



UNIT 1 • CHAPTER 1

SPANISH 1

Teacher Edition

Presented By:



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Unit 1 Chapter 1: Salutations and Small Talk		
Essential Question:	How does the <i>practice</i> of greetings change based on cultural <i>perspectives</i> ?	
Key Culture Points:	<ul style="list-style-type: none"> Greeting customs Tú vs. usted Climate across Latin America 	
Learning Objectives:	<i>Students can:</i>	
	<ul style="list-style-type: none"> Greet people Express how someone feels Express gratitude Comment on the weather Say goodbye 	<ul style="list-style-type: none"> Use personal pronouns Be introduced to subject-verb agreement Use the verb <i>estar</i> Create affirmative sentences and questions Recognize gender agreement of adjectives Learn when to use <i>tú</i> and <i>usted</i>
Cumulative Chapter Projects:	<ul style="list-style-type: none"> <i>Fórum hispanohablante</i>: Research the climate of their assigned Spanish-speaking country and prepare that portion of their end-of-semester project. <i>Reflexión: Mi equipo y yo</i>: Reflect on how well their group has upheld group norms and on their own work and performance. <i>Soy yo</i>: Practice greetings, small talk, and farewells in preparation for the gallery walk at the end of the semester. 	
Important Links:	<ul style="list-style-type: none"> Mango Platform Curriculum Tab (Access semester materials here) Chapter Slides <ul style="list-style-type: none"> Lesson 1 slides Lesson 2 slides Lesson 3 slides Lesson 4 slides Lesson 5 slides Cumulative Activities slides 	

Prep
<p>Print as many copies of the <u>Student Materials</u> as needed for your class so that each student has one copy of all the relevant worksheets.</p> <p>Please refer to the chapter's lesson plans for any further activity-specific "Prep" instructions. Certain lessons may or may not require additional materials and support documents ("Teacher Materials").</p>



Pacing Guide for Unit 1 Chapter 1



Lesson Number, Topic, and Content	Corresponding Digital Lesson(s)	Suggested Time
Lesson 1 - Greetings <ul style="list-style-type: none"> Personal Learning Goals Chapter Preview: KWL ¡Hola! - Speaking Hello and Goodbye - Culture 	Chapter 1 Lesson 1	55 - 80 minutes
Lesson 2 - Small Talk Intro <ul style="list-style-type: none"> ¿Tú o usted? - Culture ¿Cómo estás? - Vocabulary ¿Quién soy yo? - Speaking Los pronombres personales, parte 1 - Grammar 	Chapter 1 Lesson 2	75 - 100 minutes
Lesson 3 - Responding to Simple Queries <ul style="list-style-type: none"> ¿Cómo están? - Vocabulary Gender and Number - Grammar Sentence Builder - Grammar Memory Game - Vocabulary Real Academia Española - Culture Greetings - Writing 	Chapter 1 Lesson 3	100 - 140 minutes
Lesson 4 - Weather <ul style="list-style-type: none"> Conversation Annotation, Part 1 El tiempo - Listening El clima en... - Reading Los pronombres personales, parte 2 - Grammar Homework Challenge 	Chapter 1 Lesson 4 Chapter 1 Lesson 5	70 - 100 minutes
Lesson 5 - Saying Goodbyes <ul style="list-style-type: none"> Weather Forecast - Vocabulary Conversation Annotation, Part 2 Calendar Talk - Vocabulary Alejandro y Juanita - Reading Conversación - Speaking Closer: Timed Production Exercise 	Chapter 1 Lesson 6 Chapter 1 Lesson 7	85 - 120 minutes
Cumulative Activities <ul style="list-style-type: none"> Cumulative Listening Activity Cumulative Reading Activity Fórum Hispanohablante: El clima Reflexión: Mi equipo y yo Soy yo Project, parte 1 Vocabulary Quiz Cumulative Chapter Quiz Chapter Closure: KWL 		4 - 5 hours



Lesson 1

55 - 80 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> Greet people 	<ul style="list-style-type: none"> Hola. Buenos días. Buenas tardes. Buenas noches.
Standards Addressed	
<ul style="list-style-type: none"> 1.1 - Interpersonal Communication 1.2 - Interpretive Communication 2.1 - Relating Cultural Practices to Perspectives 5.2 - Lifelong Learning 	

Activity Title & Info	Activity Instructions
Opener	<p>Introduce students to Mango and walk them through the interface of Lesson 1.</p> <p>NOTE: Each Opener and Closer should take 5 mins unless otherwise noted.</p> <p>NOTE: Teachers may implement a “flipped classroom” model by assigning the Digital Lessons as homework to be completed before the class. Valuable class time can then be spent on reinforcing the concepts through the activities.</p>
Personal Learning Goals 5 - 10 Mins Worksheet WRSLL 5.2	<p>Introduce students to the Learning Objectives of the chapter and have them complete the Personal Learning Goals worksheet.</p> <p>NOTE: Scaffold this activity by introducing students to different strategies, tools, and resources that can help them meet their goals. For more information about setting SMART goals, see the Teacher Tip below.</p> <div>  TEACHER TIP </div>
Digital Lesson 1  15 - 20 Mins	<p>Students complete Lesson 1 in the Mango platform. When finished, they complete one session of daily review if time allows.</p> <p>NOTE: The lessons found in the Mango learning platform will be referred to as “Digital Lessons” to distinguish them from the Curriculum Lessons found in this document. There will likely be more than one Digital Lesson per Curriculum Lesson.</p>



<p>Chapter Preview: KWL</p> <p>5 - 10 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i> <i>WRSLL 1.2, 5.2</i></p>	<p>Read the conversation aloud to students or play it from the Mango platform. Students should be able to see the conversation while listening to it.</p> <p>Students complete the K and W parts of the KWL chart.</p> <p>NOTE: The conversation is previewed at the beginning of each chapter and reviewed at the end of each chapter. Start getting students familiar with this process, and be sure they keep the worksheet for later.</p>
<p>¡Hola! Interpersonal Speaking</p> <p>10 - 15 Mins</p> <p><i>Bloom's: Remember</i> <i>WRSLL 1.1</i></p>	<p>Display the slides, and carry out the activity as follows:</p> <ul style="list-style-type: none"> • Review the four greeting phrases. • Have students discuss the <i>¿Con tu compañero/a!</i> question on the slide about greetings and times of day with a partner, then review the culture note as a class. • Have students practice the first conversation on the slides with the same partner. • For the next conversation, students participate in a <i>Dos filas</i> activity. Display the instructions, and tell them what time of day it is. Have them complete the conversation appropriately. Then, they rotate partners and give them a new time of day. Repeat as many times as needed until they have sufficient practice. <p>NOTE: <i>Dos filas</i> activities are where students continually change partners throughout the activity. View an example of a <i>Dos filas</i> activity here.</p> <p><small>"SF Student Speed Dating Class," by Santa Fe College Educational Media Studio, available on YouTube at https://www.youtube.com/watch?v=rbphpeZX77w.</small></p>
<p>Hello and Goodbye Cultural Activity</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i> <i>WRSLL 2.1</i></p>	<p>Show the list of greetings and goodbyes found on the Hello and Goodbye worksheet.</p> <p>Students work with the teacher to sort them into "Hello" and "Goodbye" categories. Some of these words are brand new and students may not know the answer- help make an educated guess by using them in examples or pointing out cognates and encourage them to add words they find useful to their Vocabulary Reference Sheet. Then, students answer the questions individually on their worksheet then discuss the answers with their partner.</p> <p>NOTE: Students should be encouraged to add vocabulary items to the My Vocabulary portion of their Vocabulary Reference sheet, or to the My Vocabulary page on the Mango App any time they encounter vocabulary they don't know and wish to learn.</p>
<p>Closer</p> <p><i>WRSLL 1.1</i></p>	<p>As a verbal exit ticket, students choose an appropriate way to say goodbye from the list.</p>





Teacher Tip - SMART Goals

WHAT ARE THEY?

