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¡Saludos!: Greetings & Introductions for Spanish 1 [7th-9th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: ¡Empecemos!

Grade Level: 7-9

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 TPRS (Teaching Proficiency through Reading and Storytelling) approach and traditional methods. The textbook used with this unit is *Exprésate 1*, specifically Chapter 1. This UbD unit was written for an ABC schedule (90/90/45) with the goal of students becoming more confident with their use of basic Spanish and understanding the importance of introductions. 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.

UbD Template 2.0

Stage 1 – Desired Results		
Established Goals (e.g., standards) Standard 1.1-3 Standard 2.1-2 Standard 3.1-2 Standard 4.1-3 Standard 5.1-2	Transfer	
	Students will independently use their learning to... Write several short skits showing how to use culturally appropriate introductions. Act out a skit using culturally appropriate introductions.	
	Meaning	
	Understandings <i>Students will understand...</i> - The importance of verb conjugations. - How and when to use the “tú” form versus the “usted” form. - The correct use and meaning of the verb “llamarse”.	Essential Questions 1. What role do introductions/greetings play in a culture? 2. Why is it important to know the correct greetings for another culture? 3. What is the difference between “tú” and “usted”?
Acquisition		
Knowledge <i>Students will know...</i> - How to recognize and use common greetings and farewells at the appropriate time of day. - How to correctly use the verbs “ser” and “llamarse”. - When to use the “tú” form versus the “usted” form.	Skills <i>Students will be able to correctly...</i> - Recognize and use common greetings and farewells. - Ask and respond to simple questions about someone’s well being and identity. - Introduce themselves. - Differentiate between the “tú” and “usted” forms.	
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Write several short skits showing how to use culturally appropriate introductions. Act out a skit using culturally appropriate introductions. ----- Other Evidence (e.g., formative) Informal checks for understanding (5 fingers) Mastery checks – Exit slips of 4-5 questions to assess mastery of the day’s lesson. Homework Vocabulary test
Stage 3 – Learning Plan		

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 test, grammar definitions, and essential questions)	
A	<p>Learning Activities</p> <p>Day 1 (90 mins): Give pre-assessment. Introduce essential questions and discuss. – Several protocols can be used here. Chalk Talk is my favorite. Introduce vocab 1 from p. 6 by projecting a powerpoint slide. We will then use a TPRS-style ask and answer to practice the phrases. Mastery check – Acts. 1 & 2 p. 7 Homework – Act. 3 p. 7</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Pre-assessment, MC, HW</p>
A	<p>Day 2 (90 mins): Introduce vocab 1 from p. 8 by projecting a powerpoint slide. We will then use a TPRS-style ask and answer to practice the phrases. Students will then have the opportunity to pass notes about their day, but only in Spanish. Mastery check – Acts. 5 & 6 p. 9 Introduce vocab 1 Exprésate from pp. 10-11 by projecting a powerpoint slide. We will then use a TPRS-style ask and answer to practice the phrases. Mastery check – Act. 10 p. 11</p>	<p>MC, HW, QQT</p>
M	<p>Quiz, Quiz, Trade – Give students a question or answer and they must match up with a partner and then continue the conversation. Homework – Acts. 7 & 9 pp. 9-10 ***Will discuss tú v. usted in context of vocabulary lessons Days 1 & 2.</p>	
A	<p>Day 3 (45 mins): Picturades – Vocab review game where students compete in groups of 3-4 to identify vocabulary words/phrases through drawings and/or actions.</p>	
M	<p>Day 4 (90 mins): Vocabulary test & Intro to parts of speech (Specifically subjects, verbs, and pronouns) Introduce parts of speech with definitions and then School House Rock videos Nouns → http://www.youtube.com/watch?v=h0m89e9oZko Verbs → http://www.youtube.com/watch?v=US8mGU1MzYw Subjects & Predicates (Verbs) → http://www.youtube.com/watch?v=fdUXxdmhlsw Pronouns → http://www.youtube.com/watch?v=Eu1ciVFbecw Play Mad Libs!</p>	<p>Test, MC, Fist of 5</p>
A/M	<p>Fist of Five Mastery check – Blank Mad Libs</p>	<p>MC, HW, Fist of 5</p>
M/T	<p>Day 5 (90 mins): Ser & Estar (present tense) Notes: Present tense conjugations of ser & estar, Ser used for origin and identification, Estar used for feelings</p>	

