row 3, Column 10
- 11: Row 3, Column 18
- 12: Row 3, Column 19
- 13: Row 4, Column 1
- 14: Row 4, Column 10
- 15: Row 4, Column 18
- 16: Row 4, Column 19
- 17: Row 5, Column 1
- 18: Row 5, Column 10
- 19: Row 5, Column 18
- 20: Row 5, Column 19
- 21: Row 6, Column 1
- 22: Row 6, Column 10
- 23: Row 6, Column 18
- 24: Row 6, Column 19
- 25: Row 7, Column 1
- 26: Row 7, Column 10
- 27: Row 7, Column 18
- 28: Row 7, Column 19
- 29: Row 8, Column 1

Nombre: _____

2A Quiz Vocab

A. Match the question to an appropriate response

- | | |
|---|---|
| _____ 1. ¿En qué hora tienes la clase de arte? | a. Es el señor Moreno. |
| _____ 2. ¿Quién es tu profesor de ciencias naturales? | b. Necesito un cuaderno y lápices. |
| _____ 3. ¿Qué necesitas para la clase de matemáticas? | c. Es interesante y práctica. |
| _____ 4. ¿Cómo es tu clase de inglés? | d. En la tercera hora. |
| _____ 5. ¿Qué clase tienes en la séptima hora? | e. Tengo la clase de ciencias sociales. |

B. Match the class name to the activity most associated.

- | | |
|------------------------------|--------------------------------|
| _____ 6. arte | a. escribir cuentos y leer |
| _____ 7. inglés | b. usar una calculadora |
| _____ 8. matemáticas | c. estudiar plantas y animales |
| _____ 9. educación física | d. dibujar |
| _____ 10. ciencias naturales | e. correr |

C. Write the following words in English.

11. Horario _____
12. Octavo _____
13. Enseñar _____
14. Fácil _____
15. Aburrido _____
16. La tarea _____

D. Write the following words in Spanish.

17. Interesting _____
18. Third _____
19. For _____
20. Fourth _____

2A Grammar Notes - Subject Pronouns

A In English and in Spanish, sentences have a _____ and a _____ .

Subject: the person, place, or thing that is being _____ or is doing something.

Verb: the _____ word like run or sing or a word like am, is, or are that links the subject to a description.

** People's _____ are often used as subjects.

Gregorio escucha música. **Gregory** listens to music.

Ana canta y baila. **Ana** sings and dances.

B Both English and Spanish use _____ as subjects. Nouns (like people's names) are _____ by pronouns.

Él escucha música. **He** listens to music.

Ella canta y baila. **She** sings and dances.

Subject Pronouns Chart

SINGULAR SUBJECT PRONOUNS		PLURAL SUBJECT PRONOUNS	

	I		We (males, Mixed group) We (all females) _____ y yo

	You (familiar)		You all (informal, males or mixed group) You all (familiar, all females) *SPAIN
	You (formal)		You (all) (males, females or mixed group) Formal AND Familiar

	He, it		They (males/mixed group)
	She, it		They (all females)

C English sentences always include a _____ or _____. In Spanish, the subject or subject pronoun may be left out if everyone already knows who you're talking about.

Ex. in English **María** is my friend. **She** is from Spain.

Ex. in Spanish **María** es mi amiga. Es de España. (Ella has been left out)

Práctica Underline the subject and highlight the **verb** in each sentence. If no subject is given, say which subject pronoun (*él, ella, yo, tú, or usted*) has been left out.

Modelo: Laura **es** perezosa.

1. Juan Carlos es muy simpático.
2. Yo soy inteligente y ordenado. También soy atrevido.
3. Manolo es mi amigo. Es muy sociable.
4. ¿Eres paciente o impaciente?.
5. Señora Ramirez es mi profesora de ciencias sociales. Es muy interesante.
6. Javier es un estudiante.
7. ¿Cómo estás?
8. Estoy bien, gracias.

E ¿Tú o Usted? - Explanation and Practice

We were all taught to speak to older people, our teachers, people in authority, etc. in a more _____ manner. With our family and friends, we usually have a more _____, casual way of speaking. The same is true in Spanish, but there are even specific words used in more formal or familiar situations..

The word **usted** (abbreviated **Ud.**) is the _____ form of you. The _____ form is **tú**.

As a general rule, you use **usted** when addressing _____, your teachers, people in authority, or a person you address by his or her last name.