Goals for language learning that are **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely. They often take the form of “Can-Do Statements”, which describe what learners can accomplish at a given proficiency level. Mango’s SMART Goals appear on the chapter title pages.

WHY SHOULD I IMPLEMENT THEM?

Asking students to set SMART goals helps them become more invested in their own learning. Goals give students a clear target to aim for and are an anchor point for planning and managing classroom learning.

HOW CAN I IMPLEMENT THEM?

Have Students Set Learning Goals. At the beginning of each chapter, ask students to identify the Learning Objectives they would *most* like to meet (see: Personal Learning Goals activity) and fill out the first part of the Know, Want, Learn (KWL) chart for that chapter.

Have Students Monitor Their Progress. At the end of each chapter, ask students to revisit their goals and complete the KWL chart. Have students compare and discuss how what they’ve learned related to their initial goals, and what areas they need to focus on in the future.

RESOURCES:

- [NCSSFL-ACTFL Can-Do Statements](#)
- [How to Set Good Language Learning Goals](#)
- [Setting Goals in the Foreign Language Classroom - wclassroom.com](#)
- [6 Activities That Inspire A Goal-Setting Mindset In Students | Edutopia](#)
- [Key Ideas for Successful Goal Setting with Students, by Jessica Boschen, What I Have Learned.](#)





Personal Learning Goals

INSTRUCTIONS:

Read the chapter goals listed in the chart. Put a checkmark next to two goals you would *especially* like to achieve (or write your own goal related to the chapter theme). Then, jot down what strategies, tools, or resources you can use to achieve that goal. Finally, think about the questions below and discuss them with a partner or small group.

Chapter 1 Theme: Salutations and Small Talk	
Goals	Strategies, Tools, Resources
<p><i>I want to be able to...</i></p> <ul style="list-style-type: none"><input type="checkbox"/> greet people<input type="checkbox"/> express how someone feels<input type="checkbox"/> express gratitude<input type="checkbox"/> comment on the weather<input type="checkbox"/> say goodbye<input type="checkbox"/> _____	<p><i>To achieve these goals, I will...</i></p> <p><i>Examples:</i></p> <p>...<u>focus on how my teacher says hello and goodbye</u></p> <p>...<u>ask my teacher if I get stuck</u></p> <p>...<u>use an online dictionary (like WordReference) to look up new words</u></p>

Discussion Questions:

1. Why did you choose to focus on these two goals?
2. What strategies, tools, and resources can help you meet these goals?





METACOGNITION

KWL

INSTRUCTIONS:

As a class, listen to the conversation below and complete the **K** and **W** of the KWL chart. You will complete the **L** section and the questions at the end of the chapter.

Adriana: ¡Hola! ¿Cómo está usted?

Jaime: ¡Buenos días! Estoy bien, gracias. ¿Y usted?

Adriana: Estoy bien también. Gracias.

Jaime: ¡Qué día tan frío!

Jaime: Bueno, que tenga un buen día.

Adriana: Igualmente. Adiós.

K	W	L
What I already <u>know</u>	What I <u>want</u> to know	What I <u>learned</u>



Discuss these questions with a partner at the end of the chapter:

1. Go back to the goals you chose at the beginning of the chapter. Based on what you've learned (L), how much progress have you made toward meeting those goals? What do you still need to work on?
2. Which activities from the chapter were most helpful for learning how to talk about the weather?
3. As you have learned, the pronouns *tú* compared to *usted* are used in different situations when talking to different people. Can you give any examples?



Hello and Goodbye

INSTRUCTIONS:

Write the greetings and goodbyes that are in the word bank below in the appropriate category based on your conversation with your classmates and teacher. **Note:** You have not seen some of these words before! Listen to your teacher's explanations and make educated guesses.



Hasta luego.
Adiós.
¿Qué tal?
Buenas.
¿Qué hay de nuevo?

Hola.
Nos vemos.
¿Qué pasa?
Chao.
¡Cuídate!
Buen día.

Greetings / Saludos	Goodbyes / Despedidas
¿Qué tal?	Hasta luego.
Buenas.	Adiós.
¿Qué hay de nuevo?	Nos vemos.
Hola.	Chao.
¿Qué pasa?	¡Cuídate!
Buen día. (both correct)	Buen día. (both correct)

Intercultural Reflection



DOK LEVEL 4

- Are there any English greetings that are specific to particular times of the day or year? How is this similar or different in Spanish?

- What are some other ways that people greet each other?

- How do you think culture influences the greetings we use at different times of day?



Vocabulary Reference - Lesson 1

Core Vocabulary			
<i>Words that appeared in online Mango Lessons</i>			
buenos días	—	good morning	buenas tardes — good afternoon
buenas noches	—	good evening / good night	hola — hello
My Vocabulary			
<i>Use this space to add additional new words you would like to learn</i>			
	—		—
	—		—
	—		—
	—		—
	—		—





Lesson 2

75 - 100 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none">• Ask how someone is doing• Learn conjugations of <i>estar</i>: <i>está</i> and <i>estás</i>• Learn the difference between <i>tú</i> and <i>usted</i>• Learn personal pronouns	<ul style="list-style-type: none">• ¿Cómo está usted?• estar• hoy• ¿Cómo estás?• tú• ¿Cómo está ella?• ¿Cómo está él?
Standards Addressed	
<ul style="list-style-type: none">• 1.1 - Interpersonal Communication• 1.2 - Interpretive Communication• 4.1 - Language Comparisons• 4.2 - Cultural Comparisons	


Prep
◆ <i>Print and cut out one copy of the cards found in the ¿Quién soy yo? document with the names and titles of different individuals.</i>



Activity Title & Info	Activity Instructions
Opener WRSLL 1.1	Students walk around the room and greet 5 people in the class. They should try to use different greetings with each new encounter.
Digital Lesson 2  15 - 20 Mins	Students complete Lesson 2 in the Mango platform. When finished, they complete one session of daily review if time allows.
¿Tú o usted? Cultural Activity 15 - 20 Mins Bloom's: Understand WRSLL 4.1, 4.2	<p>Ask students what differences they see between the two questions. Use this as a way to introduce the concept of <i>tú</i> and <i>usted</i>. Test their knowledge using the next 15 slides. Then, discuss the dialect variation in different Spanish-speaking regions mentioned on the slide. Finally, discuss the cultural focus questions on the last slide of the activity.</p> <p>MODIFICATION: Here are some different options for testing students' knowledge, depending on the needs and learning style of the class:</p> <ul style="list-style-type: none"> • Have students write numbers 1-15 on a sheet of paper and write down their responses • Talk about the answer with a partner before all saying it out loud • Stand up and move to one side of the room if they think the answer is <i>tú</i> and the other if they think it's <i>usted</i>
¿Cómo estás? Vocabulary Activity 5 Mins Bloom's: Understand WRSLL 1.2	Introduce <i>bien</i> , <i>no muy bien</i> , and <i>más o menos</i> . Ask random students <i>¿Cómo estás?</i> to elicit a response from them.
¿Quién soy yo? Interpersonal Speaking 10 - 15 Mins Bloom's: Apply WRSLL 1.1	<p>PREP: Print and cut out the cards found in the ¿Quién soy yo? document with the names and titles of different individuals.</p> <p>Give one card to each student. Students walk around the room with the card facing out and ask each other either <i>¿Cómo estás?</i> or <i>¿Cómo está usted?</i> based on who is on the card of the other person. Students respond with either <i>bien</i>, <i>no muy bien</i>, or <i>más o menos</i>. After each interaction, students switch cards so that they have a different "identity" with each new conversation.</p>
Los pronombres personales, parte 1 Grammar Activity 15 - 20 Mins Worksheet	<p>Reveal the words one by one while students fill out the chart on the Los pronombres personales, parte 1 worksheet.</p> <p>Instruct the class to fill out the second chart with information about themselves. Provide translations for any unfamiliar language on the sheet.</p> <p>For more information about the Subject Pronouns, see the Grammar Toolkit below.  GRAMMAR TOOLKIT</p>



<i>Bloom's: Remember</i>	
Closer 10 - 15 Mins	As a class, write out two basic dialogues together, one formal and one informal. Include a different greeting in each one, and a different response to the "How are you?" question.


