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# Conjugation [8th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Conjugation

Grade Level: 8th

Subject/Topic Area(s): Spanish I

Designed By: Leigh Sheppard

Time Frame: 14 days

School District: White Settlement ISD

School: Brewer Middle School

School Address and Phone: 1000A South Cherry Lane, Fort Worth, Texas, 76108

### **Brief Summary of Unit:**

In this unit students will learn how to conjugate AR, ER, and IR verbs successfully in the present tense. They will be asked to define what conjugation is and why it is important to communication in the target language. Students will reflect on their own language to help them grasp the new concept in Spanish.

At the end of this unit, students will be asked to use their new skill to create a children's book for the district's bilingual program. The books will be donated to the program for use in their kindergarten classrooms. Students will use the correct conjugations of the verbs to tell an age-appropriate story, as well as illustrate their work.

**Unit: Conjugation**  
**Grade: 8th**

### Stage 1: Desired Results

#### Understandings

*Students will understand that...*

Conjugation is essential to communication.

Confidence in communication comes from practice with the conjugations.

#### Essential Questions

Why conjugate?

- Why do we need grammar?
- What is conjugation?

#### Knowledge & Skill

##### Communication

- The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.
- 1.A Engage in oral and written exchanges of learned material to socialize and to provide and obtain information
- 1.B Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions dealing with familiar topics
- 1.C Present information using familiar words, phrases, and sentences to listeners and readers.

##### Cultures

- The student gains knowledge and understanding of other cultures.
- 2.B Demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

##### Connections

- The student uses the language to make connections with other subject areas and to acquire information.
- 3.B Use the language to obtain, reinforce, or expand knowledge of other subject areas.

##### Comparisons

- The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.
- 4.A Demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied
- 4.C Demonstrate an understanding of the influence of one language and culture on another.

##### Communities

- 5.B Show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

### Stage 2: Assessment Evidence

Performance Task:

Creating a children's book for the bilingual program. Students will be asked to create an original children's book for the bilingual program of the school district. The book should be illustrated and include a story simple enough to be understood by the kids in the program (pre-k through 3<sup>rd</sup>). The students are asked to use their new skills of conjugation to write the story and will be given general vocabulary to aid in their storytelling.

Other evidence:

- Pre-test – conjugate a verb in English
- Quiz over which people are which
- Quiz over AR endings
- Quiz over ER and IR endings
- Explain, in writing, how to conjugate a verb and why there are different endings for the different people
- Create a way to teach conjugation to a classmate that is understandable and simple. It could be a poster with the conjugations, it could be a song or a rhyme, but how will they know in conversation or writing which ending to use.
- They must use the way created to carry on a scripted conversation that is missing the correct verb conjugations.
- Speak/write without conjugating any verbs
- Compare English conjugation with Spanish
- Give reasons for conjugating verbs
- Self-assessments of knowledge of conjugation
- Traditional test over verb conjugation

### Stage 3: Learning Activities

Day One:

- Introduction to the unit and conjugations- *Pre-test students on conjugation* (can they do it in English? Do they know what it is? Do we need to go over what it is in our native language before moving to a new one?) Students will develop a working definition of conjugation to guide their progress through the unit.

Day Two- Three:

- **Why Conjugate? Why do we need grammar? What is Conjugation?** Why do it? *Speak and write in English without conjugating any verbs-* does it sound funny? That is what it sounds like in Spanish unless we change the verb to fit the person (conjugation!)
- Introduce the Unit and what is expected of them by the end (being able to teach someone else how to conjugate in case something happens to me- conjugate on, conjugaters) Creating a children's book for the bilingual program. Students will be asked to create an original children's book for the bilingual program of the school district. The book should be illustrated and include a story simple enough to be understood by the kids in the program (pre-k through 3<sup>rd</sup>). The students are asked to use their new skills of conjugation to write the story and will be given general vocabulary to aid in their storytelling.
- Introduce my "people" yo, tú, él, ella, usted, nosotros, ellos, ellas, ustedes- who are they? Why are they invited to our conjugation party? What do each mean in context and out- can they be left out? Which ones can and which ones can't? Students will create a working "friends" page with them as yo and then so on and so forth-- *Quiz over which people are which.*

Day Four - Six:

- 1<sup>st</sup> type of verb: AR. Introduction to the fabulous AR endings. Why are they called AR endings? How do they work? Which one goes with which person? On their friends page, students will match the endings with the person that they go with and decide which people could be omitted in conversation if wanted. Going back to their experiences with the conjugation in English and the working definition of conjugation developed at the beginning, students know that the verb must change, but how? What needs to happen to

the verb before it is properly conjugated? Give students the verbs and the endings and see if they can put them together properly, when they think that it is right, have they will share their “way” with the class- when all ways have been shared the correct way will be analyzed as to why it was correct and theirs was not as right. Give the students various verbs to practice with, written and orally. Write down the *reasons for conjugating* on the back of the friends page *Quiz over AR conjugation*. See if the definition of conjugation has changed any since they did it on their own. Answer the question: **What is conjugation?**

Day Seven – Nine:

- Self-assess knowledge of AR verbs
- 2<sup>nd</sup> and 3<sup>rd</sup> types of verbs: ER and IR. What is different about these verbs and AR verbs? Double bubble the differences. They must be conjugated just like AR verbs. What are the new endings, how are they similar to the AR ones? Answer the question: **Why Conjugate?** And *explain* the reasons for conjugating verbs and why there are different endings for the different people and the different sets of verbs.

Day Eight - Ten:

- *Create a way to teach conjugation to a classmate that is understandable and simple. It could be a poster with the conjugations, it could be a song or a rhyme, but how will they know in conversation or writing which ending to use.*
- Use “ways” of teaching conjugation to review for traditional test
- *Traditional test over conjugation*

Day Ten – Fourteen:

- Creating a children’s book for the bilingual program.
- *Students will be asked to create an original children’s book for the bilingual program of the school district. The book should be illustrated and include a story simple enough to be understood by the kids in the program (pre-k through 3<sup>rd</sup>). The students are asked to use their new skills of conjugation to write the story and will be given general vocabulary to aid in their storytelling.*

Nombre:

Hora:

Fecha:

## **Creating a Children's Book:**

### **Why we are creating a Children's book:**

We have been asked by the bilingual program at Liberty Elementary to create a children's book for their students to read at home to practice their Spanish skills. Because the kids are about kindergarten and first-grade age, they are just now learning to read in English and Spanish. Because they are learning the language, we do not want them to learn it incorrectly and must conjugate all verbs. We are going to be in teams of two to create ten-page-long stories to improve their Spanish reading level.

### **What we are going to do it with:**

Markers

Legal-sized paper

Yarn

### **How we are going to do it:**

The book must be fully illustrated in color and tell a story that would appeal to our target age group. The story should be written with the correct forms of the verbs (AR, ER and IR) and include simple vocabulary that we have learned. It must be at least 10 pages long with a minimum of 2 sentences per page. There must be an outside cover with the title and illustration of what the story will be about as well as a title page with both authors'/illustrators' names included. You and your partner are expected to maintain a positive attitude throughout the project and participate equally in the creation of the book.

Ideas are available at the front of the room and use your own experience with children's books from your youth.

	(0-69) Unacceptable	(70-79) Acceptable	(80-89) Approaching	(90-100) Achieving
Rough draft of the story is completed and approved on the first day of the assignment.	No rough draft completed.  5	Rough draft completed, but not approved.  10	Rough draft completed and approved, but not on the first day of the assignment.  15	Rough draft completed and approved on the first day of the assignment.  20
Children's book tells a story relevant to the audience in Spanish with all verbs conjugated correctly.	Book tells no story and verbs are not conjugated.  5	Book tells story, but verbs are not conjugated.  10	Book tells story and verbs are conjugated, but some are conjugated incorrectly.  15	Book tells a story relevant to the audience and all verbs are conjugated correctly.  20
Children's book is ten pages long in length with at least two sentences per page. There are a cover and title page included.	Book is not 10 pages and there is no cover or title page.  5	Book is ten pages, there is no cover or title page, and there are not 2 sentences per page.  10	Book is ten pages, there are a cover and a title page, but there are not two sentences per page.  15	Book is ten pages, there are a cover and a title page included, and there are at least two sentences of story per page.  20
Children's book is fully illustrated in color (including the cover) and bound at the spine with yarn.	There is no color or illustration and the book is not bound.  5	There are some illustrations and color, but the book is not bound.  10	There are illustrations and minimal use of color and the book is bound.  15	The book is fully illustrated in color and bound at the spine with yarn.  20
Both members of the team participated equally and maintained a positive attitude throughout the creation of the children's book.	Poor attitudes and little participation by either member.  5	Poor attitude and participation by only one member of the team.  10	No positive attitude displayed and one member obviously did more than the other.  15	Positive attitudes and both members participated equally in the creation of their book.  20