



## **UNIT 2 • CHAPTER 5**

SPANISH 2

Teacher Edition

Presented By:



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Unit 2 Chapter 5: Help and Requests		
<b>Essential Question:</b>	How do our cultural <b><i>perspectives</i></b> on health and medicine impact our cultural <b><i>practices</i></b> ?	
<b>Key Culture Points:</b>	<ul style="list-style-type: none"> <li>• Emergency telephone numbers and emergency services</li> <li>• Home remedies used to cure ailments</li> </ul>	
<b>Learning Objectives:</b>	<i>Students can:</i>	
	<ul style="list-style-type: none"> <li>• Ask for and offer help</li> <li>• Describe emergency situations</li> <li>• Talk about how they feel physically</li> <li>• Talk about what they did or where they went</li> <li>• Name some parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Form subordinate clauses using <i>que</i></li> <li>• Form the simple past tense (preterite)</li> <li>• Learn some verbs like <i>gustar</i></li> <li>• Learn how to talk about body parts</li> </ul>
<b>Cumulative Chapter Projects:</b>	<ul style="list-style-type: none"> <li>• <i>El sistema sanitario</i>: Students compare healthcare systems in the U.S. and Cuba and optionally create an infographic sharing their research.</li> <li>• <i>¡Socorro!</i>: Students write and perform a skit depicting an emergency situation.</li> <li>• <i>Children's Book</i>: Students write and illustrate a book about someone having a very bad day.</li> </ul>	
<b>Important Links:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Mango Platform Curriculum Tab</a> (Access semester materials here)</li> <li>• Chapter Slides <ul style="list-style-type: none"> <li>○ <a href="#">Lesson 1 slides</a></li> <li>○ <a href="#">Lesson 2 slides</a></li> <li>○ <a href="#">Lesson 3 slides</a></li> <li>○ <a href="#">Lesson 4 slides</a></li> <li>○ <a href="#">Lesson 5 slides</a></li> <li>○ <a href="#">Lesson 6 slides</a></li> <li>○ <a href="#">Lesson 7 slides</a></li> <li>○ <a href="#">Lesson 8 slides</a></li> <li>○ <a href="#">Cumulative Activity slides</a></li> </ul> </li> </ul>	

Prep
<p>Print as many copies of the <a href="#">Student Materials</a> 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 2 Chapter 5

Lesson Number, Topic, and Content	Corresponding Digital Lesson(s)	Suggested Time
<b>Lesson 1 - What happened?</b> <ul style="list-style-type: none"> <li>Personal Learning Goals</li> <li>Chapter Preview: KWL</li> <li>Vocabulario nuevo - Vocabulary</li> <li>El pretérito: Las formas regulares - Grammar</li> <li>¿Qué hiciste durante el verano? - Speaking</li> </ul>	Chapter 5 Lesson 1 Chapter 5 Lesson 2	105 - 150 minutes
<b>Lesson 2 - I don't feel well.</b> <ul style="list-style-type: none"> <li>¿Cómo se sienten si...? - Vocabulary</li> <li>¿Cómo te sientes? - Grammar</li> <li>El pretérito: Los verbos con cambio de raíz - Grammar</li> <li>¿Qué te pasó ayer? - Writing</li> <li>Visita al médico - Listening</li> <li>La importancia de lavarse las manos - Reading</li> </ul>	Chapter 5 Lesson 3	90 - 135 minutes
<b>Lesson 3 - Incidents in the Past</b> <ul style="list-style-type: none"> <li>Back to Board - Speaking</li> <li>Somos doctores - Listening</li> <li>Conversation Annotation, Part 1</li> <li>Charadas - Vocabulary</li> </ul>	Chapter 5 Lesson 4 Chapter 5 Lesson 5 Chapter 5 Lesson 6	110 - 155 minutes
<b>Lesson 4 - Ailments and Home Remedies</b> <ul style="list-style-type: none"> <li>Infogap - Listening</li> <li>Cómo quitar el dolor de estómago - Listening</li> <li>Los remedios - Culture</li> <li>Sarampión - Reading</li> <li>¿Qué haces cuando...? - Speaking</li> </ul>	Chapter 5 Lesson 7	90 - 130 minutes
<b>Lesson 5 - My head hurts!</b> <ul style="list-style-type: none"> <li>El cuerpo - Vocabulary</li> <li>The Verb Doler - Grammar</li> <li>Anuncios - Listening</li> <li>Mind Maps - Learning Strategy</li> </ul>	Chapter 5 Lesson 8 Chapter 5 Lesson 9 Chapter 5 Lesson 10	105 - 150 minutes
<b>Lesson 6 - Call a doctor!</b> <ul style="list-style-type: none"> <li>¿Cómo mantenerse sano? - Reading</li> <li>Una emergencia - Writing</li> <li>El golpe de calor - Reading</li> <li>Una curandera - Culture</li> </ul>	Chapter 5 Lesson 11 Chapter 5 Lesson 12	90 - 135 minutes
<b>Lesson 7 - Ask for and Offer Help</b> <ul style="list-style-type: none"> <li>El soroche - Listening</li> <li>Preguntas personales - Speaking</li> <li>Un correo electrónico - Writing</li> <li>Peer Evaluation - Grammar</li> <li>Homework Challenge</li> </ul>	Chapter 5 Lesson 13 Chapter 5 Lesson 14	100 - 140 minutes



<b>Lesson 8 - Is there a hospital close by?</b> <ul style="list-style-type: none"> <li>• ¿Gripe o resfriado? - Reading</li> <li>• Conversation Annotation, Part 2</li> <li>• Una tira cómica - Writing</li> <li>• Drawing Vocabulary Challenge - Vocabulary</li> <li>• Closer: Timed Production Exercise</li> </ul>	Chapter 5 Lesson 15	85 - 115 minutes
<b>Cumulative Activities</b> <ul style="list-style-type: none"> <li>• Cumulative Listening Activity</li> <li>• Cumulative Reading Activity</li> <li>• El sistema sanitario</li> <li>• ¡Socorro!</li> <li>• Presentational Writing: Children's Book</li> <li>• Vocabulary Quiz</li> <li>• Cumulative Chapter Quiz</li> <li>• Chapter Closure: KWL</li> </ul>		10 - 13 hours



# Lesson 1

105 - 150 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>• Talk about what you did and where you went</li> <li>• Practice reflexive verbs with <i>caerse</i> and <i>subirse</i></li> <li>• Learn the regular conjugations for the preterite</li> <li>• Learn the irregular preterite forms <i>caí</i> and <i>fui</i></li> </ul>	<ul style="list-style-type: none"> <li>• ¿Qué pasa?</li> <li>• pasar</li> <li>• nada</li> <li>• ¿Qué pasó contigo?</li> <li>• conmigo</li> <li>• caerse</li> <li>• me caí</li> <li>• fui</li> <li>• supermercado</li> <li>• me subí</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>• 1.1 - Interpersonal Communication</li> <li>• 1.2 - Interpretive Communication</li> <li>• 1.3 - Presentational Communication</li> <li>• 5.2 - Lifelong Learning</li> </ul>	




## Prep

- ◆ **Vocabulario nuevo:** Print and cut out several copies of the vocabulary cards ([Vocabulario nuevo](#)). You can also have students cut out the cards if they have scissors.


Activity Title & Info	Activity Instructions
<p><b>Opener</b></p> <p>15 - 20 Mins</p> <p>WRSLL 1.1</p>	<p><b>OPTIONAL:</b> Replace the five example slides with at least 5 personal photos and examples of what you did over the summer.</p> <p>Read the prompts out loud to the class. Emphasize the preterite forms to draw attention to them. Advance through the slides and encourage students to share their answers to the questions at the bottom of each slide. Then, display the language reflection question and talk about the difference between what they learned last year (<i>yo como</i>) and what they just saw on screen (<i>yo comí</i>).</p> <p><b>NOTE:</b> Each <b>Opener</b> and <b>Closer</b> should take 5 minutes unless otherwise noted.</p> <p><b>NOTE:</b> 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>






<p><b>Personal Learning Goals</b></p> <p>5 - 10 Mins</p> <p><a href="#">Worksheet</a></p> <p>WRSLL 5.2</p>	<p>Introduce students to the Learning Objectives of the chapter and have them complete the <b>Objetivos personales de aprendizaje</b> worksheet.</p> <p><b>NOTE:</b> Scaffold this activity by introducing students to different strategies, tools, and resources that can help them meet their goals.</p>
<p><b>Chapter Preview: KWL</b></p> <p>5 - 10 Mins</p> <p><a href="#">Worksheet</a></p> <p>Bloom's: Understand WRSLL 1.2, 5.2</p>	<p>Read the conversation aloud to students or play it from the Mango platform. Display the conversation so students can read it as they listen.</p> <p>Students complete the <b>K</b> and <b>W</b> parts of the <b>KWL chart</b>.</p> <p><b>NOTE:</b> 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><a href="#">Digital Lesson 1</a> </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 1 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p><b>Vocabulario nuevo</b> Vocabulary Activity</p> <p>10 - 15 Mins</p> <p><a href="#">Prep Materials</a></p> <p>Bloom's: Remember</p>	<p><b>PREP:</b> Print and cut out several copies of the vocabulary cards (<b>Vocabulario nuevo</b>). You can also have students cut out the cards.</p> <p>Put students into groups of 2 or 3 and pass out the cards. Tell students to categorize the words in a way that makes sense to them. Then, ask students how they categorized the words and why. Use this time to review the pronunciation of the new words as well.</p> <p>Ask for volunteers to act out some of the conditions described in the cards. Ask the class: ¿Qué pasa?/¿Qué está pasando? The rest of the class has to guess what they are acting out. When finished, students return the cards to you.</p> <p><b>MODIFICATION:</b> Students take turns acting out and guessing the terms in their groups of 3 rather than in front of the whole class.</p> <p><b>NOTE:</b> Save the vocabulary cards for another activity later in the chapter. For more tips on how to ensure that your classroom materials last, see the Teacher Tip below.</p> <div>  <b>TEACHER TIP</b> </div>
<p><a href="#">Digital Lesson 2</a> </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 2 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>



<p><b>El pretérito: Las formas regulares</b> Grammar Activity</p> <p>20 - 25 Mins</p> <p><a href="#">Worksheet</a> - El pretérito <a href="#">Worksheet</a> - Ser / Ir</p> <p><i>Bloom's: Understand</i></p>	<p>Distribute the <b>El pretérito: Las formas regulares</b> worksheet. Students take guided notes following the slides on the regular preterite tense and complete a practice exercise.</p> <p>Distribute the <b>Ser (to be) / Ir (to go)</b> worksheet and display the notes slides. Students take notes on the preterite conjugations for the verbs <i>ir</i> and <i>ser</i> and complete a practice exercise.</p> <p>For more information about the Preterite, see the Grammar Toolkit below.</p> <div data-bbox="581 457 776 499">  GRAMMAR TOOLKIT </div>
<p><b>¿Qué hiciste durante el verano?</b> Interpersonal Speaking</p> <p>15 - 20 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Apply</i> <i>WRSLL 1.1, 1.3</i></p>	<p>Distribute the <b>¿Qué hiciste durante el verano?</b> worksheet.</p> <p><b>Part 1:</b> Students walk around the classroom and ask each other questions about what they did during the summer in Spanish. They write their classmates' names in the boxes. Encourage them to ask follow-up questions.</p> <p><b>Part 2:</b> Students mark 3 activities on the sheet that they did with a star. Then, they use the Yo form of the preterite to write complete sentences for each of the activities that they marked.</p>
<p><b>Closer</b></p> <p>5 - 10 Mins</p> <p><i>WRSLL 1.1</i></p>	<p>Choose a few activities on the <b>¿Qué hiciste durante el verano?</b> worksheet. Call on students individually and ask them for the name of a student who carried out that activity. Model 3rd person conjugation in your questions so students can practice answering in full sentences.</p> <p style="text-align: center;">Teacher: <i>Ana, ¿quién viajó durante el verano?</i> Ana: <i>Jessica viajó durante el verano.</i></p> <p><b>TIP:</b> Use this opportunity to learn students' names and preferences.</p>

<div data-bbox="207 1255 272 1312">  </div> Grammar Toolkit - The Preterite
<p><b>WHAT IS IT?</b> The Grammar Toolkit provides teachers with resources related to the grammar topics covered in the lesson. It includes an article, printable tables, and activities.</p> <p><b>HOW TO USE IT?</b> 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.</p> <p><b>ARTICLE:</b> <a href="#">How to use the preterite tense in Spanish?</a></p> <p><b>TABLES:</b> <a href="#">Preterite conjugation tables</a></p> <p><b>ACTIVITIES:</b> <a href="#">The Spanish preterite</a></p>





### Teacher Tip - Print Materials on Cardstock

#### WHAT IS IT?

Printing materials on cardstock rather than on normal paper.