Grammar Toolkit - Subject Pronouns

WHAT IS IT? The Grammar Toolkit provides teachers with resources related to the grammar topics covered in the lesson. It includes an article, printable tables, and activities.

HOW TO USE IT? Review the toolkit to refresh your grammar knowledge and find examples and tips to help students understand tricky grammar concepts. You can use the content in your lessons as supplementary materials, or individually assign articles and activities to students who want to know more.

ARTICLE: [When to use subject pronouns in Spanish?](#)

ACTIVITIES: [Subject pronouns](#)



¿Quién soy yo?

INSTRUCTIONS: Print and cut out the cards.



DOK LEVEL 2

The President of the United States	Justin Beiber
Taylor Swift	The kid you babysit
Your dog Fluffy	LeBron James
Your Spanish teacher	Oprah Winfrey
Your friend's younger brother	Your cousin
The King of Spain	Your sister
The President of Mexico	Your brother



Your classmate's grandfather	Your grandmother
Shakira	Your friend's mom
Your partner	A waiter at a restaurant
Your neighbor	A lawyer
A local librarian	Your doctor
A university professor	Your best friend
A religious figure	Your friend's cat
A famous TikTok influencer	An acquaintance



Los pronombres personales, parte 1

INSTRUCTIONS:

Fill in the chart below with the personal pronouns. Then, fill out the second chart with your name and info. *¡Usa Spanglish para esta parte si lo necesitas!*



Los pronombres personales en español	
Yo → I	Nosotros/Nosotras → we
Tú → you (informal)	Vosotros/Vosotras → you all (Spain)
Él → he Ella → she Usted (Ud.) → you (formal)	Ellos → they (general) Ellas → they (female) Ustedes (Uds.) → you all (Latin America)



Mi nombre y mi apodo
Mi nombre es _____.
Mi nombre significa (<i>means</i>) _____.
Sí/No tengo un apodo (nickname). Es _____ porque (<i>because</i>) _____.
Sí/No me gusta (<i>I like/don't like</i>) mi nombre porque _____.



Vocabulary Reference - Lesson 2

Core Vocabulary					
cómo	—	how	estás	—	(you) are Informal
él	—	he	hoy	—	today
ella	—	she	tú	—	you Informal
está	—	(you) are Formal	usted	—	you Formal
estar	—	to be			
Supplemental Vocabulary					
Additional words encountered in the chapter activities					
bien	—	fine	no muy bien	—	not very well
más o menos	—	so-so			
My Vocabulary					




Lesson 3

100 - 140 MINUTES OF INSTRUCTION | [SLIDES](#)



Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> Express how you are doing Express how someone else is doing Learn conjugations of <i>estar</i>: <i>estoy</i> Be introduced to grammatical gender and adjective agreement 	<ul style="list-style-type: none"> Estoy bien. yo Gracias. y también De nada. Está cansado. Está cansada.
Standards Addressed	
<ul style="list-style-type: none"> 1.1 - Interpersonal Communication 1.2 - Interpretive Communication 1.3 - Presentational Communication 2.1 - Relating Cultural Practices to Perspectives 2.2 - Relating Cultural Products to Perspectives 3.1 - Making Connections 3.2 - Acquiring Information and Diverse Perspectives 4.1 - Language Comparisons 4.2 - Cultural Comparisons 	

Materials
<ul style="list-style-type: none"> ◆ Scissors (one per student) ◆ A Spanish or Spanish-English dictionary (optional), or materials to access a digital Spanish or Spanish-English dictionary (one per student)

Activity Title & Info	Activity Instructions
Opener	Students discuss in pairs whether the people on the slide should be addressed with <i>tú</i> or <i>usted</i> .
Digital Lesson 3  15 - 20 Mins	Students complete Lesson 3 in the Mango platform. When finished, they complete one session of daily review if time allows.

<p>¿Cómo están? Vocabulary Activity</p> <p>15 - 20 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand, Apply WRSLL 1.2</i></p>	<p>Teach the supplemental vocabulary about emotions and introduce the concept of gender agreement. For each slide with a question, students discuss their answers with a partner before you call on someone to share their answer with the class.</p> <p>Then, students complete the ¿Cómo están? worksheet to practice the newly-learned vocabulary.</p> <p>NOTE: Vocabulary Practice activities bring in “Supplemental” Vocabulary to expand on the Core Vocabulary found in the Mango lessons. Students are expected to learn the Core Vocabulary and can be assessed on it, whereas the Supplemental Vocabulary is intended to provide further breadth of content and cultural awareness but is optional. Supplemental vocabulary is listed in the Vocabulary Reference page for each lesson.</p>
<p>Gender and Number Grammar Activity</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Apply, Analyze WRSLL 4.1</i></p>	<p>Students complete the Gender and Number with Adjectives worksheet to practice the new supplemental vocabulary along with adjective agreement.</p> <div data-bbox="734 787 943 835" data-label="Image"> </div>
<p>Sentence Builder Grammar Activity</p> <p>15 - 20 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i></p>	<p>MATERIALS:</p> <ul style="list-style-type: none"> Scissors to cut out cards <p>Give students the Sentence Builder document, and have them cut out the individual pieces. Students move their manipulatives around to form the correct translation of the sentences displayed by the teacher in Spanish. Once students have it, call on a student to give you their answer. Then, display the correct answer on the screen.</p> <p>MODIFICATION: If you need to fill more time, have students create sentences in English for their partners and have them check each other's answers.</p> <p>TIP: Call on someone who has it correct. It will help build their confidence, especially this early on in the game.</p>