A	<p>Activities: Use a TPRS-style ask and answer to practice the phrases.</p> <p>Fist of Five</p> <p>Mastery check – Act. 33 p. 25</p> <p>Homework – Complete dialogue with correct form of ser or estar.</p>	
M/T	<p>Day 6 (45 mins): Punctuation marks and written accents</p> <p>Notes p. 26</p> <p>Act. 36 p. 26</p> <p>Fist of Five</p>	MC, HW, Fist of 5
M/T	<p>Mastery check – Act. 37 p. 27 Beatriz’s letter to Gabi</p> <p>Homework – Acts. C & D p. 10 in workbook</p>	Project
T	<p>Day 7 (90 mins):</p> <p>Introduction of project (Go over instructions and do example together – students may not write down example!) & work time</p>	Project
T	<p>Day 8 (90 mins): Project work time</p>	Project
	<p>Day 9 (45 mins): Project presentations</p>	

Vocabulario de Capítulo 1

Meaning Translations

Literal Translations

Asking someone's name and saying yours

(Yo) tengo que irme.	I have to go.
¿Cómo se llama él/ella?	What's his/her name?
¿Cómo se llama usted?	What's your name? (formal/unfamiliar)
¿Cómo te llamas?	What's your name? (informal/familiar)
Él/Ella es...	He/She is...
Él/Ella se llama...	His/Her name is...
(Yo) me llamo...	My name is...
¿Quién es él/ella...?	Who is he/she...?
(Yo) soy...	I'm...

Asking and saying how you are

Adiós.	Goodbye.
Buenas noches.	Good evening, good night.
Buenas tardes.	Good afternoon.
Buenos días.	Good morning.
¿Cómo está usted?	How are you? (formal/unfamiliar)
¿Cómo estás (tú)?	How are you? (informal/familiar)
Estoy bien.	I'm fine.
Estoy regular/mal.	I'm alright/not so good.
Gracias.	Thanks.
Hasta luego.	See you later/then.
Hasta mañana.	See you tomorrow.
Hasta pronto.	See you soon.
Hola.	Hi/Hello.
Más o menos.	So-so.
Nos vemos.	See you.
¿Qué tal?	How's it going?
señor	sir/ Mr.

señora	ma'am/Mrs.
señorita	Miss

Introducing others

Encantado/a.	Pleased/Nice to meet you.
Ésta es Rosa/la señora...	This is Rosa/Mrs...
Éste es Juan/el señor...	This is Juan/Mr...
El/la estudiante	student (male or female)
Igualmente.	Likewise.
mi mejor amiga	my best friend (female)
mi mejor amigo	my best friend (male)
mi profesora	my teacher (female)
mi profesor	my teacher (male)
...de ciencias	science...
...de español	Spanish...
la muchacha	the girl
el muchacho	the boy
Mucho gusto.	Pleased/Nice to meet you.
una compañera de clase	a classmate (male)
un compañero de clase	a classmate (female)

Saying where you and others are from

¿De dónde eres (tú)?	Where are you from? (informal/familiar)
¿De dónde es...?	Where is ... from?
¿De dónde es usted?	Where are you from? (formal/unfamiliar)
(Él/Ella) es de...	He/She is from...
Ser	to be
(Yo) soy de...	I'm from...

Nombre: _____ Fecha: _____ Clase: _____

Chapter 1 Pre-assessment

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

1. What does the verb 'ser' mean?
2. What is the difference between 'me llamo' and 'soy'?
3. What role do introductions/greetings play in a culture?
4. What is the difference between tú and usted?