#### WHY SHOULD I IMPLEMENT IT?

Students often play with materials given to them in class. Using normal computer paper won't last from class to class, and certainly not from year to year.

#### HOW CAN I IMPLEMENT IT?

To avoid having to re-print and cut materials, print your materials on cardstock. *Extra tip:* if you print the same activity out for multiple groups, print each group's copy on a different color cardstock. That way, when a student leaves one element of an activity on the floor, you know which group's materials it goes with.





# Objetivos personales de aprendizaje

## INSTRUCCIONES:

Lee los objetivos del capítulo que aparecen en la siguiente tabla. Pon una marca junto a dos de los objetivos que más te gustaría lograr (o escribe tu propio objetivo relacionado con el tema del capítulo). Después, anota las estrategias, herramientas y recursos que puedes utilizar para lograr ese objetivo. Finalmente, piensa en las preguntas de discusión y coméntalas con un compañero/a o en un grupo pequeño.

Chapter 5 Theme: Help and Requests	
Goals	Strategies, Tools, Resources
<p><i>I want to be able to...</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> ask for and offer help</li><li><input type="checkbox"/> describe emergency situations</li><li><input type="checkbox"/> talk about how I feel physically</li><li><input type="checkbox"/> talk about what I did or where I went</li><li><input type="checkbox"/> name some body parts</li><li><input type="checkbox"/> _____</li></ul>	<p><i>To achieve these goals, I will...</i></p> <p><i>Examples:</i></p> <p>...focus on <u>how my teacher says hello and goodbye</u></p> <p>...<u>ask my teacher if I get stuck</u></p> <p>...use <u>an online dictionary (like WordReference) to look up new words</u></p>

## Preguntas de discusión:

1. ¿Por qué elegiste enfocarte en estos dos objetivos?
2. ¿Qué estrategias, herramientas y recursos te pueden ayudar a conseguir estos objetivos?



# KWL

## INSTRUCCIONES:

En clase, escucha la siguiente conversación y completa las secciones **K** y **W** de la tabla. Al terminar el capítulo, vas a completar la sección **L** y las preguntas.

**Samuel:** ¿Qué pasa?

**Alba:** No me siento bien. Creo que tengo fiebre alta.

**Samuel:** ¿Le duele algo?

**Alba:** Sí. Me duele la cabeza.

**Alba:** ¿Hay un hospital cerca?

**Samuel:** No. ¿Quiere que llame a un taxi?

**Alba:** Sí, por favor.

<b>K</b> What I already <u>know</u> <i>Lo que sé</i>	<b>W</b> What I <u>want</u> to know <i>Lo que quiero saber</i>	<b>L</b> What I <u>learned</u> <i>Lo que aprendí</i>



**Responde estas preguntas al terminar el capítulo:**

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 words or phrases from the chapter would be most helpful if you ever needed to report an emergency in a Spanish-speaking country?
3. What are some valuable tips you would give someone just starting to learn *el pretérito* in Spanish?



# Vocabulario nuevo

**INSTRUCTIONS:** Print and cut out several copies of the vocabulary cards. Distribute cards to students in groups of 2-3. Tell students to categorize the words in a way that makes sense to them. Then, ask students how they categorized the words and why. Use this time to review the pronunciation of the new words as well.

Ask for volunteers to act out some of the conditions described in the cards. Ask the class: ¿Qué pasa? / ¿Qué está pasando? The rest of the class has to guess what they are acting out. When finished, students return the cards to you.

<p>el dolor (de cabeza)</p> <p><i>(head)ache</i></p>	<p>estar mareado/a</p> <p><i>to be dizzy</i></p>
<p>estar congestionado/a</p> <p><i>to be congested</i></p>	<p>el resfriado</p> <p><i>common cold</i></p>
<p>la fiebre</p> <p><i>fever</i></p>	<p>estar roto/a</p> <p><i>to be broken</i></p>
<p>la gripe</p> <p><i>flu</i></p>	<p>la tos</p> <p><i>cough</i></p>



<p>estar hinchado/a</p> <p><i>to be swollen</i></p>	<p>estornudar</p> <p><i>to sneeze</i></p>
<p>la infección</p> <p><i>infection</i></p>	<p>ser alérgico/a</p> <p><i>to be allergic</i></p>
<p>romperse</p> <p><i>to break</i></p>	<p>caerse</p> <p><i>to fall down</i></p>
<p>dislocarse</p> <p><i>to dislocate</i></p>	<p>torcerse (o:ue)</p> <p><i>to twist</i></p>
<p>desmayarse</p> <p><i>to faint</i></p>	<p>el medicamento</p> <p><i>medicine</i></p>
<p>doler (o:ue)</p> <p><i>to hurt</i></p>	<p>el síntoma</p> <p><i>symptom</i></p>





<p>el sarpullido</p> <p><i>rash</i></p>	<p>la picadura</p> <p><i>sting</i></p>
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# El pretérito: Las formas regulares



- In order to talk about events in the past in Spanish, we use the preterite tense.
- The following are some words that cue us to use the past tense:

ayer → yesterday

Ayer, (yo) **hablé** con el doctor.



anoche → last night

Anoche, (yo) **comí** mucho helado.



ya → already

Ya (yo) **escribí** el correo electrónico.



-ar

é	amos
aste	–
ó	aron

-er

í	imos
iste	–
ió	ieron

-ir

í	imos
iste	–
ió	ieron

comprar

compré	compramos
compraste	–
compró	compraron

comer

comí	comimos
comiste	–
comió	comieron

escribir

escribí	escribimos
escribiste	–
escribió	escribieron

Observations about these verb forms:



- The yo and él/ella/usted forms for -ar/-er/-ir verbs have accent marks.
- The forms for -er verbs and -ir verbs are the same.
- The *nosotros* forms for -ar and -ir verbs are the same as in the present tense.

**Práctica rápida:**



DOK LEVEL 1

- |   |   |
|---|---|
| 1. cocinar (tú): _____ <u>cocinaste</u> _____   | 6. vender (mi abuelo): _____ <u>vendió</u> _____          |
| 2. abrir (nosotros): _____ <u>abrimos</u> _____ | 7. hablar (yo): _____ <u>hablé</u> _____                  |
| 3. romper (ellos): _____ <u>rompieron</u> _____ | 8. beber (él y yo): _____ <u>bebimos</u> _____            |
| 4. caminar (yo): _____ <u>caminé</u> _____      | 9. celebrar (las familias): _____ <u>celebraron</u> _____ |
| 5. vivir (él): _____ <u>vivió</u> _____         | 10. decidir (tú): _____ <u>decidiste</u> _____            |



# Ser (to be) / Ir (to go)



- While the verbs *ser* and *ir* have different meanings, in the preterite tense, their conjugations are the same.
- There are no accent marks for these verbs in any form!

yo  fui	nosotros nosotras  fuimos
tú  fuiste	
él ella usted  fue	ellos ellas ustedes  fueron

Quick review on the verb *ir*:



- There are two main ways to use *ir* in a sentence, and both require you to use “a”
  - ir* + a + infinitive (I went to buy food for dinner. → *Fui a comprar comida para la cena.*)
  - ir* + a + place (I went to the party. → *Fui a la fiesta.*)

Práctica rápida:



**INSTRUCCIONES:** Fill in the blanks with the correct form of *ser* or *ir*. Then, based on the context, choose which verb it is.

- Ellos fueron a la tienda. ¿ser o ir? **ir**
- La película fue buena. ¿ser o ir? **ser**
- Tú fuiste profesor el año pasado, ¿no? ¿ser o ir? **ser**
- Nosotros fuimos a la piscina ayer. ¿ser o ir? **ir**
- Yo fui a cenar con mis amigos. ¿ser o ir? **ir**

# ¿Qué hiciste durante el verano?

## INSTRUCCIONES, PARTE 1:



Pregúntale a un(a) compañero/a de clase qué hizo (*what they did*) durante el verano usando las preguntas en la hoja. Si contesta “sí”, escribe su nombre en la caja. Si contesta “no”, hazle otra pregunta o habla con otra persona. *If you can, ask them a follow-up question! Ex. ¿Dónde trabajaste?*

¿Viajaste?	¿Comiste en una barbacoa?	¿Fuiste al cine?	¿Jugaste un deporte?
¿Nadaste en una piscina?	¿Trabajaste?	¿Cuidaste a tus hermanos? (cuidar = to take care of)	¿Celebraste un cumpleaños?
¿Fuiste a una fiesta?	¿Hiciste ejercicio?	¿Fuiste a un concierto?	¿Tocaste un instrumento?
¿Leíste un libro?	¿Viste una serie en la televisión?	¿Aprendiste algo nuevo?	¿Jugaste videojuegos?
¿Comiste un helado?	¿Bebiste limonada?	¿Estudiaste algo?	¿Conociste a una persona nueva? (conocer = to meet)



**INSTRUCCIONES, PARTE 2:** Ahora, marca con una estrella (*star*) 3 cosas que hiciste este verano y escribe lo que hiciste durante el verano. Escribe al menos 5 oraciones. ¡Incluye detalles!

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# Hoja de vocabulario - Lección 1

<b>Vocabulario principal</b> <i>Palabras que aparecen en las lecciones en línea de Mango</i>					
caerse	—	to fall	nada	—	nothing
conmigo	—	with me	pasando	—	happening
contigo	—	with you <i>Informal</i>	pasar	—	to happen
fui	—	I went	pasó	—	happened
me caí	—	I fell	supermercado	—	supermarket
me subí	—	I got on			
<b>Vocabulario suplementario</b> <i>Palabras adicionales que se encuentran en las actividades del capítulo</i>					
estar congestionado/a	—	to be congested	resfriado	—	the common cold
estar embarazada	—	to be pregnant	romperse	—	to break
estar roto/a	—	to be broken	ser alérgico/a	—	to be allergic
estornudar	—	to sneeze	el síntoma		symptom
la gripe	—	the flu	torcerse	—	to twist
la infección	—	infection	la tos	—	cough
medicamento	—	medicine			
<b>Mi vocabulario</b> <i>Usa este espacio para agregar palabras nuevas que quieres aprender</i>					
	—			—	
	—			—	
	—			—	
	—			—	




# Lesson 2

90 - 135 MINUTES OF INSTRUCTION | [SLIDES](#)



Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>• Talk about ailments</li> <li>• Practice reflexive verb: <i>sentirse</i></li> <li>• Learn stem-changing verbs in the preterite</li> </ul>	<ul style="list-style-type: none"> <li>• sentirse</li> <li>• Me siento bien.</li> <li>• mareado/a</li> <li>• se siente</li> <li>• mal</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>• 1.1 - Interpersonal Communication</li> <li>• 1.2 - Interpretive Communication</li> <li>• 1.3 - Presentational Communication</li> <li>• 3.1 - Making Connections</li> <li>• 5.2 - Lifelong Learning</li> </ul>	

Prep	Materials
<ul style="list-style-type: none"> <li>◆ <b>¿Cómo se sienten si...?:</b> Before class, hang the label <i>Me siento bien</i> on the left side of the room and the label <i>Me siento mal</i> on the right side of the room.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Mini whiteboards and dry-erase markers (one per student)</i></li> <li>◆ <i>Sticky notes (one per student)</i></li> </ul>



Activity Title & Info	Activity Instructions
<b>Opener</b>  5 - 10 Mins	<b>MATERIALS:</b> <ul style="list-style-type: none"> <li>• Mini whiteboards and dry-erase markers</li> </ul> <p>For each word displayed, students try to unscramble the word, translate it to English, and draw a picture that represents the word. The first student to unscramble, translate, and draw each word gets a point. This activity can be done on individual whiteboards or on paper.</p>
<a href="#">Digital Lesson 3</a>   15 - 20 Mins	<p>Students complete Lesson 3 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<b>¿Cómo se sienten si...?</b> Vocabulary Activity  10 - 15 Mins  <i>Bloom's: Understand</i> <i>WRSLL 1.2</i>	<p><b>PREP:</b> Before class, hang the label <i>Me siento bien</i> on the left side of the room and the label <i>Me siento mal</i> on the right side of the room.</p> <p>Each question <i>¿Cómo se sienten si...?</i> is followed by different situations. Students will walk to one side of the room or the other depending on whether they feel good or bad (<i>me siento bien o mal</i>). For each situation, call on a couple of students to explain why they chose one side or another.</p>