<p>Memory Game Vocabulary Activity</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i></p>	<p>MATERIALS:</p> <ul style="list-style-type: none"> Scissors to cut out cards <p>Give each group of 2-3 students a copy of the Memory Game document and have them cut out the cards.</p> <p>Students play a Memory-style game with the new vocabulary in their groups. They place all cards image/text-down on a table and take turns flipping cards over two at a time.</p> <p>If the cards match, they remove the pair from the table. If not, they flip the cards back and the next person takes a turn. The winner is the one with the most pairs at the end of the game.</p>
<p>Real Academia Española Cultural Activity</p> <p>15 - 20 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Evaluate</i> WRSLL 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 <i>Interdisciplinary Connection: Language Arts</i></p>	<p>MATERIALS:</p> <ul style="list-style-type: none"> A Spanish or Spanish-English dictionary (optional), or materials to access a digital Spanish or Spanish-English dictionary. <p>Pass around hard copies of a Spanish dictionary, or a Spanish-English dictionary. If no hard copies are available, direct them to explore an online dictionary like the one maintained by the Real Academia Española or WordReference.com. Students answer discussion questions in part 1 of the Real Academia Española worksheet.</p> <p>Then, introduce the <i>Real Academia Española</i> using the information in the slides. Students answer the discussion questions in part 2 of the worksheet. When they are finished, lead the class in a discussion around the role of the RAE and language change.</p> <p>LINKS:</p> <ul style="list-style-type: none"> Diccionario de la lengua española WordReference.com
<p>Greetings Dialogue Writing</p> <p>10 - 20 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Apply</i> WRSLL 1.1, 1.3</p> <p> Formative Assessment</p>	<p>Students complete the Greetings writing activity. Students may use support documents like their Conversation Annotation sheet and/or the Vocabulary Reference if needed.</p> <hr/> <p> Speaking Assessment - Following the activity, students partner up and find a quiet place to record a conversation. They memorize their dialogues and submit recorded performances of them in the class LMS.</p>
<p>Closer</p>	<p>On the board, write three columns (greetings, words to describe ourselves, goodbyes) and ask students to help you generate different words that go in each category based on what they've learned.</p>





Grammar Toolkit - Adjective Agreement

Review the toolkit to refresh your grammar knowledge and find examples and tips to help students understand tricky grammar concepts. You can use the content in your lessons as supplementary materials, or individually assign articles and activities to students who want to know more.

ARTICLE: [How do Spanish adjectives agree with nouns?](#)

ACTIVITIES: [Adjective agreement](#)



¿Cómo están?

INSTRUCTIONS:  DOK LEVEL 1

For the following scenarios, draw a face or an image that represents how each person is feeling.

Escenario 1		Escenario 2	
<p>Elena: Hola Juan. ¿Qué hay de nuevo?</p> <p>Juan: Buenas. Estoy contento, ¿y tú?</p> <p>Elena: Estoy cansada.</p> <p>Juan: Ah, lástima*. ¡Buenas noches!</p>	<p>Drawing of Elena</p> <p>(tired face)</p>	<p>Esteban: Buen día, Manu. ¿Qué tal?</p> <p>Manu: Bueno, estoy estresado. ¿Y tú?</p> <p>Esteban: Nada. Yo estoy bien, pero también estoy un poco estresado.</p> <p>Manu: ¡Hasta luego!</p>	<p>Drawing of Esteban</p> <p>(face that is a little stressed)</p>
	<p>Drawing of Juan</p> <p>(happy face)</p>		<p>Drawing of Manu</p> <p>(face that is stressed out)</p>

*lástima = (That's a) shame


Now, answer the question below using the new vocabulary.

¿Cómo estás? _____



Gender and Number

INSTRUCTIONS:

Read the grammar note, then complete the sentences using the appropriate adjective in its correct form. Finally, answer the language comparison questions.  DOK LEVEL 1

Grammar Note

All nouns in Spanish have a gender (feminine/masculine) and a number (singular/plural). Adjectives always agree with nouns they describe in both gender and number.

Typically, adjective endings change in the following ways:

- **Feminine singular** adjectives end in *-a*.
- **Masculine singular** adjectives end in *-o*.
- **Feminine plural** adjectives end in *-as*.
- **Masculine plural** adjectives end in *-os*.

For example, Adriana from our dialogue is one person and female. Because of this, when we describe her or when she describes herself, any adjectives we might use will be feminine and singular (*contenta, aburrida, relajada*).

Now, if we were talking about Adriana and her sister Magdalena, our gender remains feminine, but we're now referring to more than one person. Therefore, any adjectives we might use to describe them will be feminine and plural (*contentas, aburridas, relajadas*).

NOTE: Some adjectives end in *-e*. *Inteligente* is an example of this. In this case, both male and female individuals would be described as *inteligente*, and a group of intelligent people would be described as *inteligentes*.

 **¡Ojo! Careful!** For the questions below, notice that “they are” in Spanish is translated to *están*.

1. Jorge y Noemí están (   ) ocupados.
2. Carmen está () enojada.
3. José y Joel están ( ) relajados.
4. Gabriel está () estresado.
5. Fernando y Susana están () contentos.
6. Emilia y Laura están () aburridas.

Language Comparison Questions: DOK LEVEL 3

1. What is one similarity between Spanish and English adjectives?
2. What is one major difference between Spanish and English adjectives?



Sentence Builder

INSTRUCTIONS:

Cut out the word and word-parts below. Rearrange the parts to create the translation of the sentence displayed by your teacher.

yo	están
tú	content-
usted	estresad-
él	preocupad-
ella	relajad-
ellos	nervios-



ellas	-o
estoy	-a
estás	-os
está	-a



Memory Game

INSTRUCTIONS:

Cut out cards below. Mix them up and arrange them face-down on the table. Take turns with your partner or group members flipping up two cards at a time. If you find a matching emoji + Spanish word pair, collect it. The group member with the most pairs wins.





DOK LEVEL 1

bien	
no muy bien	
más o menos	
cansado/a	



aburrido/a	
contento/a	
enojado/a	
estresado/a	
nervioso/a	



<p>ocupado/a</p>	
<p>preocupado/a</p>	
<p>relajado/a</p>	



Real Academia Española

INSTRUCTIONS, PART 1: DOK LEVEL 2

Take some time to explore a Spanish or Spanish-English dictionary with a partner and answer the questions below. You may answer in English.

1. Look up an adjective in the dictionary. What do you notice about the entry? How is it different from an entry for an adjective in an English dictionary?
2. Look up a verb in the dictionary. What do you notice about the entry? How is it different from an entry for a verb in an English dictionary?
3. Look up some other types of words in the dictionary. Are there any other differences between the Spanish and English content, or between Spanish and English dictionaries that you notice?

INSTRUCTIONS, PART 2: DOK LEVEL 3

The *Real Academia Española* (the “Royal Spanish Academy,” or *RAE*) is a Spanish organization founded in 1713. Its mission is to help guide the use of the Spanish language, which it does by publishing official dictionaries, grammar books, and other academic texts.

At the end of every year the *RAE* makes thousands of changes to their official Spanish dictionary. Some of the most interesting changes are the new words that are added. Take a look at some of the words that the *RAE* added to the dictionary between 2021 and 2024:



2021	2022	2023	2024
<ul style="list-style-type: none"> • <i>Coronaboda</i>: (noun) A wedding that took place during the COVID-19 pandemic • <i>Chueador</i>: (noun) A soccer player's cleat in Chile • <i>Webinarios</i>: (noun) Webinars 	<ul style="list-style-type: none"> • <i>Videojugador</i>: (noun) A person who plays video games • <i>Gusa</i>: (noun-slang) Hunger • <i>Edadismo</i>: (noun) Ageism, discrimination based on age 	<ul style="list-style-type: none"> • <i>Pixelar</i>: (verb) To pixelate an image • <i>Descarbonizar</i>: (verb) To reduce carbon emissions to help the environment • <i>Tóxico</i>: (adj.) Toxic, something that has a bad impact on someone 	<ul style="list-style-type: none"> • <i>Espóiler</i>: (noun) A spoiler, something that reveals the ending of a movie, book, etc. • <i>Voto de castigo</i>: (noun) A protest vote • <i>Rapear</i>: (verb) To rap

Now answer the following questions with a partner:

1. Look at the words in the chart. What do you notice about the words that were added? What social or cultural changes seem to influence the kinds of words that were added?
2. Based on these changes, what can you infer about how languages evolve over time?
3. There is no English language equivalent to the *RAE*. What is one benefit and one downside of having an organization like the *RAE*? Do you think English would benefit from this? Why or why not?