Tú is used with family, very good friends, people you would address by their _____ name, children, and pets. In some countries, however, children address their parents using the **usted** form. So when in doubt, it is always best to use the **usted** form until given _____ to use the **tú** form.

Práctica - Using the general rules above, decide if **tú** or **usted** would be appropriate when addressing these people:

Modelo: tú your boyfriend

1. _____ your teacher's five-year-old son
2. _____ your Spanish teacher
3. _____ your best friend's mother
4. _____ your dog, Pepe
5. _____ your school principal
6. _____ Mrs. Sánchez, your next-door neighbor
7. _____ your brother
8. _____ your school bus driver
9. _____ your best friend
10. _____ your coach

**When in Spain, you will use the same guidelines with groups to choose between *vosotros* (familiar) and *ustedes* (formal). When not in Spain, *ustedes* is always used for a group "You all" regardless of a familiar or formal situation **

Subject Pronouns

Fill in this empty subject pronoun chart.

I	1.	We (all boys or mixed) We (all girls)	6. 7.
You (familiar)	2.	Y'all (all boys or mixed) Y'all (all girls)	8. 9.
You (formal)	3.	You all	10.
He	4.	They (all boys or mixed)	11.
She	5.	They (all girls)	12.

Write the pronoun you would use for...

1. "you" when speaking to your sister _____
2. "we" when speaking for a girl's soccer team _____
3. yourself _____
4. "they" when speaking about your parents _____
5. "you" when speaking to a group of teachers _____
6. "you" when speaking to your friends _____

Rewrite each sentence, replace the subject with a subject pronoun.

1. María es mi amiga. _____
2. Óscar es mi compañero de clase. _____
3. Marco y yo somos amigos. _____
4. Elena y Tomás son mis padres. _____
5. Anita y Nina son mis tías. _____

Write which pronoun you would use for...

1. "you" when talking to the principal _____
2. "you" when talking to your best friend _____
3. "you" when talking to your little brothers _____
4. "you" when talking to the school soccer team in Spain _____

Nombre : _____

Targeted Objective: Subject Pronouns

*****With Notes*****

Fill in this empty subject pronoun chart.

I	1.	We (all boys or mixed) We (all girls)	6. 7.
You (familiar)	2.	Y'all (all boys or mixed) Y'all (all girls)	8. 9.
You (formal)	3.	You all	10.
He	4.	They (all boys or mixed)	11.
She	5.	They (all girls)	12.

Write the pronoun you would use for...

1. "you" when speaking to your sister
2. "we" when speaking for a girl's basketball team
3. yourself
4. "they" when speaking about your parents
5. "you" when speaking to a group of teachers

----- **fold here / dobla aquí** -----

Targeted Objective: Subject Pronouns

*****Without Notes*****

Re-write each sentence, replace the subject with a subject pronoun.

1. María es mi amiga.
2. Óscar es mi compañero de clase.
3. Marco y yo somos amigos.
4. Elena y Tomás son mis padres (parents).
5. Anita y Nina son mis tías (aunts).

Write which pronoun you would use for...

1. "you" when talking to the principal
2. "you" when talking to your best friend
3. "you" when talking to your little brothers
4. "you" when talking to the school soccer team in Spain

2A Regular Verb Conjugation

A regular verb is conjugated by:

1. Cutting off the infinitive ending (-ar, -er, -ir) from the stem.

Habl  ar

Corr  er

Escrib  ir

2. Adding a different ending to the stem.

AR verbs	ER verbs	IR verbs
o	o	o
as	es	es
<u>Habl</u> + a	<u>Corr</u> + e	<u>Escrib</u> + e
amos	emos	imos
áis	éis	ís
an	en	en

2A Conjugating Regular Verbs

1. An _____ tells the meaning of a verb without naming any subject or tense. In English, they being with _____.
 2. There are _____ kinds of infinitive verbs. In Spanish, infinitives always end in _____, _____, or _____.
 3. Every verb has a _____ followed by an _____.
 4. To give a verb a subject you must _____ it. To conjugate a _____ verb in the present tense, drop the infinitive ending and add a new ending.
 5. In Spanish, the verb _____ tells you who the subject is.
 6. Each _____ goes with a particular subject.

AR verb endings

yo	nosotros/as
tú	vosotros/as
él, ella, ud.	ellos, ellas, uds.