<p><b>¿Cómo te sientes?</b> Grammar Activity</p> <p><b>10 - 15 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand</i> WRSLL 1.1, 1.3</p>	<p>Students complete the <b>¿Cómo te sientes?</b> Worksheet. You may assign them to work alone or with a partner. They practice the verb <i>sentirse</i> in the <i>yo</i> and <i>tú</i> forms.</p>
<p><b>El pretérito: Los verbos con cambio de raíz</b> Grammar Activity</p> <p><b>10 - 15 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand</i></p>	<p>Distribute the <b>El pretérito: Los verbos con cambio de raíz</b> worksheet. Students take guided notes on the stem-changing preterite verbs and complete a practice exercise.</p>
<p><b>¿Qué te pasó ayer?</b> Presentational Writing</p> <p><b>20 - 25 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Apply</i> WRSLL 1.2, 1.3</p>	<p>Distribute the <b>¿Qué te pasó ayer?</b> worksheet. Students rewrite a short story by changing the present tense to the past tense. Then they summarize what they read in Spanish (or English if needed).</p> <p><b>NOTE:</b> Instruct students to keep the quoted speech in the present tense: <i>Tienes que ir al hospital</i> and <i>Soy alérgica a las abejas</i>.</p>
<p><b>Visita al médico</b> Interpretive Listening</p> <p><b>5 - 10 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand</i> WRSLL 1.2</p> <p> <b>Formative Assessment</b></p>	<p>Distribute the <b>Visita al médico</b> worksheet. Students watch a video of an interview with a doctor. Play the video a few times while students answer comprehension questions. Finally, students write a brief summary of the conversation between the doctor and the patient in Spanish (or English if needed).</p> <p><b>TIP:</b> The dialogue is quite fast. You can slow it down by clicking on the settings icon in the video and changing the playback speed to a slower pace.</p> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Influenza - una visita al doctor</a></li> </ul> <p><small>"Influenza una visita al doctor," by imdmedicalgroup, available on YouTube at <a href="https://www.youtube.com/watch?v=Myq5ZY01f18">https://www.youtube.com/watch?v=Myq5ZY01f18</a>.</small></p> <hr/> <p> <b>Listening Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>



<p><b>La importancia de lavarse las manos</b> Interpretive Reading</p> <p><b>10 - 15 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand WRSLL 1.2, 3.1, 3.2 Interdisciplinary Connection: Health</i></p> <p> <b>Formative Assessment</b></p>	<p>Distribute the <b>La importancia de lavarse las manos</b> worksheet. Students read the infographic and answer the questions.</p> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lavado de manos en casa, en donde jugamos y cuando salimos</a></li> </ul> <p><small>"Lavado de manos en casa, en donde jugamos y cuando salimos," developed by National Center for Emerging and Zoonotic Infectious Diseases (U.S.), available at <a href="https://stacks.cdc.gov/view/cdc/49775">https://stacks.cdc.gov/view/cdc/49775</a>. Use of this material does not imply endorsement by the CDC.</small></p> <hr/> <p> <b>Reading Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p><b>Closer</b></p> <p><b>5 - 10 Mins</b></p> <p><i>WRSLL 1.3, 5.2</i></p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Sticky notes</li> </ul> <p>Students look through their vocabulary lists and write down three words that they know very well, two words that they might understand in context, and one word that they don't know on a sticky note.</p> <p>Students share their words with a partner and together they brainstorm strategies to remember the words they don't know well. Students should post their sticky note on the door on their way out.</p>



# ¿Cómo te sientes?

## INSTRUCCIONES, PARTE 1:



Read the situations below and write how you feel in each situation. Remember that *sentirse* is a reflexive verb, so when you are conjugating it in the *yo* form, you will need to put the reflexive pronoun *me* in front of the conjugated form of the verb (*me siento*). The first sentence is completed for you as an example.

feliz  
contento/a  
cansado/a  
triste

enfermo/a  
bien  
mal  
regular

emocionado/a  
nervioso/a  
aburrido/a  
asustado/a (scared)

## ¿Cómo te sientes cuando...

- |  |                                |
|--|--------------------------------|
| ...tienes que entregar (turn in) un proyecto pronto? | <u>Me siento bien.</u>         |
| ...tienes un resfriado?                              | <u>Me siento enfermo/a.</u>    |
| ...vas de vacaciones?                                | <u>Me siento emocionado/a.</u> |
| ...está lluvioso?                                    | <u>Me siento regular.</u>      |
| ...haces ejercicio?                                  | <u>Me siento cansado/a.</u>    |
| ...tienes que ir al hospital?                        | <u>Me siento asustado/a.</u>   |
| ...es tu cumpleaños?                                 | <u>Me siento feliz.</u>        |
| ...está soleado?                                     | <u>Me siento triste.</u>       |
| ...tienes que limpiar (clean) la casa?               | <u>Me siento aburrido/a.</u>   |
| ...tienes que hacer una presentación?                | <u>Me siento nervioso/a.</u>   |
| ...te duele el estómago?                             | <u>Me siento mal.</u>          |
| ...escuchas música?                                  | <u>Me siento contento/a.</u>   |

## INSTRUCCIONES, PARTE 2:

Write three more situations of your choosing. Then, ask your partner how they feel in these situations.

1. ¿Cómo te sientes cuando \_\_\_\_\_?
2. ¿Cómo te sientes cuando \_\_\_\_\_?
3. ¿Cómo te sientes cuando \_\_\_\_\_?



# El pretérito: Los verbos con cambio de raíz

There are a few stem-changing verbs in the preterite tense. *Sentir(se)* is one of these verbs. Remember that stem-changing verbs use the same endings as regular verbs, but have a vowel change in the last syllable of the stem.



- -ar and -er verbs **do not** have a stem-change in the preterite tense.
- -ir verbs that stem-change in the present tense **ALSO** stem-change in the preterite, but **ONLY** in the él/ella/usted forms and the ellos/ellas/ustedes forms.
- There are only 2 types of changes in the preterite:
  - **e → i** (*pedir*) > *él p*í*dió* > *ellos p*í*dieron*
  - **o → u** (*dormir*) > *Ud. dur*mió** > *Uds. dur*mieron**

Practice with the verb *sentir*:

sentí	sentimos
sentiste	
sintió	sintieron

Draw a line around the forms that have a stem-change.

- In the present tense stem-changing verbs are known as boot verbs, but in the preterite they are known as sandal verbs. Can you explain why?

**Práctica rápida:**



DOK LEVEL 1

- |   |  |
|---|--|
| 1. servir (ella): <u>servió</u>         | 4. repetir (mi abuelo): <u>repitió</u> |
| 2. morir (las plantas): <u>murieron</u> | 5. seguir (yo): <u>seguí</u>           |
| 3. preferir (Ud.): <u>prefirió</u>      | 6. mentir (ustedes): <u>mentieron</u>  |



# ¿Qué te pasó ayer?

## INSTRUCCIONES:



Read the paragraph and highlight all of the verbs in the present tense and underline the 2 verbs that will be stem-changing in the preterite. Then, rewrite the story using the preterite tense for the verbs to talk about what happened.

¡Buff! ¡Qué mañana más horrible! Todo **empieza** normal. Después de levantarme y vestirme, **desayuno**. Después, **miro** las noticias en la televisión y **preparo** mi mochila para el día. Antes de irme al trabajo, **voy** a caminar por mi barrio con mi perro, Coco. **Caminamos** y **saludamos** a las otras personas en el barrio. Coco **toma** agua y yo también **bebo** un poco de agua. Pero después de 10 minutos, me **pica** una abeja. ¡Ay, qué dolor! Entonces, **voy** para mi casa y **noto** que **estornudo** y **es** difícil respirar (to breathe). No **me siento** bien. **Llamo** a mi doctora, y **grita** “¡TIENES QUE IR AL HOSPITAL! ¡AHORA!” Entonces, después de unas horas en la sala de emergencias, todo **sigue** como siempre. Pero **aprendo** algo nuevo... ¡**Soy** alérgica a las abejas!

¡Buff! ¡Qué mañana más horrible! Todo **empezó** normal. Después de levantarme y vestirme, **desayuné**. Después, **miré** las noticias en la televisión y **preparé** mi mochila para el día. Antes de irme al trabajo, **fui** a caminar por mi barrio con mi perro, Coco. **Caminamos** y **saludamos** a las otras personas en el barrio. Coco **tomó** agua y yo también **bebí** un poco de agua. Pero después de 10 minutos, me **picó** una abeja. ¡Ay, qué dolor! Entonces, **fui** para mi casa y **noté** que **estornudé** y **fue** difícil respirar (to breathe). No **me sentí** bien. **Llamé** a mi doctora, y **gritó** “¡TIENES QUE IR AL HOSPITAL! ¡AHORA!” Entonces, después de unas horas en la sala de emergencias, todo **siguió** como siempre. Pero **aprendí** algo nuevo... ¡**Soy** alérgica a las abejas!

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Write a two sentence summary of the above story in Spanish (or English if needed):

Students' answers should mention that the narrator explains that she has had a terrible morning because she was stung by a bee. She had to go to the hospital because she was having an allergic reaction, and there she discovered that she is allergic to bees.



# Visita al médico

## INSTRUCCIONES:



Watch [the video](#) and answer the questions below. Then write a brief summary of what happened in the video.

"Influenza una visita al doctor," by imdmedicalgroup, available on YouTube at <https://www.youtube.com/watch?v=Myq5ZY01f18>.

1. What illness is the doctor looking for?
  - a. El resfriado
  - b. El embarazo
  - c. La gripe
  - d. Un hueso roto (*broken*)
2. According to the doctor, what temperature would indicate an infection?
  - a. 98 grados
  - b. 100 grados
  - c. 101 grados
  - d. 103 grados
3. When the \_\_\_\_\_ has red, white, or yellow spots, there could be an infection.
  - a. los ojos (*eyes*)
  - b. las orejas (*ears*)
  - c. el cuello (*neck*)
  - d. la garganta (*throat*)
4. When you are ill, which of the following does the doctor NOT recommend?
  - a. Beber muchos líquidos
  - b. Lavarse las manos mucho
  - c. No salir de casa
  - d. No tener contacto con niños o gente mayor
5. According to the doctor, in which situation is it necessary to see the doctor immediately when you are ill?
  - a. Siempre cuando tienes síntomas de la gripe
  - b. Si regresaste de un país diferente
  - c. Si tienes un bebé en casa
  - d. Solo si tienes fiebre

6. Write a brief summary in Spanish of the conversation between the doctor and the patient in the video. Use a dictionary to help you (or English as needed).

Students' answers should mention that the doctor in the video is giving the patient a  
check-up by checking his temperature and looking at his throat. The doctor is providing advice  
for how to tell when you should visit the doctor and what to do if you are feeling sick.

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# La importancia de lavarse las manos

**INSTRUCCIONES:** Lee [la infografía](#) y contesta las preguntas.



"Lavado de manos en casa, en donde jugamos y cuando salimos," developed by National Center for Emerging and Zoonotic Infectious Diseases (U.S.), available at <https://stacks.cdc.gov/view/cdc/49775>. Use of this material does not imply endorsement by the CDC.

1. Lavarse las manos con agua y jabón...
  - a. no es algo muy necesario.
  - b. sólo es importante para las personas enfermas.
  - c. puede eliminar los microbios y evitar su transmisión.
  - d. puede transmitir los microbios.
2. Los microbios entran al cuerpo a través de...
  - a. la boca
  - b. los ojos
  - c. la nariz
  - d. todas estas respuestas
3. Ponga en orden (*put in order*) los pasos de lavarse las manos:
  - a. 5 Séquese (*dry*) las manos.
  - b. 2 Frótese (*rub*) las manos con jabón, formando espuma (*suds*).
  - c. 4 Enjuáguese (*rinse*) las manos con agua limpia.
  - d. 3 Frote (*rub*) los dedos, entre los dedos, debajo de las uñas (*nails*), las palmas y el dorso (*back*) de las manos por al menos 20 segundos.
  - e. 1 Mójese las manos (*wet your hands*) con agua limpia.
4. ¿Cuándo debe lavarse las manos? Marca las respuestas correctas.