Greetings

INSTRUCTIONS:

Write a short dialogue between two strangers who greet one another and ask one another how they are.



Student Name: _____ Date: _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : Hasta luego.

_____ : Adiós.



Vocabulary Reference - Lesson 3

Core Vocabulary					
bien	—	fine	gracias	—	thank you
cansado	—	tired	también	—	too
de nada	—	you're welcome	y	—	and
estoy	—	(I) am	yo	—	I
Supplemental Vocabulary					
aburrido/a	—	bored	preocupado/a	—	worried
cansado/a	—	tired	nervioso/a	—	nervous
contento/a	—	happy	ocupado/a	—	busy
enojado/a	—	angry	relajado/a	—	relaxed
estresado/a	—	stressed			
My Vocabulary					
	—			—	
	—			—	
	—			—	
	—			—	



Lesson 4

70 - 100 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> • Make a simple statement about the weather • Continue practicing gender agreement 	<ul style="list-style-type: none"> • ¡Qué día tan frío! • tarde • lluvioso • La mañana está calurosa. • noche • húmedo
Standards Addressed	
<ul style="list-style-type: none"> • 1.1 - Interpersonal Communication • 1.2 - Interpretive Communication • 1.3 - Presentational Communication • 3.1 - Making Connections • 3.2 - Acquiring Information and Diverse Perspectives • 4.2 - Cultural Comparisons • 5.1 - School and Global Communities 	

Materials
<p>◆ Colored pencils, markers, or highlighters</p>

Activity Title & Info	Activity Instructions
<p>Opener</p> <p>WRSLL 1.1</p>	<p>In pairs, students greet each other and ask each other how they are doing. Then, ask students at random <i>¿Cómo estás?</i> and <i>¿Cómo está tu compañero/a?</i></p> <p>MODIFICATION: Students may use support documents like their Conversation Annotation sheet and/or the Vocabulary Reference for extra help.</p>
<p>Digital Lesson 4 📶</p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 4 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>

<p>Conversation Annotation, Part 1</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Remember</i> <i>WRSLL 1.2</i></p>	<p>MATERIALS:</p> <ul style="list-style-type: none"> Colored pencils, markers, or highlighters Writing utensil <p>Play or read the chapter conversation for the students while they annotate the text in the Conversation Annotation worksheet.</p> <p>If students need instruction on annotation strategies, show this video. Students may use the annotation strategies suggested in the slides, or they can make up their own. Whichever they choose, they should be sure to record their strategies in the key at the top of the worksheet.</p> <p>NOTE: Students revisit this activity as they progress through the chapter, so be sure they keep the worksheet for later.</p> <p><small>"How to annotate text while reading" by SchoolHabits, available on YouTube at https://www.youtube.com/watch?v=w5Mz4nwcIWc.</small></p>
<p>Digital Lesson 5 📶</p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 5 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p>El tiempo Interpretive Listening</p> <p>5 - 10 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i> <i>WRSLL 1.2, 3.1, 4.2</i> <i>Interdisciplinary Connections:</i> <i>Science, Social Studies</i></p>	<p>Review the vocabulary terms on the El tiempo worksheet to make sure that students know the words they are listening for.</p> <p>Before projecting your screen for the students, open the links to the videos. Click the "N" in the upper right to remove the transcript for the first listen. Then project your screen and play the recordings linked below for students. Optionally, click the "S" to restore the Spanish transcript on each video for the second or third listening.</p> <p>Students circle which vocabulary words they hear after each recording. Then, students complete the questions.</p> <p>LINKS:</p> <ul style="list-style-type: none"> Audio #1: Alejandro Audio #2: Consuelo Audio #3: Arturo <p><small>Spanish Proficiency Exercises, COERLL, Liberal Arts ITS, The University of Texas at Austin, http://www.laits.utexas.edu/spe/vid/int26b.html, http://www.laits.utexas.edu/spe/vid/int26c.html, http://www.laits.utexas.edu/spe/vid/int26a.html, Creative Commons BY 3.0.</small></p>
<p>El clima en... Interpretive Reading</p> <p>5 - 10 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i> <i>WRSLL 1.2, 3.1, 3.2</i> <i>Interdisciplinary Connections:</i> <i>Science, Social Studies</i></p>	<p>Remind students that Latin American countries use celsius rather than fahrenheit and that they should keep this in mind when completing this activity. Students complete the worksheet El clima en... using the linked website. They should use vocabulary that they have learned, but also use context clues, cognates, and pictures to help guide their comprehension.</p> <p>MODIFICATION: Complete this assignment as a class or in small groups.</p> <p>LINK:</p> <ul style="list-style-type: none"> https://www.clima.com/



<p>Los pronombres personales, parte 2</p> <p>Grammar Activity</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Understand</i></p>	<p>Share the worksheet Los pronombres personales, parte 2 and have students fill out the pronoun chart again. Encourage them to fill out as much as they can from memory, then display the full chart from the slide as an aid. Then, students finish the second part of the worksheet.</p>
<p>Closer</p> <p>WRSLL 1.3</p>	<p>Students describe the weather in their community for that day with a partner. Each partner should speak for 15 seconds. Students may use their Lesson 4 Vocabulary Reference page for help and additional expressions.</p> <p>MODIFICATION: Have students write down their responses using the Exit Ticket Template (requires prep to print and cut out).</p>
<p>Homework Challenge</p> <p><i>Bloom's: Understand</i> WRSLL 1.2, 5.1</p>	<p>Students watch the weather forecast on Telemundo or Univision. Video of these forecasts can also be found on the channel's website (below). Reassure students that they are not expected to understand everything in the video, only to find and watch the forecast.</p> <p>Students optionally share their findings at the beginning of the next class.</p> <p>LINKS:</p> <ul style="list-style-type: none"> • telemundo.com/clima • univision.com/temas/tiempo



Conversation Annotation

INSTRUCTIONS:

Listen to the chapter conversation. Add annotations using color, underlining, symbols, or side notes that you can refer back to as you study the chapter. You may use the annotations from the slide or create your own, just be sure to document your notation strategies in the Annotation Key for later reference.

Annotation Key

Adriana: ¡Hola! ¿Cómo está usted?

Jaime: ¡Buenos días! Estoy bien, gracias. ¿Y usted?

Adriana: Estoy bien también. Gracias.

Jaime: ¡Qué día tan frío!

Jaime: Bueno, que tenga un buen día.

Adriana: Igualmente. Adiós.



El tiempo

INSTRUCTIONS:



Listen to the three people talk about the weather in their countries. Circle any of the vocabulary words that you hear. **¡Ojo! Careful!** Some of the words may be in a different form when you hear them (*frío* v. *frías*).

Audio #1: Alejandro Monterrey, México	Audio #2: Consuelo Lima, Perú	Audio #3: Arturo D.F., México
frío	frío	frío
lluvioso (lluvia)	lluvioso (lluvia)	lluvioso (lluvia)
caluroso (calor)	caluroso (calor)	caluroso (calor)
húmedo	húmedo	húmedo
nublado	nublado	nublado
seco	seco	seco
soleado (sol)	soleado (sol)	soleado (sol)
ventoso	ventoso	ventoso

Based on what you heard, how does the weather differ between Peru and Mexico?

Both countries have very variable weather across different geographic regions. Both Mexican
speakers mention the hot weather and the lack of distinct seasons in certain regions. The Peruvian
speaker mentions the humidity of the coastal and jungle regions, but doesn't mention hot weather.