ER verb endings

yo	nosotros/as
tú	vosotros/as
él, ella, ud.	ellos, ellas, uds.

IR verb endings

yo	nosotros/as
tú	vosotros/as
él, ella, ud.	ellos, ellas, uds.

Verb Practice

Highlight the stems of these verbs. Each verb is made up of a stem and an ending. Even if you don't know what some of these verbs mean - you should be able to identify the stem.

- 1) Cantar
- 2) Dibujar
- 3) Escuchar
- 4) Preferir
- 5) Leer
- 6) Comer
- 7) Correr
- 8) Estudiar
- 9) Patinar
- 10) Querer
- 11) Abrir
- 12) Interrumpir
- 13) Vivir
- 14) Poder
- 15) Hacer
- 16) Comprender
- 17) Empezar
- 18) Jugar
- 19) Trabajar
- 20) Volver

Here are your regular verb endings

AR verb endings

yo	o	nosotros nosotras	amos
tú	as	vosotros vosotras	áis
él ella usted	a	ellos ellas ustedes	an

ER verb endings

yo	o	nosotros nosotras	emos
tú	es	vosotros vosotras	éis
él ella usted	e	ellos ellas ustedes	en

IR verb endings

yo	o	nosotros nosotras	imos
tú	es	vosotros vosotras	ís
él ella usted	e	ellos ellas ustedes	en

AR Verb Practice

Fill in the endings of the verbs using notes as needed.

Patinar – to skate

yo	Patin	nosotros nosotras	Patin
tú	Patin	vosotros vosotras	Patin
él ella usted	Patin	ellos ellas ustedes	Patin

Levantar – to lift *Even if you haven't formally learned a verb, if you know it's a regular verb you should be able to conjugate it.

yo	Levant	nosotros nosotras	Levant
tú	Levant	vosotros vosotras	Levant
él ella usted	Levant	ellos ellas ustedes	Levant

Cocinar – to cook *Even if you haven't formally learned a verb, if you know it's a regular verb you should be able to conjugate it.

yo	Cocin	nosotros nosotras	Cocin
tú	Cocin	vosotros vosotras	Cocin
él ella usted	Cocin	ellos ellas ustedes	Cocin

ER Verb Practice

Fill in the endings of the verbs.

Comer – to eat

yo	Com	nosotros nosotras	Com
tú	Com	vosotros vosotras	Com
él ella usted	Com	ellos ellas ustedes	Com

Correr – to run

yo	Corr	nosotros nosotras	Corr
tú	Corr	vosotros vosotras	Corr
él ella usted	Corr	ellos ellas ustedes	Corr

Leer – to read

yo	Le	nosotros nosotras	Le
tú	Le	vosotros vosotras	Le
él ella usted	Le	ellos ellas ustedes	Le

IR Verb Practice

Fill in the endings of the verbs.

Escribir – to write

yo	Escrib	nosotros nosotras	Escrib
tú	Escrib	vosotros vosotras	Escrib
él ella usted	Escrib	ellos ellas ustedes	Escrib

Abrir – to open

yo	Abr	nosotros nosotras	Abr
tú	Abr	vosotros vosotras	Abr
él ella usted	Abr	ellos ellas ustedes	Abr

Vivir – to live *Even if you haven't formally learned a verb, if you know it's a regular verb you should be able to conjugate it.

yo	Viv	nosotros nosotras	Viv
tú	Viv	vosotros vosotras	Viv
él ella usted	Viv	ellos ellas ustedes	Viv

Fill in the verb charts *Even if you haven't formally learned a verb, if you know it's a regular verb you should be able to conjugate it.