<input checked="" type="checkbox"/> Antes de comer	<input type="checkbox"/> Antes de hacer la tarea
<input checked="" type="checkbox"/> Después de ir al baño	<input checked="" type="checkbox"/> Después de tocar un animal
<input type="checkbox"/> Después de despertarse	<input type="checkbox"/> Antes de vestirse
<input checked="" type="checkbox"/> Después de tocar la basura	<input checked="" type="checkbox"/> Después de toser ( <i>cough</i> ) o estornudar
<input checked="" type="checkbox"/> Si las manos están sucias ( <i>dirty</i> )	
<input checked="" type="checkbox"/> Antes, durante y después de cocinar	
5. ¿Cierto o falso?

a. Los microbios de las manos no pueden llegar a la comida y a las bebidas.	C	F
b. Lavarse las manos puede prevenir 1 de cada 5 infecciones de la influenza.	C	F
c. Se puede usar jabón en barra o líquido para lavarse las manos.	C	F
d. Lavarse las manos no ayuda con la resistencia a los antibióticos.	C	F

## Hoja de vocabulario - Lección 2

Vocabulario principal					
bien	—	well	me siento	—	(I) feel
mal	—	bad	sentirse	—	to feel
mareado	—	dizzy	se siente	—	(you) feel Formal
Vocabulario suplementario					
garganta	—	throat	orejas	—	ears
ojos	—	eyes			
Mi vocabulario					
	—			—	
	—			—	
	—			—	
	—			—	



# Lesson 3




110 - 155 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>• Talk about situations in the past</li> <li>• Learn the irregular preterite forms <i>tuve</i> and <i>cayó</i></li> <li>• Practice subordinate clauses using <i>que</i></li> <li>• Learn the structure <i>hace ____ días</i></li> </ul>	<ul style="list-style-type: none"> <li>• campo</li> <li>• picar</li> <li>• Me picó una abeja.</li> <li>• creer</li> <li>• una roncha en la mano</li> <li>• mosquito</li> <li>• montaña rusa</li> <li>• torticólis en el cuello</li> <li>• reunión de cinco horas</li> <li>• tuve</li> <li>• correr</li> <li>• Corrí una maratón.</li> <li>• hace dos días</li> <li>• Mi tobillo aún está hinchado.</li> <li>• comida rápida</li> <li>• comimos</li> <li>• caer</li> <li>• me cayó mal</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>• 1.1 - Interpersonal Communication</li> <li>• 1.2 - Interpretive Communication</li> <li>• 1.3 - Presentational Communication</li> <li>• 3.1 - Making Connections</li> </ul>	



Prep	Materials
<p>◆ <b>Back to Board:</b> Print and cut out (or reuse) the vocabulary cards from Lesson 1 (<a href="#">Vocabulario nuevo</a>).</p>	<p>◆ Mini whiteboards and dry-erase markers (one per pair of students)</p> <p>◆ Colored pencils, markers, or highlighters</p>

Activity Title & Info	Activity Instructions
<p><b>Opener</b></p> <p>5 - 10 Mins</p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Mini whiteboards and dry-erase markers</li> </ul> <p>With a partner, students write the different conjugations of regular verbs in the preterite tense on a mini whiteboard.</p>
<p><a href="#">Digital Lesson 4</a> 📶</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><b>Back to Board</b> Interpersonal Speaking</p> <p>15 - 20 Mins</p> <p><i>Bloom's: Apply</i> <i>WRSLL 1.1, 1.2</i></p> <p> <b>Formative Assessment</b></p>	<p><b>PREP:</b> Print and cut out (or reuse) the vocabulary cards from Lesson 1 (<b>Vocabulario nuevo</b>).</p> <p>Direct students to review the relevant vocab terms on the <b>Vocabulario nuevo</b> cards from Lesson 1.</p> <p>Then, have students partner up and arrange themselves so that they are facing each other, with one partner facing the screen (Partner A) and the other facing the back of the room (Partner B).</p> <p>Display the first situation on the screen (<i>Me picó una abeja</i>). Partner A pretends that this situation has happened to their partner, and gives them advice about what they should do. Then, partner B has to guess what they think the situation is.</p> <p><b>EXAMPLE:</b></p> <p>Partner A sees: <i>Corrí un maratón.</i>  Partner A says: <i>Creo que estás en una ciudad. Tienes que ir 26 millas a pie.</i>  Partner B says: <i>Corrí un maratón.</i></p> <p>Before moving on to the next situation, ask a few students to share the information that helped them guess their situation. This will help students for future situations. Students switch seats and repeat until all situations on the slides have been completed.</p> <p><b>MODIFICATION:</b> If you think these sentences are too difficult for your students to know at this point, you can add English translations to the slides.</p> <hr/> <p> <b>Speaking Assessment</b> - Following the activity, students partner up and find a quiet place to record a conversation. They repeat the activity using a subset of the original prompts and record their conversation for submission.</p>
<p><a href="#">Digital Lesson 5</a> </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><b>Somos doctores</b> Interpretive Listening</p> <p>15 - 20 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand WRSLL 1.2, 1.3, 3.1 Interdisciplinary Connection: Health</i></p>	<p>Distribute the <b>Somos doctores</b> worksheet. Students pretend that they are doctors listening to three patients describing their symptoms. For each patient, they must provide a diagnosis and come up with a rationale for that diagnosis. Call on a few students to present their diagnoses and rationales, modeling appropriate vocabulary use as you go.</p> <p><b>TIP:</b> If you need to slow the videos down, click on the three dots in the lower right-hand corner and click on playback speed. Then, choose whichever speed you feel is appropriate for your students.</p> <p><b>LINKS:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">University of Texas Audio #1 - Katherine B.</a></li> <li>• <a href="#">University of Texas Audio #2 - Fernando F.</a></li> <li>• <a href="#">University of Texas Audio #3 - Beatriz T.</a></li> </ul> <p><small>Spanish Proficiency Exercises, COERLL, Liberal Arts ITS, The University of Texas at Austin, https://www.laits.utexas.edu/spe/vid/int21d.html, https://www.laits.utexas.edu/spe/vid/int21b.html, https://www.laits.utexas.edu/spe/vid/int21a.html, <a href="#">Creative Commons BY 3.0.</a></small></p>
<p><a href="#">Digital Lesson 6</a> </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>Since this curriculum lesson features 3 large digital lessons, you could also consider assigning this Digital Lesson as homework and testing out a flipped classroom model. For more information about flipped classrooms, see the Teacher Tip below.</p> <div data-bbox="618 1087 774 1136">  <p>TEACHER TIP</p> </div>
<p><b>Conversation Annotation, Part 1</b></p> <p>15 - 20 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Remember WRSLL 1.2</i></p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Colored pencils, markers, or highlighters</li> <li>• Writing utensil</li> </ul> <p>Play or read the chapter conversation for the students while they annotate the text in the <b>Anota la conversación</b> worksheet.</p> <p>If students need instruction on annotation strategies, show <a href="#">this video</a>. 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><b>NOTE:</b> 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 <a href="https://www.youtube.com/watch?v=w5Mz4nwcIWc">https://www.youtube.com/watch?v=w5Mz4nwcIWc</a>.</small></p>



<p><b>Charadas</b></p> <p>Vocabulary Activity</p> <p><b>10 - 15 Mins</b></p> <p><i>Bloom's: Understand</i></p>	<p>Students play charades in groups of 3-5 students using the vocabulary cards printed out in Lesson 1 (<b>Vocabulario nuevo</b>). One group member will draw a vocabulary card and then try to act it out while the rest of the group guesses.</p> <p>Whoever guesses the vocabulary term correctly keeps the card and then draws a new card to act out. Whoever has the most correct guesses at the end of the game wins.</p> <p><b>MODIFICATION:</b> Additional cards can be made for new vocabulary based on students' level of comfort with what they've learned so far.</p>
<p><b>Closer</b></p> <p><b>5 - 10 Mins</b></p> <p><i>WRSLL 1.1</i></p>	<p>In Spanish, students talk with a partner about the last time they experienced the situations listed on the slide.</p>





## Teacher Tip - Flipped Classroom Model

### WHAT IS IT?

A concept that prioritizes active learning over lecture, students view instruction/lectures outside of class, and they use class time for application of knowledge and problem solving.

### WHY SHOULD I IMPLEMENT IT?

This can be especially helpful when there is a large amount of information for a particular lesson or there is a need for collaboration in application. By exposing students to the content outside of class, you can focus your efforts on helping students apply their knowledge in meaningful contexts.

### HOW CAN I IMPLEMENT IT?

There are numerous models for flipping the classroom and each one has unique pros and cons. Research the methodologies and choose the one that works best for your challenge. Be aware that whatever model you choose, it should always center around your focal learning targets and what works best for your students.

### RESOURCES:

- [Flipped Classrooms | Derek Bok Center, Harvard University](#)
- [The Flipped Classroom: Pro and Con | Edutopia](#)



# Somos doctores

## INSTRUCCIONES:



Imagine you are a doctor. Listen to the audio of each person describing their symptoms. Then, write a diagnosis according to your opinion and justify your answer.

### Audio #1: Katherine, de Costa Rica

Spanish Proficiency Exercises, COERLL, Liberal Arts ITS, The University of Texas at Austin, <https://www.laits.utexas.edu/spe/vid/int21d.html>, [Creative Commons BY 3.0](#).

Diagnóstico: \_\_\_\_\_ la gripe/la infección \_\_\_\_\_

¿Por qué? Usa información del audio para apoyar (*support*) tu respuesta.

Answers should reference the patient's nausea, her sore throat, and the pain/itch in her ears, nose, and eyes.

### Audio #2: Fernando, de Perú

Spanish Proficiency Exercises, COERLL, Liberal Arts ITS, The University of Texas at Austin, <https://www.laits.utexas.edu/spe/vid/int21b.html>, [Creative Commons BY 3.0](#).

Diagnóstico: \_\_\_\_\_ el resfriado \_\_\_\_\_

¿Por qué? Usa información del audio para apoyar (*support*) tu respuesta.

Answers should reference the patient's chest pain, cough, and congestion.

### Audio #3: Beatriz, de México

Spanish Proficiency Exercises, COERLL, Liberal Arts ITS, The University of Texas at Austin, <https://www.laits.utexas.edu/spe/vid/int21a.html>, [Creative Commons BY 3.0](#).

Diagnóstico: \_\_\_\_\_ está embarazada \_\_\_\_\_

¿Por qué? Usa información del audio para apoyar (*support*) tu respuesta.

Answers should reference the patient's nausea and dizziness, her headaches, and her sensitivity to certain foods and smells.





# Anota la conversación

## INSTRUCCIONES:

Escucha la conversación del capítulo. Añade tus anotaciones usando colores o símbolos, subrayando o escribiendo notas que puedas consultar cuando estudies el capítulo. Puedes usar la clave de anotación que está en la diapositiva o puedes crear tu propia clave, solo asegúrate de documentar tus estrategias en la sección “Clave de anotación” para que las tengas como referencia.

## Clave de anotación

**Samuel:** ¿Qué pasa?

**Alba:** No me siento bien. Creo que tengo fiebre alta.

**Samuel:** ¿Le duele algo?

**Alba:** Sí. Me duele la cabeza.

**Alba:** ¿Hay un hospital cerca?

**Samuel:** No. ¿Quiere que llame a un taxi?

**Alba:** Sí, por favor.



## Hoja de vocabulario - Lección 3

Vocabulario principal					
abeja	—	bee	hinchado	—	swollen
aún	—	still	hora	—	hour
caer	—	to fall	mano	—	hand
caer mal	—	to make (someone) sick	maratón	—	marathon
campo	—	countryside	montaña rusa	—	rollercoaster
cayó	—	it fell	mosquito	—	mosquito
comida rápida	—	fast food	picar	—	to sting
comimos	—	we ate	rápido	—	fast
correr	—	to run	reunión	—	meeting / gathering
creer	—	to believe	roncha	—	welt
creo	—	I believe	tobillo	—	ankle
cuello		neck	tortícolis	—	kink
hace	—	ago	tuve	—	(I) had (preterite)
Mi vocabulario					
	—			—	
	—			—	
	—			—	
	—			—	

# Lesson 4



90 - 130 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>Talk about ailments and home remedies</li> <li>Describe symptoms</li> </ul>	<ul style="list-style-type: none"> <li>fiebre alta</li> <li>dolor de estómago</li> <li>cabeza</li> <li>desmayarse</li> <li>¡Auxilio!</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>1.1 - Interpersonal Communication</li> <li>1.2 - Interpretive Communication</li> <li>2.1 - Relating Cultural Practices to Perspectives</li> <li>2.2 - Relating Cultural Products to Perspectives</li> <li>3.1 - Making Connections</li> <li>4.2 - Cultural Comparisons</li> </ul>	