How do the weather patterns in Mexico and Peru compare to where you live? Circle any of the vocabulary words that apply. **DOK LEVEL 1**


frío	lluvioso (lluvia)	caluroso (calor)
húmedo	nublado	seco
soleado (sol)	ventoso	

Did making a note of words you understand help you to understand the main idea of the video? How could this strategy be useful for you as you continue to learn Spanish? **METACOGNITION**



El clima en...

INSTRUCTIONS:

Go to the site listed below and choose three cities, each in a different Spanish-speaking country. Then, complete the following chart by describing the weather for each listed time period. Be sure to record the temperature as well.  **¡Ojo! Careful!** - *Mañana* means both “morning” and “tomorrow” in Spanish!

LINK: Clima.com



Hoy en _____		
Mañana	Tarde	Noche
Mañana en _____		
Mañana	Tarde	Noche

Hoy en _____		
Mañana	Tarde	Noche
Mañana en _____		
Mañana	Tarde	Noche

Hoy en _____		
Mañana	Tarde	Noche
Mañana en _____		
Mañana	Tarde	Noche



Discussion Questions:




1. Which city has weather that is most similar to yours currently? How about the most different?

2. Can you think of some reasons why the weather patterns in these cities and where you live are similar or different? For example, where are they located? What is the surrounding environment like?

3. How does the climate in your area impact your life?




Los pronombres personales, parte 2

INSTRUCTIONS: Let's see what you remember! Fill in the chart below with the personal pronouns.  DOK LEVEL 1

Los pronombres personales en español	
Yo → I	Nosotros/Nosotras → we
Tú → you (informal)	Vosotros/Vosotras → you all (Spain)
Él → he Ella → she Usted (Ud.) → you (formal)	Ellos → they (general) Ellas → they (female) Ustedes (Uds.) → you all (Latin America)

¡Practicamos!

Which pronoun would you use (en español) if you were talking **TO** the following people?  DOK LEVEL 2

- A friend → tú
- Your boss at work → usted
- Three classmates → ustedes (or vosotros)
- Your sibling or cousin → tú
- Various members of your family → ustedes (or vosotros)
- Two 80 year old strangers → ustedes
- The President of the United States → usted

Which pronoun would you use (en español) if you were talking **ABOUT** the following people?  DOK LEVEL 2

- A male friend → él
- Two classmates of different genders → ellos
- Your two sisters → ellas
- Various members of your family → ellos
- Your boss who is female → ella
- Three teachers who are male → ellos
- A famous actress → ella
- A used car salesman → él

Vocabulary Reference - Lesson 4

Core Vocabulary					
caluroso	—	hot	mañana	—	morning
día	—	day	noche	—	night
frío	—	cold	qué	—	what
húmedo	—	humid	tan	—	so
lluvioso	—	rainy	tarde	—	afternoon
Supplemental Vocabulary					
Hace frío.	—	It is chilly.	Está seco.	—	It is dry.
Hace mucho frío.	—	It is freezing.	Está soleado.	—	It is sunny.
Está nublado.	—	It is cloudy.	Está ventoso.	—	It is windy.
My Vocabulary					
	—			—	
	—			—	
	—			—	
	—			—	








Lesson 5

85 - 120 MINUTES OF INSTRUCTION | [SLIDES](#)





Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> Say goodbye Wish someone a good day Learn some set phrases with the words <i>que</i> + verb Learn how to talk about days of the week 	<ul style="list-style-type: none"> Que tenga (un) buen día. bueno tener lunes Igualmente. ver Nos vemos. el martes Hasta luego / mañana / pronto. Adiós.
Standards Addressed	
<ul style="list-style-type: none"> 1.1 - Interpersonal Communication 1.2 - Interpretive Communication 1.3 - Presentational Communication 	

Prep	Materials
<p>◆ Opener: In each corner of your room hang a sign with one of the following phrases: <i>un día lluvioso, un día caluroso, un día ventoso, un día frío.</i></p>	<p>◆ <i>Colored pencils, markers, or highlighters</i></p>

Activity Title & Info	Activity Instructions
Opener	<p>OPTIONAL: Check on the Homework Challenge from the previous lesson before starting the opener.</p> <p>PREP: In each corner of your room hang a sign with one of the following phrases: <i>un día lluvioso, un día caluroso, un día ventoso, un día frío.</i></p> <p>Go over instructions on how to complete the four corners activity. Then display the first prompt. Assign each quadrant of the chart to a corner of the room, and tell students to go to the corner that corresponds with the weather they associate with the object or activity. Students might have more than one option - that's okay! Discuss differing opinions as a class.</p>

<p>Weather Forecast Vocabulary Activity</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Remember</i> WRSLL 1.3</p> <p> Formative Assessment</p>	<p>Students complete the Weather Forecast worksheet using the weather vocabulary from the Lesson 4 Vocabulary Reference sheet.</p> <hr/> <p> Writing Assessment - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p>Digital Lesson 6 </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 6 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p>Conversation Annotation, Part 2</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Remember</i> WRSLL 1.2</p>	<p>MATERIALS:</p> <ul style="list-style-type: none"> • Colored pencils, markers, or highlighters • Writing utensil <p>Play or read the chapter conversation for the students while they annotate the text in the same worksheet as the previous annotation activity.</p>
<p>Digital Lesson 7 </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 7 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p>Calendar Talk Vocabulary Activity</p> <p>5 - 10 Mins</p> <p><i>Bloom's: Understand</i> WRSLL 1.2</p>	<p>Introduce the days of the week using Calendar Talk. To do this, draw or project a weekly calendar, and ask simple questions that allow students to be introduced to the days of the week.</p> <p>Here are some examples of questions you can ask while pointing to the different elements of the calendar and using LOTS of gestures:</p> <ul style="list-style-type: none"> - <i>Clase, ¿hoy es lunes? ¿Sí o no?</i> - <i>Clase, ¿hoy es martes? ¿Sí o no?</i> - <i>Entonces, si hoy es martes, ¿qué día es mañana?</i> <p>For more information about Calendar Talk, see the Teacher Tip below.</p> <p> TEACHER TIP</p>



<p>Alejandro y Juanita Interpretive Reading</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Apply</i> WRSLL 1.2</p> <p> Formative Assessment</p>	<p>Students read the dialogue in the Alejandro y Juanita worksheet and fill in the missing words. Then, they answer the reading comprehension question.</p> <hr/> <p> Reading Assessment - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p>Conversación Interpersonal Speaking</p> <p>10 - 15 Mins</p> <p><i>Bloom's: Remember, Understand</i> WRSLL 1.1, 1.2</p> <p> Formative Assessment</p>	<p>Students practice the first conversation with their partners, then switch roles and practice it again.</p> <p>For the second conversation, tell students what the weather is like. Students then complete the conversation appropriately in their pairs.</p> <hr/> <p> Speaking Assessment - Following the activity, students partner up and find a quiet place to record a conversation. They repeat the activity according to today's weather and record their conversation for submission.</p>
<p>Closer: Timed Production Exercise</p> <p>Worksheet</p> <p>WRSLL 1.3</p>	<p>Students write continuously for 5 minutes or record themselves speaking continuously for 30 seconds. Assign writing or speaking based on the needs of the class. If writing, use the Timed Production Activity template.</p> <p>Tell students that this is a low-stakes exercise in which they will not be assessed on grammar or spelling. Their goal should be to produce as much Spanish as possible in the time allowed.</p> <p>NOTE: Novice students can focus on simply producing a sequence of unconnected words and phrases, but as students reach higher levels, they should be encouraged to produce full, connected sentences. Optionally, you may collect the writing/recording and add it to a student portfolio. This can be used to track student progress.</p>





Teacher Tip - Calendar Talk

WHAT IS IT?