Nadar – to swim

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

Deber – should

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

Añadir – to add

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

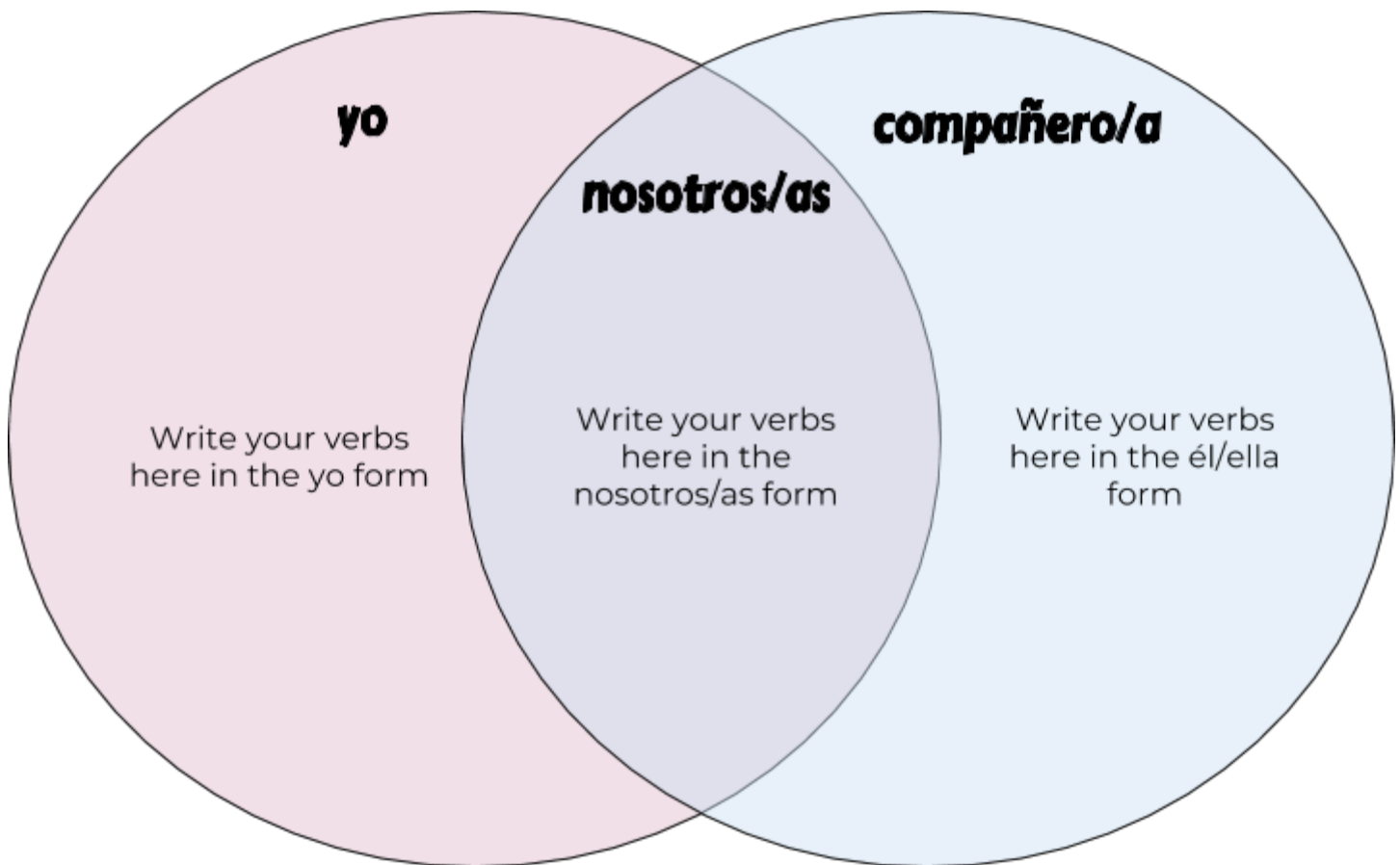
Change the verb in the parentheses so it fits the sentence.

1. Joanna y yo (escribir) un libro este verano.
2. ¿Tú (estudiar) con Marco jueves?
3. Yo (tocar) la guitarra muy bien.
4. Sra. Cantú, ¿Por qué (enseñar) la clase de matemáticas?
5. Timoteo y Berta (abrir) los libros.
6. Ronaldo (leer) las revistas.
7. Tú (interrumpir – to interrupt) a la profesora.
8. Martina, tú (deber) beber más agua.
9. Marisol (comer) la pizza de verduras, pero yo (comer) la pizza con jamón.
10. Tú y yo (usar) la computadora para la clase de tecnología pero no (usar) para la clase de educación física.

Una entrevista: Actividades

A. Look at the verb word bank provided for you. Fill in the “Yo” space with verbs (activities) you do in the yo form.

B. Work with a partner and take turns asking each other if you do the verbs (activities) from the word bank provided. Ask them in the tú form. For example, “¿Hablas en español?”. Write down each other’s responses in the compañero/a section or the nosotros/as section based on whether just your compañero does the activity or you both do the activity. Make sure your verb forms match the section they are in!