Materials
<p>◆ Mini whiteboards and dry-erase markers (one per student)</p>

Activity Title & Info	Activity Instructions
<p><b>Opener</b></p> <p>5 - 10 Mins</p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>Mini whiteboards and dry-erase markers</li> </ul> <p>Students fill in the blanks in the sentences on the slides by writing the missing word on a mini whiteboard. Once everyone has written down an answer, students raise the whiteboards up and the answer is revealed on the slides.</p> <p>Repeat for the remaining sentences. Some of the responses require correct adjective agreement. Review this grammar point as you go over the answers.</p>
<p><a href="#">Digital Lesson 7</a> 📶</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><b>Infogap</b> Interpretive Listening</p> <p>15 - 20 Mins</p> <p><a href="#">Worksheet A</a> <a href="#">Worksheet B</a></p> <p><i>Bloom's: Apply</i> <i>WRSLL 1.2, 3.1</i> <i>Interdisciplinary Connection:</i> <i>Health</i></p>	<p>In pairs, students complete the Infogap activity using the vocabulary and grammar concepts from this chapter. Handout the <b>Infogap - Estudiante A</b> worksheet to one student and the <b>Infogap - Estudiante B</b> worksheet to the partner.</p>
<p><b>Cómo quitar el dolor de estómago</b> Interpretive Listening</p> <p>15 - 20 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand</i> <i>WRSLL 1.2, 2.1, 2.2, 3.1, 3.2, 4.2</i> <i>Interdisciplinary Connection:</i> <i>Health</i></p> <p> <b>Formative Assessment</b></p>	<p>Distribute the <b>Cómo quitar el dolor de estómago</b> worksheet. Play the linked video. After watching, students answer the questions on their worksheet.</p> <p>Then, discuss the questions on the slide as a class before reviewing the worksheet answers.</p> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Como Quitar El Dolor De Estómago Rápidamente: REMEDIOS CASEROS PARA EL DOLOR DE ESTOMAGO</a></li> </ul> <p><small>"Como Quitar El Dolor De Estómago Rápidamente: Remedios Caseros Para el Dolor de Estomago," by Remedios Caseros Efectivos, available on YouTube at <a href="https://www.youtube.com/watch?v=xXzRX9HRic">https://www.youtube.com/watch?v=xXzRX9HRic</a>.</small></p> <hr/> <p> <b>Listening Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p><b>Los remedios</b> Cultural Activity</p> <p>25 - 30 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand</i> <i>WRSLL 1.2, 2.1, 2.2, 3.1, 4.2</i> <i>Interdisciplinary Connection:</i> <i>Health</i></p>	<p>Distribute the <b>Los remedios</b> worksheet. Students watch five videos with home remedies for different ailments. For each remedy, students write down the process and what ailment the remedy is helping on their worksheets. Then, have students answer the following questions on the bottom of their worksheets before discussing them as a class in Spanish, then English:</p> <ol style="list-style-type: none"> <li>1. ¿Qué remedio fue tu favorito? ¿Por qué?</li> <li>2. ¿Usa tu familia algún remedio para curar alguna enfermedad?</li> <li>3. What similarities and differences are there between the remedies you use in your family and those mentioned in the video? What do you think explains these?</li> </ol> <p><b>MODIFICATION:</b> Set up 5 video stations with devices and break students into 5 groups. Groups take turns at each video station watching and discussing the video. Then, they complete the appropriate section on their worksheet. When all 5 groups have rotated through each station, discuss questions 1 and 2 as a class. Video stations with smaller viewing groups help ensure that more/all students can engage with the content</p>



	<p>and contribute to the discussion. This is particularly important for larger classes but works very well even if the viewing groups are pairs.</p> <p><b>LINKS:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Video #1</a></li> <li>• <a href="#">Video #2</a></li> <li>• <a href="#">Video #3</a></li> <li>• <a href="#">Video #4</a></li> <li>• <a href="#">Video #5</a></li> </ul> <p>"Buenísimo Te para la Gripe De Mi Rancho A Tu Cocina" by DemiRanchoaTuCocina, available on YouTube at <a href="https://www.youtube.com/shorts/u7SJDfYf3mo">https://www.youtube.com/shorts/u7SJDfYf3mo</a>.</p> <p>"LOS REMEDIOS DE LA ABUELA (dolores musculares, artritis, articulaciones)" by RocherPatricia, available on YouTube at <a href="https://www.youtube.com/shorts/7BUuSIll4kw">https://www.youtube.com/shorts/7BUuSIll4kw</a>.</p> <p>"Remedios de la abuela para el acné, espinillas y hongos de pies y manos" by RocherPatricia, available on YouTube at <a href="https://www.youtube.com/shorts/AeZ2zGy7vyk">https://www.youtube.com/shorts/AeZ2zGy7vyk</a>.</p> <p>"Este Remedio Lo tomamos mucho en esta temporada en el rancho" by DemiRanchoaTuCocina, available on YouTube at <a href="https://www.youtube.com/shorts/GRIg4Qek7wA">https://www.youtube.com/shorts/GRIg4Qek7wA</a>.</p> <p>"Remedio Buenísimo para La Gastritis La Cocina En El Rancho" by LaCocinaEnElRancho, available on YouTube at <a href="https://www.youtube.com/shorts/UZJx6cgpW3E">https://www.youtube.com/shorts/UZJx6cgpW3E</a>.</p>
<p><b>Sarampión</b> Interpretive Reading</p> <p><b>5 - 10 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand WRSLL 1.2, 3.1, 3.2 Interdisciplinary Connection: Health</i></p> <p> <b>Formative Assessment</b></p>	<p>Distribute the <b>Sarampión</b> worksheet. Students read the infographic and answer questions.</p> <p>"Measles Isn't Just a Little Rash Infographic" on Centers for Disease Control and Prevention (CDC) Centers for Disease Control and Prevention (CDC), available at <a href="https://www.cdc.gov/measles/resources/measles-isnt-just-a-little-rash-infographic.html">https://www.cdc.gov/measles/resources/measles-isnt-just-a-little-rash-infographic.html</a>.</p> <p>Disclaimer: "The use of CDC materials does not imply endorsement by the U.S. Government, the Department of Health and Human Services, or the Centers for Disease Control and Prevention. The content has not been substantively modified and is freely available on the CDC website. This material is being used solely for educational purposes."</p> <hr/> <p> <b>Reading Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p><b>¿Qué haces cuando...?</b> Interpersonal Speaking</p> <p><b>5 - 10 Mins</b></p> <p><i>Bloom's: Apply WRSLL 1.1</i></p>	<p>In pairs, students answer the question <i>¿Qué haces cuando...?</i> and discuss what they do when experiencing the ailments listed on each slide.</p>
<p><b>Closer</b> <b>5 - 10 Mins</b></p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Mini whiteboards and dry-erase markers</li> </ul> <p>With their partner, students list all of the related words (from this unit or prior to it) they can think of for each of the words listed on the screen. Students can use a sticky note or a mini whiteboard. Give students 1 minute per word.</p>



# Infogap - *Estudiante A*

## INSTRUCCIONES, PARTE 1:



DOK LEVEL 2

Read each patient description below to your partner and then listen to them guess the diagnosis for the situation being described. If their answer is correct, put a check (✓) on the line. If they are struggling to guess a word, don't tell them and don't use English. In Spanish, repeat yourself, give examples, add on to the description, use gestures, etc. When your partner has guessed all of the diagnoses correctly, move on to Part 2, where you will guess the diagnoses for the situations your partner describes.

1. \_\_\_\_\_ Ana tiene 32 años. Ella frecuentemente se siente mareada por las mañanas y a veces vomita. Fue al médico la semana pasada, y el doctor le dijo que no tiene una gripe. Ana \_\_\_\_\_. **está embarazada**
2. \_\_\_\_\_ Susana y Ronaldo se sienten malísimos. Tienen dolor de cabeza y les duelen todos los músculos del cuerpo. Cuando se tomaron la temperatura, el termómetro dijo 38,3 grados centígrados (101 grados Fahrenheit). Ellos \_\_\_\_\_. **tienen la gripe**
3. \_\_\_\_\_ Pablo se cayó de las escaleras (stairs) esta mañana. Le duele mucho el tobillo (ankle). Fue al médico y le dijo que no está roto. Pablo \_\_\_\_\_. **se torció el tobillo**
4. \_\_\_\_\_ Tomás está muy congestionado. Tiene dolor de cabeza y, por eso, se tomó la temperatura. Pero no tiene fiebre. Tiene mucha tos y está estornudando mucho. Tomás \_\_\_\_\_. **tiene un resfriado**

## INSTRUCCIONES, PARTE 2:

Now, listen to your partner's descriptions and try to guess the diagnoses for the situations they describe. Once you have correctly guessed all of the diagnoses, move on to Part 3.

## INSTRUCCIONES, PARTE 3:

Listen to your partner read a sentence in English. Write the sentence in Spanish, and then read it to your partner. They will tell you if you are correct or not.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



#### **INSTRUCCIONES, PARTE 4:**

Now, read each English sentence below to your partner, and give them time to write the sentence in Spanish on their worksheet. Then, they will read their Spanish translation to you, and you will use the answer in **green** below to provide feedback on how they did.

1. Elena broke her hand.

→ **Elena se rompió la mano.**

2. Miguel and I are allergic to bees.

→ **Miguel y yo somos alérgicos a las abejas.**

3. You went to the doctor because you are dizzy.

→ **Fuiste al médico porque estás mareado/a. / Fuiste al doctor porque estás mareado/a.**



# Infogap - *Estudiante B*

## INSTRUCCIONES, PARTE 1:



Listen to your partner's descriptions and try to guess the diagnoses for the situations they describe. Once you have correctly guessed all of the diagnoses, move on to Part 2, where you will read new situations and your partner will guess the correct diagnoses.

## INSTRUCCIONES, PARTE 2:

Read each patient description below to your partner and then listen to them guess the diagnosis for the situation being described. If their answer is correct, put a check (✓) on the line. If they are struggling to guess a word, don't tell them and don't use English. In Spanish, repeat yourself, give examples, add on to the description, use gestures, etc.

- |   |                                     |
|---|-------------------------------------|
| 1. _____ A Carlos le duele la cabeza y se siente mal. Se enfermó hace dos días. A veces tiene mucho frío y a veces tiene mucho calor. Carlos ____.  | <b>tiene la gripe</b>               |
| 2. _____ Juana empezó con un resfriado hace dos semanas. Tomó aspirina y no funcionó. Fue al médico ayer y la doctora le dijo que tiene que tomar antibióticos. Juana ____.                         | <b>tiene una infección</b>          |
| 3. _____ Lorena está congestionada y le molesta (bother) la garganta (throat). Estos síntomas son peores cuando está en su casa. Además, estornuda muchísimo cuando toca a su gato. Lorena ____.    | <b>es alérgica / tiene alergias</b> |
| 4. _____ Mariana juega al básquetbol todas las mañanas. Esta mañana saltó y se cayó mal. A ella le duele muchísimo el tobillo y no puede caminar. Además, está muy hinchado y morado. Mariana ____. | <b>se rompió el tobillo</b>         |

## INSTRUCCIONES, PARTE 3:

Now, read each English sentence below to your partner, and give them time to write the sentence in Spanish on their worksheet. Then, they will read their Spanish translation to you, and you will use the answer in **blue** below to provide feedback on how they did.

- Nicolás took medicine and now he feels good.  
→ **Nicolás tomó medicamentos y ahora se siente bien.**
- The girls twisted their ankles yesterday.  
→ **Las chicas se torcieron el tobillo ayer.**
- Lolita is always congested or has an infection.  
→ **Lolita siempre está congestionada o tiene una infección.**





**INSTRUCCIONES, PARTE 4:**

You will now listen to your partner read a sentence in English. Write the sentence in Spanish, and then read it to your partner. They will tell you if you are correct or not.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# Cómo quitar el dolor de estómago

## INSTRUCCIONES:



DOK LEVEL 2

Mira [el video](#) y responde las preguntas.

"Como Quitar El Dolor De Estómago Rápidamente: Remedios Caseros Para el Dolor de Estomago," by Remedios Caseros Efectivos, available on YouTube at <https://www.youtube.com/watch?v=xZRXr9HRic>.

1. Los remedios en este video son para...
  - a. la indigestión
  - b. la acidez estomacal
  - c. la intoxicación alimentaria
  - d. todas estas opciones
2. Un remedio casero es...
  - a. algo que se compra en una farmacia
  - b. una receta (*prescription*) de un médico
  - c. algo rápido y efectivo que se puede hacer en casa
  - d. ninguna de estas opciones
3. ¿Cuáles ingredientes se mencionan en el video para quitar el dolor de estómago? (check all that apply)

☒ el bicarbonato de sodio (baking soda)

☐ miel (honey)

☒ la canela (*cinnamon*)

☒ la cúrcuma (*turmeric*)

☒ el jengibre (*ginger*)

☒ el vinagre de sidra de manzana (*apple cider vinegar*)

☒ al limón

☐ el jugo de naranja

## ¿Cierto o falso?

4. El bicarbonato de sodio puede neutralizar los ácidos estomacales. C F
5. No se necesita el agua para estos remedios caseros. C F
6. ¿Qué remedios se usan en tu cultura para aliviar el dolor de estómago? ¿Cómo se comparan con los remedios mencionados en el video?

Answers will vary.



# Los remedios

## INSTRUCCIONES:



Mira los videos. Para cada uno, escribe en inglés cuál es el proceso y qué está ayudando el remedio.