Having a conversation with students about everyday topics: the date, weather, and current events.

WHY SHOULD I IMPLEMENT IT?

Calendar Talk is a great way to introduce new concepts using Comprehensible Input and repetition on a daily basis. It can also be a great time to introduce culture through talking about the weather during calendar talk.

HOW CAN I IMPLEMENT IT?

Watch the Calendar Talk video linked in the Resources to see an example of a teacher using calendar talk in class. You can additionally watch the Calendar Talk UPGRADE with Spanish Culture video, also linked, to see how another teacher incorporates culture in her calendar talk every day.


RESOURCES:












- ["Calendar Talk." by Annemarie Chase on YouTube](#)
- [How to Use Calendar Talk to Provide Comprehensible Input? - Growing with Proficiency](#)
- [Calendar Talk UPGRADE with Spanish culture. by Spanish with Stephanie on YouTube](#)



Weather Forecast

INSTRUCTIONS:

Using the weather vocabulary found in the Lesson 4 list on the [Vocabulary Reference page](#), write a phrase or two in Spanish to go along with each day's weather forecast.  DOK LEVEL 1

Day of the Week	Weather Forecast	Sentence describing the Weather
lunes (Monday)		<i>Example:</i> Hace calor.
martes (Tuesday)		Está lluvioso/lloviendo.
miércoles (Wednesday)	 	Está seco y hace calor.
jueves (Thursday)	 	Está ventoso.
viernes (Friday)	 	Está soleado y hace frío.
sábado (Saturday)		Está nublado.
domingo (Sunday)	 	Hace mucho frío.

Alejandro y Juanita

INSTRUCTIONS:

Fill in the blanks with words from the word bank.



DOK LEVEL 1



¡Ojo! Careful! - Careful! Even though *día* ends in -a, it's a masculine word!

cansado	gracias	días	nublado	estresada	buen
---------	---------	------	---------	-----------	------

Alejandro: Buenos días, Juanita. ¿Cómo está?

Juanita: Hola, Alejandro. Estoy muy estresada con muchas cosas. ¿Y usted? ¿Cómo está?

Alejandro: Bueno, estoy un poco cansado. Está lluvioso y es lunes, así que más o menos.

Juanita: Sí, el lunes es un día difícil, y más cuando está nublado. ¿Y cómo está Claudia?

Alejandro: Está bien, gracias. Está ocupada pero bien.

Juanita: ¡Qué bien! Bueno, nos vemos mañana. ¡Que tenga un buen día!

Alejandro: ¡Gracias, Juanita! ¡Igualmente!

Answer the following questions in English:



DOK LEVEL 2

1. What day of the week is it?

It is Monday (lunes).

2. How are Alejandro and Juanita feeling in this conversation?

Alejandro is a little tired (un poco cansado) and Juanita is very stressed (muy estresada).

3. Based on what you read, who do you think Claudia is?

Claudia is most likely Alejandro's wife or another member of his family.

4. What's the weather like on the day of their conversation?

It's cloudy (está nublado) on the day of their conversation.

5. Based on the conversation, do Alejandro and Juanita have a formal or informal relationship?
Provide evidence from the dialogue to support your answer.

They have a formal relationship because both speakers use usted (you, formal) to address one another.



INSTRUCTIONS:

 DOK LEVEL 3This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Vocabulary Reference - Lesson 5

Core Vocabulary					
adiós	—	goodbye	nos vemos	—	see you
bueno	—	good	pronto	—	soon
el martes	—	on Tuesday	que	—	that
hasta	—	until	tener	—	to have
igualmente	—	likewise	tenga	—	(you) have [subjunctive] Formal
luego	—	later / then	un día	—	a day
lunes	—	Monday	ver	—	to see
mañana	—	tomorrow			
Supplemental Vocabulary					
lunes	—	Monday	viernes	—	Friday
martes	—	Tuesday	sábado	—	Saturday
miércoles	—	Wednesday	domingo	—	Sunday
jueves	—	Thursday			
My Vocabulary					
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Cumulative Activities

4 - 5 HOURS OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Standards Addressed
<ul style="list-style-type: none"> Talk about days, months, seasons, and weather in an assigned Spanish-speaking country Reflect on how well their group followed the decided-upon norms and their ability to attain team goals and improve proficiency. Greet people, make small talk, say goodbye 	<ul style="list-style-type: none"> 1.2 - Interpretive Communication 1.3 - Presentational Communication 2.1 - Relating Cultural Practices to Perspectives 3.1 - Making Connections 5.1 - School and Global Communities 5.2 - Lifelong Learning

Materials
<p>◆ Access to electronic devices for research and multimedia presentation software</p>

Activity Title & Info	Activity Instructions
<p>Cumulative Listening Activity 📶</p> <p>10 - 15 Mins</p> <p>Bloom's: Apply WRSLL 1.2</p>	<p>Students complete the Listening Activity in the Mango learning platform. Afterwards, review the questions and answers with students.</p>
<p>Cumulative Reading Activity 📶</p> <p>10 - 15 Mins</p> <p>Bloom's: Apply WRSLL 1.2</p>	<p>Students complete the Reading Activity in the Mango learning platform. Afterwards, review the questions and answers with students.</p>



<p>Fórum hispanohablante: El clima</p> <p>150 Mins</p> <p>Worksheet - Cooperative Worksheet - Fórum</p> <p><i>Bloom's: Analyze</i> <i>WRSLL 1.3, 2.1, 3.1, 5.1</i> <i>Interdisciplinary Connections: Science, Social Studies</i></p>	<p>NOTE: This is the first part of the <i>Fórum hispanohablante</i>, a five-part project that culminates with a large, presentational speaking display. At the end of every chapter in this semester, students will research a specific aspect of a Spanish-speaking country and add it to a presentation. These presentations will ultimately be shared at the <i>Fórum hispanohablante</i> at the end of the semester.</p> <p>Learning Objective: Talk about days, months, seasons, and weather in an assigned Spanish-speaking country.</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> Access to electronic devices for research and multimedia presentation software <p>To set-up the activity:</p> <ol style="list-style-type: none"> Assign students to cooperative learning groups of 5. Using the Cooperative Groups: Roles & Norms worksheet, have them choose roles to adopt for the semester. Following the instructions in the sheet, each team should then establish norms. After norms have been established, the groups then sign up for a Spanish-speaking country <u>other than Spain or Mexico</u> that they would like to explore for the semester. <p>Now that groups have been established and countries have been chosen, students may begin their research. Groups follow the instructions on the Fórum hispanohablante: El clima worksheet to research the climate of their country. They then compare the climate of their country to the US using a VENN diagram. They use that information to create the portion of their Fórum presentation focused on the seasons and the weather in that country. The presentation should be in Spanish as much as possible based on student ability.</p> <p>If time allows, groups should pair off, practice their presentations, and give each other feedback.</p>
<p>Reflexión: Mi equipo y yo</p> <p>20 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Evaluate</i> <i>WRSLL 5.2</i></p>	<p>Learning Objective: Reflect on how well their group followed the decided-upon norms and their ability to attain team goals and improve proficiency.</p> <p>Students fill out Reflexión: Mi equipo y yo to complete group and self evaluations, reflecting on how well their group upheld norms, and their individual ability to deal with challenges and maintain good working relationships. They then share their feedback with their group.</p>