B. Define the following grammatical terms.

5. Verb –
6. Subject –
7. Pronoun –

C. Write the English translation for the following words/phrases.

8. ¿Cómo te llamas? _____
9. Hasta pronto. _____
10. Estoy bien. _____
11. Encantado/a. _____
12. ¿Cómo estás tú? _____
13. Igualmente. _____
14. ¿Cómo está Ud.? _____

15. Mucho gusto. _____

16. ¿Qué tal? _____

17. ¿De dónde eres tú? _____

18. señor _____

19. ¿De dónde es usted? _____

20. señora _____

21. Más o menos. _____

22. señorita _____

23. Hasta mañana. _____

24. Nos vemos. _____

25. ¿Quién es? _____

Nombre: _____

Fecha: _____

Clase: _____

Capítulo 1 – Prueba de vocabulario

1. Soy... _____
2. Buenas noches. _____
3. Adiós. _____
4. ¿Cómo te llamas? _____
5. Hola. _____
6. señor _____
7. Tengo que irme. _____
8. Igualmente. _____
9. mi mejor amigo/a _____
10. Mucho gusto. _____
11. ¿De dónde es usted? _____
12. Soy de... _____
13. el muchacho _____
14. Hasta pronto. _____
15. ¿Quién es? _____
16. Me llamo... _____
17. Él/Ella es... _____
18. ¿Qué tal? _____
19. señora _____
20. Estoy bien. _____
21. Buenas tardes. _____
22. Encantado/a. _____
23. Más o menos. _____
24. Hasta luego. _____
25. Estoy regular. _____

Proyecto del Capítulo 1:

¡Empecemos!

Description: *In pairs, students will write out several situations where they are greeting someone. Their greetings should be culturally appropriate based on the relationships given in each dialogue. They will write dialogues for all situations. However, on presentation day they will draw to see which scenario they must act out. This dialogue must occur without notes and must be culturally appropriate based on the situation to which the students are assigned. The grading will be based on the rubrics below. Each written dialogue will be graded with the writing rubric (80 points total) and the speaking rubric will be used for the final 20 points. The scenarios are as follows.*

Scenarios:

- Scenario 1: A young Spanish girl is spending the summer with her grandmother and hasn't seen her in a while. Create and write out their dialogue upon first seeing each other in June.
- Scenario 2: A young boy is returning home to Buenos Aires from summer camp. Create and write out the dialogue between him and his father the afternoon that he returns.
- Scenario 3: Two businesspeople are greeting one another at a dinner meeting in Madrid. Create and write out the dialogue between the two people upon their first meeting.
- Scenario 4: A high school student in Managua is meeting his math teacher for the first time. Create and write out the dialogue that occurs between the two people in the school hallway the first morning of classes.

***Note:

- Minimum four lines per person for each dialogue.
- Each line should contain a complete sentence **and** at least five words.

Speaking Rubric	4	3	2	1
Content (Complete – Incomplete)				
Comprehension (Total – Little)				
Comprehensibility (Comprehensible – Seldom comprehensible)				
Accuracy (Accurate – Seldom accurate)				
Fluency (Fluent – Not fluent)				

Writing Rubric Scenario 1	4	3	2	1
Content (Complete – Incomplete)				
Comprehensibility (Comprehensible – Seldom comprehensible)				
Accuracy (Accurate – Seldom accurate)				
Organization (Well-organized to poorly organized)				
Effort (Excellent to minimal effort)				

Writing Rubric Scenario 2	4	3	2	1
Content (Complete – Incomplete)				
Comprehensibility (Comprehensible – Seldom comprehensible)				
Accuracy (Accurate – Seldom accurate)				
Organization (Well-organized to poorly organized)				
Effort (Excellent to minimal effort)				

Writing Rubric Scenario 3	4	3	2	1
Content (Complete – Incomplete)				
Comprehensibility (Comprehensible – Seldom comprehensible)				
Accuracy (Accurate – Seldom accurate)				
Organization (Well-organized to poorly organized)				
Effort (Excellent to minimal effort)				

Writing Rubric Scenario 4	4	3	2	1
Content (Complete – Incomplete)				
Comprehensibility (Comprehensible – Seldom comprehensible)				
Accuracy (Accurate – Seldom accurate)				
Organization (Well-organized to poorly organized)				
Effort (Excellent to minimal effort)				