### Video #1

"Buenísimo Te para la Gripe De Mi Rancho A Tu Cocina" by DemiRanchoaTuCocina, available on YouTube at <https://www.youtube.com/shorts/u7SJDfYf3mo>.

What is the process?	What is the remedy helping?
Heat up water, sacred leaves, cinnamon, ginger, lime, and baking soda. Drink the tea hot with some sugar.	The flu and a dry cough

### Video #2

"LOS REMEDIOS DE LA ABUELA (dolores musculares, artritis, articulaciones)" by RocherPatricia, available on YouTube at <https://www.youtube.com/shorts/7BUnSlll4kw>.

What is the process?	What is the remedy helping?
Add rosemary and cloves to a bottle with some rubbing alcohol and let it sit in a dry, dark place for at least three weeks. Mix the ingredients around every 3-4 days.	Muscle aches, joint pain, arthritis

### Video #3

"Remedios de la abuela para el acné, espinillas y hongos de pies y manos" by RocherPatricia, available on YouTube at <https://www.youtube.com/shorts/AeZ2zGy7vyk>.

What is the process?	What is the remedy helping?
Mix ¼ cup of apple cider vinegar with ¾ cups of water and pour it into a spray bottle to use on affected areas.	Acne, pimples, hand/foot fungus

#### Video #4

"Este Remedio Lo tomamos mucho en esta temporada en el rancho" by DemiRanchoaTuCocina, available on YouTube at <https://www.youtube.com/shorts/GRiG4Qek7wA>.

What is the process?	What is the remedy helping?
Boil a pot of water with lime, an orange, red onion, cinnamon, ginger, and a few cloves of garlic. Drink as a tea with some sugar.	Clearing the lungs, improving circulation and removing toxins from the bloodstream, fighting viruses and the flu

#### Video #5

"Remedio Buenísimo para La Gastritis La Cocina En El Rancho" by LaCocinaEnElRancho, available on YouTube at <https://www.youtube.com/shorts/UZJx6cgpW3E>.

What is the process?	What is the remedy helping?
Blend papaya, potato, aloe vera, and water and drink.	Gastritis and colitis

1. ¿Qué remedio fue tu favorito? ¿Por qué?

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2. ¿Usa tu familia algún remedio para curar alguna enfermedad?

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3. What similarities and differences are there between the home remedies you use in your culture and those mentioned in the video? What do you think explains these?

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# Sarampión

## INSTRUCCIONES:

Lee la infografía sobre sarampión (*measles*) y contesta las preguntas.



American Academy  
of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



AMERICAN ACADEMY OF  
FAMILY PHYSICIANS

STRONG MEDICINE FOR AMERICA

[Text version of Figure B-1: Infographic about measles](#)

"Measles Isn't Just a Little Rash Infographic" on Centers for Disease Control and Prevention (CDC) Centers for Disease Control and Prevention (CDC), available at <https://www.cdc.gov/measles/resources/measles-isnt-just-a-little-rash-infographic.html>.

**Disclaimer:** "The use of CDC materials does not imply endorsement by the U.S. Government, the Department of Health and Human Services, or the Centers for Disease Control and Prevention. The content has not been substantively modified and is freely available on the CDC website. This material is being used solely for educational purposes."



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1. The main idea of this infographic is that...
  - a. *El sarampión* is easily treated.
  - b. *El sarampión* can be severe and dangerous.
  - c. *El sarampión* is a common experience for young children.
2. According to this infographic, *el sarampión* is especially dangerous to...
  - a. Elderly people
  - b. Babies and small children
  - c. People who have never had it before
3. What is NOT a common symptom of *el sarampión* listed in this infographic?
  - a. A high fever
  - b. A cough
  - c. A rash
  - d. Vomiting
4. When do most people with *el sarampión* get a rash?
  - a. Before they know they are sick
  - b. Several days after their symptoms begin
  - c. After their fever breaks
5. What is true about 1 out of every 5 people who get *el sarampión*?
  - a. They get an infection of the brain.
  - b. They do not have a rash at all.
  - c. They are hospitalized.
6. Based on the information on this infographic, what do you think *cerebro* means?
  - a. Brain
  - b. Lungs
  - c. Liver
  - d. Esophagus



## Hoja de vocabulario - Lección 4

Vocabulario principal					
alto	—	high	dolor de cabeza	—	headache
cabeza	—	head	dolor de estómago	—	stomach ache
desmayarse	—	to faint	fiebre	—	fever
dolor	—	pain			
Mi vocabulario					




# Lesson 5

105 - 150 MINUTES OF INSTRUCTION | [SLIDES](#)





Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>• Talk about body parts</li> <li>• Learn how Spanish uses the noun's article and not the possessive to refer to body parts</li> <li>• Learn how to use <i>doler</i> with pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• doler</li> <li>• Me duele el estómago.</li> <li>• le duele</li> <li>• espalda</li> <li>• ya no</li> <li>• pierna</li> <li>• te duele</li> <li>• brazo</li> <li>• sangrar</li> <li>• ¡Me sangra la nariz!</li> <li>• boca</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>• 1.2 - Interpretive Communication</li> <li>• 1.3 - Presentational Communication</li> <li>• 2.2 - Relating Cultural Products to Perspectives</li> <li>• 3.1 - Making Connections</li> <li>• 4.2 - Cultural Comparisons</li> </ul>	

Materials
<p>◆ <i>Electronic or print dictionaries (enough for students to share or individually use)</i></p>

Activity Title & Info	Activity Instructions
<p><b>Opener</b></p> <p>5 - 10 Mins</p>	<p>Quiz students on parts of the body vocabulary they should already be familiar with (<i> cuello, mano, estómago, tobillo, cabeza</i>).</p> <p><b>MODIFICATION:</b> Post/Project or draw two basic human shapes, one labeled “front view” and the other labeled “back view”, on a white dry erase board. Distribute dry erase markers to pairs of students for each pair to take a turn labeling a part of the body.</p>
<p><a href="#">Digital Lesson 8</a> </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 8 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p><b>El cuerpo</b></p> <p>Vocabulary Activity</p> <p>10 - 15 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Remember</i>  <i>WRSLL 1.3, 3.1</i>  <i>Interdisciplinary Connection:</i>  <i>Health</i></p>	<p>Distribute the <b>El cuerpo</b> worksheet. Introduce new parts of the body vocabulary by adding on to the body image from the opener slide. Have students fill in the worksheet as you go. Recommended words to introduce include <i>ojo, nariz, boca, diente, oreja, oído, garganta, corazón, cabeza, dedo, pierna, pie, rodilla</i>.</p>





<p><a href="#">Digital Lesson 9</a> </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 9 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p><b>The Verb Doler</b> Grammar Activity</p> <p>10 - 15 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Apply</i> <i>WRSLL 1.3</i></p>	<p>Distribute the <b>The Verb Doler</b> worksheet. Students take guided notes on the verb <i>doler</i> and complete practice exercises using the verb with parts of the body vocabulary.</p>
<p><a href="#">Digital Lesson 10</a> </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 10 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p><b>Anuncios</b> Interpretive Listening</p> <p>15 - 20 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand</i> <i>WRSLL 1.2, 2.2, 3.1, 3.2, 4.2</i> <i>Interdisciplinary Connection: Health</i></p> <p> <b>Formative Assessment</b></p>	<p>Distribute the <b>Anuncios</b> worksheet. Students watch various commercials and answer questions.</p> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Anuncio #1</a></li> <li>• <a href="#">Anuncio #2</a></li> <li>• <a href="#">Anuncio #3</a></li> </ul> <p><b>MODIFICATION:</b> After students complete the questions, review and discuss their responses as a class. Additionally, take this time to discuss how television advertisements represent cultural similarities and differences.</p> <p><small>"Aspirina Advanced / Ecuador," by Bayer Andina v CAC, available on YouTube at <a href="https://www.youtube.com/watch?v=uMZRfa8bOY4">https://www.youtube.com/watch?v=uMZRfa8bOY4</a>.  "Hoy tu hijo recibió un regalo de Colgate, en su Unidad Educativa," by Colgate Profesional Latinoamerica, available on YouTube at <a href="https://www.youtube.com/watch?v=sVqpdJc3qOo">https://www.youtube.com/watch?v=sVqpdJc3qOo</a>.  "Agrifénate con Agrifen," by Agrifen Antigripal, available on YouTube at <a href="https://www.youtube.com/watch?v=j3Aqhp3scic">https://www.youtube.com/watch?v=j3Aqhp3scic</a>.</small></p> <hr/> <p> <b>Listening Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p><b>Mind Maps</b> Learning Strategy</p> <p>15 - 20 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>WRSLL 5.2</i></p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Electronic or print dictionaries</li> </ul> <p>Illustrate the concept of mind maps by writing a word from the chapter on the board. As a class, brainstorm words that relate to that starter word, write them on the board, and connect them with lines.</p> <p>Students complete Part 1 of the <b>Mind Maps</b> worksheet using a dictionary and then discuss the reflection questions with a partner. Have a few students share their answers with the class. Then, have students complete Part 2 of the worksheet in pairs.</p>



<b>Closer</b>  <b>5 - 10 Mins</b>  <i>WRSLL 1.2</i>	Play <i>Simón dice</i> (Simon Says) using the newly learned body part vocabulary: <i>Tóquense los pies, Simón dice tóquense la cabeza</i> , etc. Model how to play in the first round, then let students take turns playing Simón.
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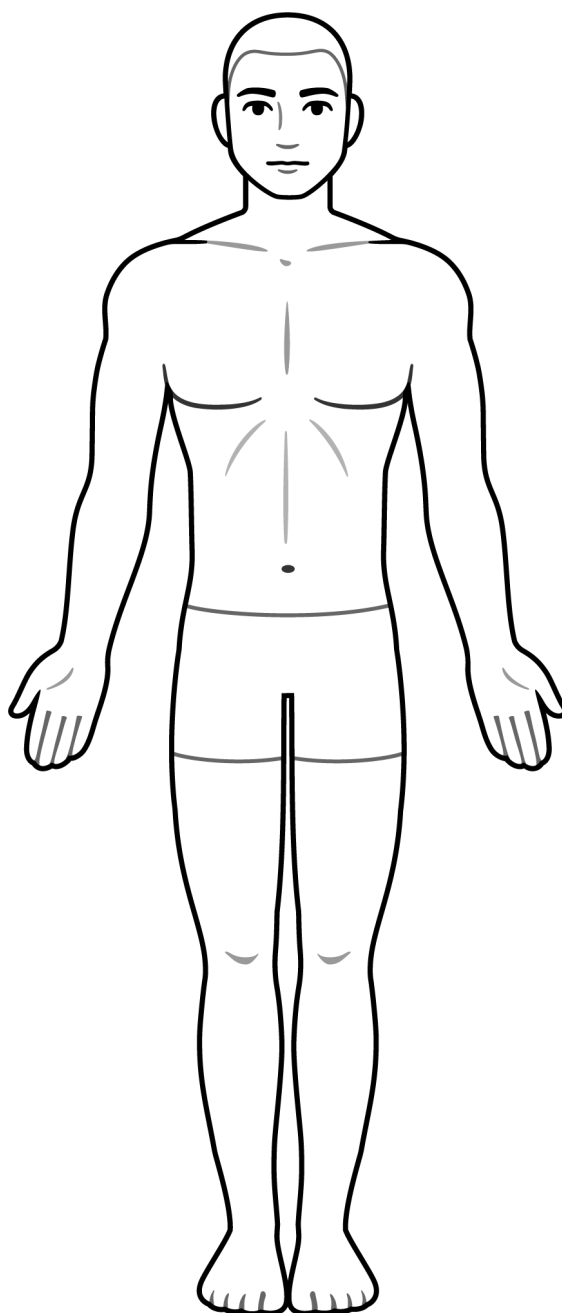


# El cuerpo

## INSTRUCCIONES:



As your teacher introduces new body parts in Spanish on the slides, label the diagram below with the proper Spanish term for each body part.



# The Verb Doler

The verb *doler* uses a pronoun in front of it, just like the verb *gustar*. This pronoun indicates to whom something is painful:



<b>me</b>	to me	<b>nos</b>	to us
<b>te</b>	to you		
<b>le</b>	to him/her/you (formal)	<b>les</b>	to them/you all

**Me** duelen los brazos.

**Le** duele el cuello.

**Nos** duelen los pies.

*My arms hurt.*

*Her neck hurts.*

*Our feet hurt.*

**¡Ojo! Careful!** - Did you notice that in English, we say “my arms” or “our feet”, but in Spanish, we say *los brazos* or *los pies*? In English, we possess our body parts. In Spanish, we use context to know whose body parts we are referring to.

When one body part hurts, use the singular *duele*. If more than one body part hurts, use the plural *duelen*.