<p>Soy yo Project, parte 1</p> <p>30 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Apply</i> <i>WRSLL 1.2, 1.3, 5.1, 5.2</i></p>	<p>Learning Objective: Greet people, make small talk, say goodbye.</p> <p>Remind students that during the Soy yo portion of the Fórum, they are expected to be able to introduce themselves to others and share personal information in Spanish. Students fill out the Soy yo Project, parte 1 worksheet to review vocabulary and grammar around making small talk.</p> <p>Students pair up with a partner to practice greetings and asking people how they are. Encourage students to practice the conversation several times, relying less on the worksheet for support with each round of practice. Students then share feedback with each other on their progress.</p>
<p>Vocabulary Quiz</p> <p>15 Mins</p> <p>Worksheet</p> <p><i>Bloom's: Apply</i></p>	<p>Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p>Cumulative Chapter Quiz 📶</p> <p>15 - 20 Mins</p> <p><i>Bloom's: Apply</i> <i>WRSLL 1.2</i></p>	<p>Students take the Post Chapter Quiz in the Mango learning platform. If a student scores lower than an 80%, it is suggested that they complete the Recap Activity before retrying the post quiz.</p>
<p>Chapter Closure: KWL</p> <p>10 - 15 Mins</p> <p>Worksheet</p> <p><i>WRSLL 5.2</i></p>	<p>To close the chapter, students go back to their original Personal Learning Goals worksheet and KWL chart from Lesson 1. They should complete the L section (what I learned) of the KWL chart and discuss the questions that follow with a partner.</p>



Cooperative Groups: Roles & Norms

INSTRUCTIONS:

Read the descriptions of the 5 group roles and do the three activities. Discuss what role each person in the group is going to play for the semester. Next, discuss and establish norms for group meetings and have everyone in the group agree and sign next to their roles.

Activity 1: Role Assignment

Together with your team:

1. On a piece of paper, draw a circle split into five segments with one of the Team Roles (leader, challenger, doer, thinker, supporter) written in each segment.
2. Ask each team member to enter their name in the segment or segments that correspond to the role(s) in which they feel competent.
3. Once team members' names have been entered, look at the circle and discuss the role descriptions together. Where are your team's strengths and potential weaknesses?
4. Change roles if necessary and then, once everyone is in agreement, write the names next to the agreed roles in this worksheet.

Group Member Names and Roles:

_____ *Leader:* makes sure team has clear objectives and members are engaged

_____ *Challenger:* questions effectiveness and drives for results

_____ *Thinker:* produces ideas and thinks through those proposed by others

_____ *Doer:* encourages progress and takes on practical jobs

_____ *Supporter:* promotes harmony by helping everyone remember norms and suggests alternate ways to solve challenges



Activity 2: Norms

Discussion Questions:

- How will your group communicate? For example, how will you choose whose turn it is to speak next? How will you make sure that everyone is heard?
- If someone disagrees with the group, what is an acceptable way that they can express that disagreement?
- What are some behaviors your group will seek to avoid in order to be more productive?
- What are some steps for respectfully dealing with conflict in your group?
- When you get feedback from the teacher or from another group, how will you incorporate that feedback?

Activity 3: Contract


As a team, reflect on your answers and decide on what you consider to be acceptable behavior for teamwork. Describe your group expectations of teamwork, incorporating answers from the questions above, in **POSITIVE TERMS ONLY** on a piece of paper and have everyone sign and date it. Congratulations! These are your team norms that you will revisit at the beginning of each meeting!



Fórum hispanohablante: El clima

INSTRUCTIONS:

What is the climate like in your Spanish-speaking country? Use weather websites, news articles, and other reliable sources of information (like government or academic websites) to answer the questions on this worksheet. You will use the information you gather to create the first part of your *Fórum* presentation. At the end of the semester, you will present this project to others in the community.

Group Member Names and Roles:  DOK LEVEL 2

☐ Leader

☐ Doer

☐ Challenger

☐ Supporter

☐ Thinker

Spanish-Speaking Country Assigned: _____

Seasons: What seasons does your country have? Make a chart below with the name of each season in a different column. In each column write what the weather is normally like, the average temperatures, and the time of year the seasons take place. Write in Spanish as much as possible!



- Are these seasons the same or different from the seasons that you experience? Identify two similarities and two differences between your climate and the climate of your Spanish-Speaking country.
- What major weather events happen in your country? How do these events affect people's lives?
- Are there any unique geographical features of the country that affect its climate?
- Is there anything about the weather that has changed in this country? What are people in this country doing about that?

Now it is time to put this information into your presentation! Be sure to make your presentation visually appealing. For example, you can make a map of your country that is labeled with major cities and geographic features. Or, you can include a chart describing seasonal weather patterns. You are NOT copying your notes from this worksheet. Instead, include pictures and other visuals/media!



Reflexión: Mi equipo y yo

INSTRUCTIONS:

Take out your group contract and review the norms you decided on. Rate your group on a scale of 1 to 5 based on how well you collectively stuck to the norms. Share your answers with your group. Then write one thing your group did well and one thing you could improve upon. Finally, complete the self-reflection questions.

Group Assessment

- On a scale of 1-5 we deserve a _____ because...
- One norm we did a good job of following was:
- One norm we could have followed better was:

Self-Reflection

- What did you learn from this experience?
- What do you think went well?
- What would you have done differently, given the opportunity?
- Do you have any other comments or suggestions about the project?



Soy yo Project, parte 1

INSTRUCTIONS:

During the Soy yo gallery walk, your teacher and classmates will ask you questions about yourself. You'll need to be able to answer! Answer the questions below to review some basic conversation skills in Spanish, and then partner up and practice having a brief introductory conversation! Have the conversation a few different times, and try not to look at this worksheet for help by the last round. After the last round, give your partner feedback on how they did! Remember, feedback is best given in the sandwich method: something they did well, something they can improve upon, and a second thing they did well.



1. What are three different ways that you can greet someone in Spanish?

Some options are: *Hola, buenos días, buenas tardes, buenas noches, buen día, ¿qué hay de nuevo?, ¿qué pasa?, ¿qué tal?...*

2. How would you ask an adult or someone you respect how they are? What about a friend or sibling?

¿Cómo está (usted)?, ¿cómo estás (tú)?

3. If someone asks how you are doing, what are 4 different answers you could give?

Some options are: *Estoy (muy) bien, estoy cansado/a, más o menos, estoy contento/a, estoy aburrido/a, estoy estresado/a...*

4. How can you end a conversation and say goodbye formally?

Adiós. Que tenga un buen día.

Take a moment to practice and then partner up and present yourself using the phrases above.

1. Listen to your partner's feedback on your conversation. What are some suggestions they have to help you be better understood?



Vocabulary Quiz

INSTRUCTIONS:

Use the following word bank to fill in the blanks below. You should use each word once.

cómo
tú
ambulancia
tan
hoy

cansado
de
buenas
fría
luego

cansada
igualmente
mañana
día
también

-
1. Hola, ¿_____ cómo _____ está usted?
 2. Un _____ día _____ caluroso.
 3. _____ Bien _____, gracias.
 4. Ella está _____ cansada _____.
 5. Gracias, _____ igualmente _____.
 6. No estoy bien. Estoy _____ cansado _____.
 7. ¡Qué día _____ tan _____ frío!
 8. _____ Buenas _____ noches.
 9. Nos vemos _____ mañana _____.
 10. La noche está _____ fría _____.
 11. Hasta _____ luego _____.
 12. Estoy bien. ¿Y _____ tú _____?
 13. Estoy bien _____ también _____.
 14. Está caluroso _____ hoy _____.
 15. -- ¡Gracias!
-- _____ De _____ nada.