Verb Word Bank

Dibujar	Montar en bicicleta	Hablar en español	Usar la computadora
Leer	Escribir	Aprender matemáticas	Comer en la cafetería
Nadar	Compartir pizza con amigos	Correr	Esquiar en Chile

Remember, do not use gusta! We are NOT talking about what we like to do, but rather we are talking about actions that we do on a regular basis.

C. Once you are done with your venn diagram and have double checked your verb forms create six sentences, two from each section of the venn diagram based on the information you gathered. Add extra information to make your sentence more complex.

For example, if the phrase estudiar música was included in the word bank your sentence might read:

Yo estudio música en la clase de banda.

Sentences

1. Yo
2. Yo
3. Nosotros/as
4. Nosotros/as
5. (Nombre de tu compañero/a)
6. (Nombre de tu compañero/a)

D. [Now, choose one sentence from each section \(a total of 3\) to record on a flipgrid. Submit your recording through the site. Use the flip code written on the board.](#)



Los Verbos Regulares (AR, ER, IR)

Use the key below to number the boxes in the grid. Continue until you have filled each box.

Each line (vertical, horizontal) should equal 45.

Key

1	2	3	4	5	6	7	8	9
YO	TÚ	ELLA	USTED	NOSOTRAS	VOSOTROS	ELLOS	USTEDES	JULIO Y YO
ESTUDIAR ESCRIBIR	CORRER ESTUDIAR	ESCRIBIR LEER	CORRER TRABAJAR	ESCRIBIR LEER	ESTUDIAR TRABAJAR	CORRER LEER	ESTUDIAR ESCRIBIR	CORRER TRABAJAR

Corres	Escribimos	Estudiáis	Corremos	Trabajáis	Escriben	Escribe	Estudio	Leemos
Estudian	Lee	Escribo	Estudias	Trabaja	Leemos	Trabajáis	Corren	Trabajamos
Corre	Corremos	Trabajáis	Escribe	Estudio	Corren	Corres	Escriben	Escribimos
Escribo	Estudias	Estudian	Corren	Lee	Trabaja	Trabajamos	Leemos	Trabajáis
Corremos	Estudiáis	Corre	Estudio	Estudiáis	Corres	Escriben	Escribe	Trabajáis
Lee	Leen	Leemos	Trabajáis	Estudian	Trabajamos	Escribo	Trabaja	Estudias
Corren	Escriben	Corremos	Escribimos	Corres	Estudio	Corre	Estudiáis	Escribe
Leemos	Trabaja	Estudias	Estudian	Trabajáis	Lee	Leen	Trabajamos	Escribo
Estudiáis	Estudio	Corre	Trabaja	Corremos	Trabajáis	Escribimos	Corres	Escriben

Compañero 1

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Compañero 2

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Verb Infinitive: _____

Yo	Nosotros/as
Tú	Vosotros/as
Él, Ella, Ud.	Ellos/as, Uds.

Nombre: _____

2A Verb Quiz

Multiple Choice – Circle the form of the verb to complete the sentence.

1. Las muchachas _____ (practicar) deportes.
 - a. practico
 - b. practican
 - c. practicas

2. Tú _____ (escribir) libros de misterio.
 - a. escribo
 - b. escribes
 - c. escribe

3. Verónica y yo _____ (correr) en el parque.
 - a. corro
 - b. corren
 - c. corremos

4. Ustedes _____ (bailar) con los chicos.
 - a. bailan
 - b. bailáis
 - c. bailas

5. Samuel _____ (leer) novelas.
 - a. lee
 - b. leemos
 - c. leen

6. Vosotros _____ (enseñar) al español.
 - a. enseñan
 - b. enseñamos
 - c. enseñáis

7. Nosotros _____ (trabajar) en una oficina.
 - a. trabajan
 - b. trabajas
 - c. trabajamos

Complete the sentences with the correct form of the verb in parentheses.

8. Lourdes y Michael _____ (escribir) música para cantar.

9. Nosotros _____ (practicar) al tenis los martes.

10. Los fines de semana tú _____ (tocar) el piano.

11. Mis amigos _____ (comer) los tacos en el restaurante Chuy's.

12. Yo _____ (leer) libros con Charlie.