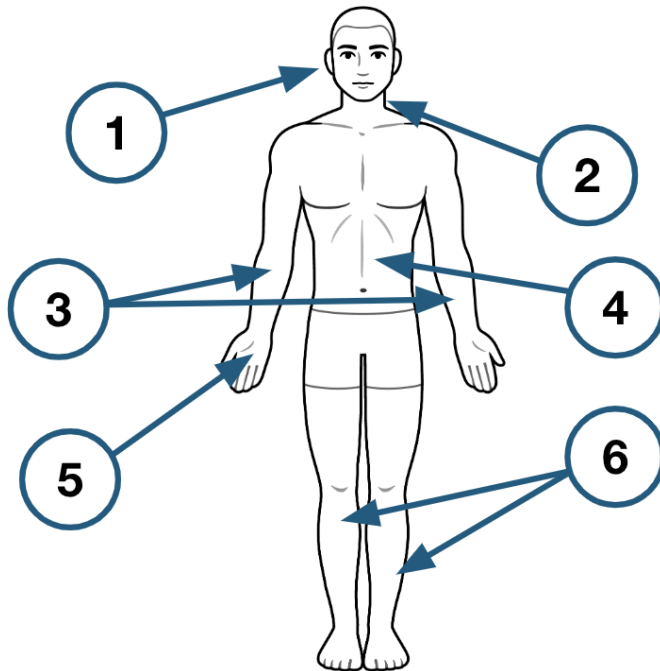
WITH SINGULAR NOUNS			WITH PLURAL NOUNS		
Me duele			Me duelen		
Te duele			Te duelen		
Le duele	+	el pie	Le duelen	+	los pies
Nos duele		el brazo	Nos duelen		los brazos
Les duele		la pierna	Les duelen		las piernas



## ¿Qué te duele?

Complete the exercises using complete sentences.

Escribe una frase completa usando el verbo doler para cada parte del cuerpo:



1. Me duele la cabeza.

2. Me duele el cuello.

3. Me duelen los brazos.

4. Me duele el estómago.

5. Me duele la mano.

6. Me duelen las piernas.

Traduce de inglés a español:

1. Her feet hurt.

Le duelen los pies.

2. My head hurts

Me duele la cabeza.

3. Our eyes hurt.

Nos duelen los ojos.

4. His hands hurt.

Le duelen las manos.



5. Does your throat hurt?

¿Te duele la garganta?

6. Our ears hurt.

Nos duelen las orejas.

7. His neck hurts.

Le duele el cuello.

8. Your eyes hurt.

Te duelen los ojos.



# Anuncios

## INSTRUCCIONES:

Mira los videos y contesta las preguntas.



### Anuncio #1

"Aspirina Advanced / Ecuador," by Bayer Andina v CAC, available on YouTube at <https://www.youtube.com/watch?v=uMZRfa8bOY4>.

- |  |               |              |
|--|---------------|--------------|
| 1. El anuncio es para una inyección.                                     | <b>Cierto</b> | <b>Falso</b> |
| 2. Dice que Aspirina ayuda rápidamente a la migraña ( <i>migraine</i> ). | <b>Cierto</b> | <b>Falso</b> |
| 3. Si tienes dolor de cabeza, el producto es para ti.                    | <b>Cierto</b> | <b>Falso</b> |
| 4. Este producto no ayuda con los dolores grandes y fuertes.             | <b>Cierto</b> | <b>Falso</b> |

### Anuncio #2

"Hoy tu hijo recibió un regalo de Colgate, en su Unidad Educativa," by Colgate Profesional Latinoamerica, available on YouTube at <https://www.youtube.com/watch?v=sVqpdJc3qOo>.

1. Este anuncio es para la salud de...
- a. los dientes      b. el cuerpo      c. la cabeza
2. ¿Cuáles productos de Colgate se mencionan en el anuncio?
- a. crema dental con flúor      b. la seda dental      c. A y B son correctas
3. ¿Para quién es el anuncio?
- a. los niños      b. los adolescentes      c. los padres
4. ¿Según el anuncio, cuántas veces debe visitar al odontólogo (*dentist*) cada año?
- a. una vez      b. dos veces      c. más de cuatro veces

### Anuncio #3

"Agrifénate con Agrifen," by Agrifen Antigripal, available on YouTube at <https://www.youtube.com/watch?v=j3Aqhp3scic>.

1. ¿Cómo comienza el anuncio?
- a. con una lista de síntomas      b. con una frase      c. con una pregunta      d. con una foto
2. Según el contexto, ¿cuál es el significado de "antigripal"?
- a. un medicamento que combate los síntomas de un resfriado  
b. un medicamento que combate los síntomas de una gripe  
c. una inyección que te protege de la gripe  
d. un examen médico que te protege de la gripe

3. ¿Cuál de estos síntomas NO menciona el anuncio?

- a. dolor de cabeza      b. congestión nasal      c. estornudos      d. tos

4. ¿Qué tipo de medicamento es Agrifen?

- a. una tableta      b. una pastilla      c. un jarabe (*syrup*)      d. una inyección





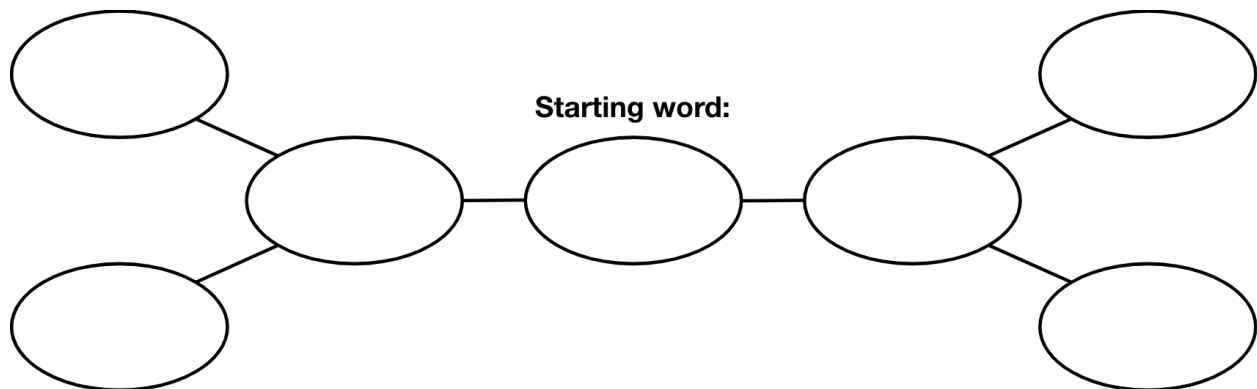
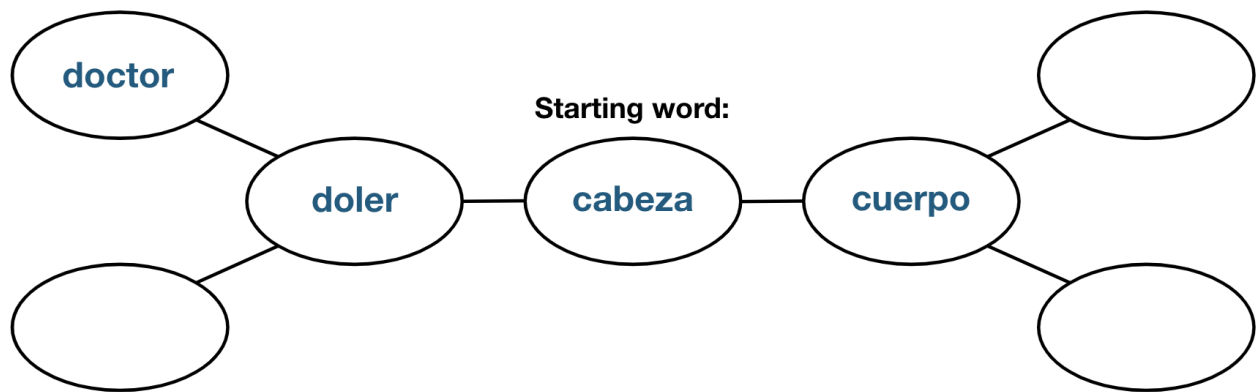
# Mind Maps

## OVERVIEW:

Mind maps are a great way to visualize how the words you already know are connected. There are all kinds of ways to use mind maps: to remember new words, generate ideas for a story, explore how words are connected, and more! To create a mind map, simply write down a starter word, then draw lines connecting it to **words that you think of when you hear that word**. You can continue expanding the map by drawing lines from these words to other words that are similar. Let's see how this works.

## INSTRUCTIONS, PART 1:

Fill in the partially-completed mind map below. Use a dictionary if you need help. Then, create your own mind map below using a new word you've learned recently, and discuss the questions that follow with a partner.



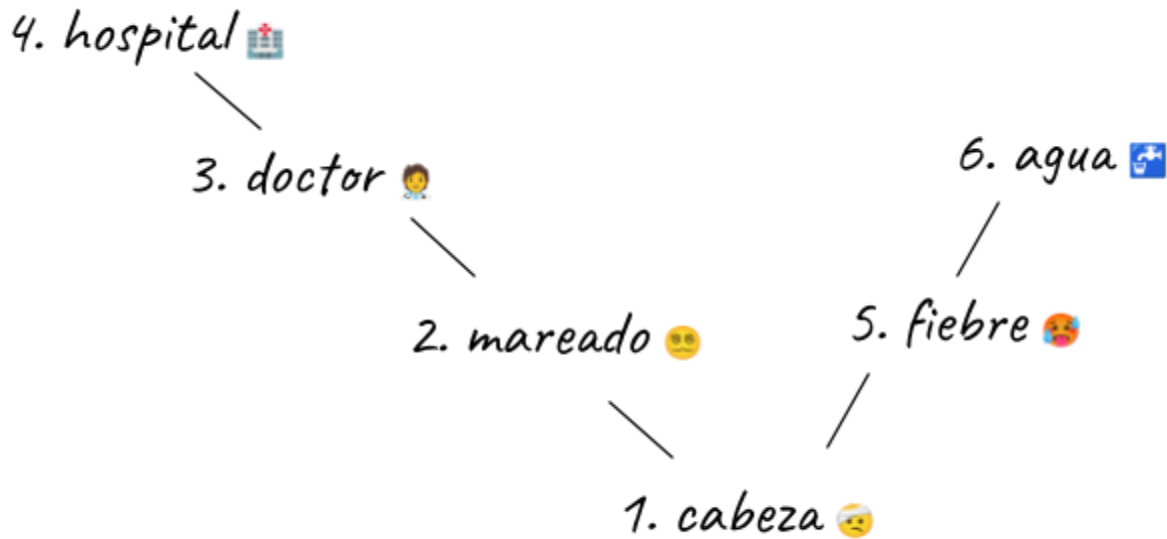
**Discussion Questions:** Discuss the following questions in English with a partner

1. Compare your *cabeza* mind map with your partner's. Which words did you choose to fill in the blanks and why?
2. Compare your personal mind map with your partner's. Which word did you choose to start with? Which words did you choose to connect with your starting word and why?
3. How do you think mind maps can help you grow your Spanish vocabulary?



## INSTRUCTIONS, PART 2:

Take turns with a partner writing a story using a mind map, following the example below. Take a piece of paper and write a starting word – choose whichever you like. Decide who will start writing.



1. A Ángelo le duele la cabeza.
2. Se siente mareado.
3. Llama al doctor.
4. Ángelo va al hospital.
5. El doctor dice que tiene fiebre.
6. Es bueno tomar mucha agua.

The first person writes a sentence with the starting word (e.g., *cabeza*) and adds a new word to the mind map (e.g., *mareado*). The next person writes a sentence with the added word and adds a connecting word (e.g., *doctor*). The first person then uses this word to write a new sentence. Keep passing the paper and writing until you have at least six sentences. If you get stuck, use a dictionary or go back to the starting word to add a new connection (e.g., *cabeza* - *fiebre*).

When you are finished, read your story out to the class and see if they can guess which words from your story came from your mind map!



## Hoja de vocabulario - Lección 5

Vocabulario principal					
boca	—	mouth	me sangra	—	(it's) bleeding
brazo	—	arm	nariz	—	nose
doler	—	to hurt	pierna	—	leg
espalda	—	back	sangrar	—	to bleed
estómago	—	stomach	te duele	—	it hurts you Informal
le duele	—	it hurts you Formal	ya no	—	not anymore
me duele	—	it hurts me			
Vocabulario suplementario					
el corazón	—	the heart	oído		inner ear
dedo	—	finger	el pie		the foot
el diente	—	the tooth	la rodilla	—	the knee
la muela	—	the molar			
Mi vocabulario					
	—			—	
	—			—	
	—			—	
	—			—	

# Lesson 6






90 - 135 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>Describe emergency situations</li> <li>Use direct object pronouns (<i>lo</i> and <i>la</i>) in front of a verb</li> <li>Introduce the WEIRDO NUT acronym for the subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>llamar</li> <li>¡Llame a un doctor!</li> <li>emergencia</li> <li>policía</li> <li>robar</li> <li>roban</li> <li>¡Me robaron!</li> <li>pasaporte</li> <li>perder</li> <li>¡Perdí la billetera!</li> <li>maleta</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>1.1 - Interpersonal Communication</li> <li>1.2 - Interpretive Communication</li> <li>1.3 - Presentational Communication</li> <li>2.1 - Relating Cultural Practices to Perspectives</li> <li>2.2 - Relating Cultural Products to Perspectives</li> <li>3.1 - Making Connections</li> <li>4.2 - Cultural Comparisons</li> </ul>	

Prep	Lesson Materials
<p>◆ <b>Una emergencia:</b> Print out the scenarios listed on the <a href="#">Prompts: Una emergencia</a> worksheet and cut them into strips. Distribute one strip to each pair of students.</p>	<p>◆ Mini whiteboards and dry-erase markers (one per student)</p>

Activity Title & Info	Activity Instructions
<p><b>Opener</b></p> <p>5 - 10 Mins</p> <p>WRSLL 1.2</p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>Mini whiteboards and dry-erase markers</li> </ul> <p>Read the descriptions of the body parts listed across the two slides <b>without showing the slide</b>. For each description, students write down the body part they think you are describing on mini whiteboards.</p> <p>Then, display the slide so that students can review their answers.</p>
<p><a href="#">Digital Lesson 11</a> 📶</p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 11 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>



<p><b>¿Cómo mantenerse sano?</b> Interpretive Reading</p> <p>15 - 20 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand, Apply WRSLL 1.2, 3.1, 3.2 Interdisciplinary Connection: Health</i></p>	<p>Briefly explain how to recognize the subjunctive form using the grammar note on the slides. When you are done, students complete the <b>¿Cómo mantenerse sano?</b> worksheet and share their <i>Ahora tú</i> responses out loud.</p> <p><b>NOTE:</b> When discussing the question about what the sentences have in common, point out that the subjunctive is typically found in the second part of a sentence after phrases like: <i>quiero que... necesito que... recomiendo que...</i></p>
<p><a href="#">Digital Lesson 12</a> </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 12 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p><b>Una emergencia</b> Dialogue Writing</p> <p>10 - 20 Mins</p> <p><a href="#">Prep Materials</a> <a href="#">Worksheet</a></p> <p><i>Bloom's: Apply WRSLL 1.1, 1.3</i></p> <p> <b>Formative Assessment</b></p>	<p><b>PREP:</b> Print out the scenarios listed on the <b>Prompts: Una emergencia</b> worksheet and cut them into strips.</p> <p>Pair students up and give each a scenario. Each pair should research the emergency numbers of a Spanish-speaking country of their choice based on their scenario.</p> <p>Then, they should create a dialogue between a tourist who needs help and a local who helps the tourist find what they need using the <b>Una emergencia</b> worksheet.</p> <hr/> <p> <b>Speaking Assessment</b> - Following the activity, students partner up and find a quiet place to record a conversation. They memorize their dialogue and submit a recorded performance in the class LMS.</p>
<p><b>El golpe de calor</b> Interpretive Reading</p> <p>10 - 15 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand WRSLL 1.2, 3.1, 3.2 Interdisciplinary Connection: Health</i></p> <p> <b>Formative Assessment</b></p>	<p>Distribute the <b>El golpe de calor</b> worksheet. Students read an infographic and answer questions.</p> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Primeros auxilios en caso de golpe de calor   Infografía</a></li> </ul> <p><small>"Primeros auxilios en caso de golpe de calor," infographic by Medicina Salud Publica, available at <a href="https://medicinasaludpublica.com/noticias/general/primeros-auxilios-en-caso-de-golpe-de-calor--infografia/19683">https://medicinasaludpublica.com/noticias/general/primeros-auxilios-en-caso-de-golpe-de-calor--infografia/19683</a>.</small></p> <hr/> <p> <b>Reading Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>



<p><b>Una curandera</b> Cultural Activity</p> <p><b>15 - 20 Mins</b></p> <p><i>Bloom's: Analyze</i> <i>WRSLL 1.2, 2.1, 2.2, 3.1, 4.2</i> <i>Interdisciplinary Connection:</i> <i>Health</i></p>	<p><b>NOTE:</b> The following activity contains some material that may not be appropriate for all audiences (brief image of breast feeding). Please review the video ahead of time and use at your own discretion.</p> <p>Students watch the linked video about a <i>Curandera</i> from Mexico and write down what Spanish words they were able to recognize on a sticky note. Discuss the following questions in small groups, and then as a class:</p> <ol style="list-style-type: none"> <li>1. Have you used a home remedy (<i>remedio casero</i>) for a sickness or injury (e.g., the flu, sprained ankle, etc.)? Would you consider the person that gave you this remedy to be a bit like a <i>curandera</i>?</li> <li>2. Can you think of any other examples of natural medicine in your culture? How are these medicines similar to or different from what we saw in the video?</li> <li>3. In Mexico, many people believe that using natural medicine is much better than using conventional medicine or pharmaceuticals. Do people in your culture hold similar beliefs? Why do you think this might be?</li> </ol> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=SoJUzuo0BF4">The Curandera</a></li> </ul> <p><small>"The Curandera" by Robin Rainbow Gate, available on YouTube at <a href="https://www.youtube.com/watch?v=SoJUzuo0BF4">https://www.youtube.com/watch?v=SoJUzuo0BF4</a>.</small></p>
<p><b>Closer</b></p> <p><b>5 - 10 Mins</b></p> <p><i>WRSLL 1.2, 2.1, 2.2, 4.2</i></p>	<p>Explain the cultural significance of the <i>Sana, sana, colita de rana</i> song. Display the lyrics from the slides and sing them for students. Alternatively, you may find a video or audio recording of the song online and play it for students.</p> <p>After listening, ask them if they can think of any similar phrases, superstitions, or practices from their own culture. For example, maybe parents kiss small scrapes on babies to make them feel better, or always feed sick children chicken noodle soup.</p>



# ¿Cómo mantenerse sano?

**INSTRUCCIONES:** Read the information below and then complete the activity based on the information that you see in the infographic displayed.



## Grammar Note:

In Spanish, we use the subjunctive form of the verb when we want to convey Wishes, Emotions, Impersonal Expressions, Requests, Doubts/ Desires, Opinions, Negative Commands, Uncertainty, or Tentativeness. You can remember these with the acronym "WEIRDO NUT." In Spanish, this generally means that if the verb ends in **-ar**, you drop this ending and add an **-e**. And, if the verb ends in **-er** or **-ir**, you will drop this and add an **-a**. So, the subjunctive form of **llamar** is **llame**.

## ¿Puedo sentirme mejor sin antibióticos?



**TOME CONCIENCIA  
SOBRE LOS  
ANTIBIÓTICOS**  
BUEN USO, MEJOR TRATAMIENTO

Los virus respiratorios generalmente desaparecen en una o dos semanas sin tratamiento.

**Para que usted y los demás se mantengan sanos, puede:**



Limpiarse las  
manos



Cubrirse la nariz  
y la boca al toser  
o estornudar



Quedarse en  
casa cuando  
esté enfermo



Ponerse  
las vacunas  
recomendadas

Para saber más sobre cómo recetar y usar antibióticos,  
visite [www.cdc.gov/antibiotic-use/sp](http://www.cdc.gov/antibiotic-use/sp).



CS332406-F MLS-324358

[Text version of Figure B-2: Infographic "¿Puedo sentirme mejor sin antibiótica?"](#)

"¿Puedo sentirme mejor sin antibióticos?" infographic developed by U.S. Centers for Disease Control and Prevention, available at <https://www.cdc.gov/antibiotic-use/media/pdfs/es/Can-I-Feel-Better-ES-508.pdf>. Use of this material does not imply endorsement by the CDC.

Circle the verb in the subjunctive form:

- Quiero que usted **se limpia** / **se limpie** las manos. (limpiarse)
- Insisto en que usted **se cubre** / **se cubra** la nariz y la boca al toser o estornudar. (cubrirse)
- Necesito que usted **se quede** / **se queda** en casa cuando esté enfermo. (quedarse)
- Recomiendo que usted **recibe** / **reciba** las vacunas recomendadas. (recibir)





What do these sentences have in common?

All of the sentences use a verb in the subjunctive mood after a clause giving a command or advice.

The subjunctive is typically found in the second part of each sentence after phrases like *quiero que*.

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*¡Ahora, tú!* Do you have any advice to help someone avoid getting sick? Complete the sentence below with your own words. Don't forget to use the subjunctive!

Recomiendo que usted \_\_\_\_\_



# Una emergencia

## INSTRUCCIONES:



Your teacher will give you an emergency situation. Work with a partner to write a dialogue between a tourist and a local. The tourist explains the emergency situation and asks the local for help and the local advises the tourist and helps them find what they need.

Before you start the dialogue, choose a Spanish speaking country and research the emergency number you will need based on the situation (local police, US consulate, a hospital, etc.)

País: \_\_\_\_\_ Número de emergencia: \_\_\_\_\_

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## Prompts: Una emergencia



Me robaron el pasaporte.

Perdí mi celular.

Me robaron la billetera.

Perdí la maleta en el aeropuerto.

Me caí en la calle y me torcí el tobillo.

Me picó una abeja y soy alérgico/a.

La comida me cayó mal y tengo mucho dolor.



# El golpe de calor

**INSTRUCCIONES:** Lee [la infografía](#) y contesta las preguntas.



"Primeros auxilios en caso de golpe de calor," infographic by Medicina Salud Publica, available at <https://medicinaysaludpublica.com/noticias/general/primeros-auxilios-en-caso-de-golpe-de-calor--infografia/19683>.

1. Según la información de la infografía, ¿qué piensas que significa “el golpe de calor” en inglés?

- a. heart attack
- b. **heat stroke**
- c. fainting
- d. high fever

2. ¿Cuáles son las causas del golpe de calor? (Circle all that apply.)

- a. **una exposición prolongada a altas temperaturas**
- b. una intolerancia al sol
- c. **un esfuerzo físico con calor elevado**
- d. no usar la crema solar (*sunscreen*)

3. ¿Cuál de las siguientes **no** es un síntoma del golpe de calor?

- a. pérdida de conocimiento
- b. dificultad de respirar
- c. **temperatura corporal baja**
- d. transpiración (*sweating*), vómitos, y diarrea

4. ¿Cierto o falso?

- |  |          |          |
|--|----------|----------|
| a. El golpe de calor es considerado como una urgencia médica.                  | <b>C</b> | <b>F</b> |
| b. No debes avisar a servicios de urgencia si alguien tiene un golpe de calor. | <b>C</b> | <b>F</b> |
| c. El golpe de calor puede ser mortal ( <i>fatal</i> ).                        | <b>C</b> | <b>F</b> |
| d. Durante el golpe de calor, la temperatura del cuerpo se autorregula.        | <b>C</b> | <b>F</b> |

5. ¿Cuáles son los gestos rápidos para ayudar a alguien que tiene un golpe de calor?

Students' answers should include: colocar a la persona en un lugar a la sombra (shade), darle  
a la persona agua, sacar el máximo de la ropa de la persona, y usar el aire fresco para bajar su  
temperatura corporal.

## Hoja de vocabulario - Lección 6

Vocabulario principal					
billetera	—	wallet	perder	—	to lose
doctor	—	doctor	perdí	—	I lost
emergencia	—	emergency	policía	—	police
llamar	—	to call	roban	—	(they) steal
¡Llame!	—	Call! [imperative] Formal	robar	—	to steal
maleta	—	suitcase	robaron	—	(they) stole
pasaporte	—	passport			
Mi vocabulario					



# Lesson 7




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

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>• Ask for and offer help</li> <li>• Describe how you feel physically</li> <li>• Practice conjugations in the present</li> </ul>	<ul style="list-style-type: none"> <li>• necesitar</li> <li>• ¡Necesito una ambulancia!</li> <li>• ¿Qué necesita?</li> <li>• medicina</li> <li>• sentarse</li> <li>• algún</li> <li>• ¿Necesita ayuda?</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>• 1.1 - Interpersonal Communication</li> <li>• 1.2 - Interpretive Communication</li> <li>• 1.3 - Presentational Communication</li> <li>• 3.1 - Making Connections</li> <li>• 3.2 - Acquiring Information and Diverse Perspectives</li> </ul>	

Lesson Materials
<ul style="list-style-type: none"> <li>◆ <i>Sticky notes or mini whiteboards</i></li> <li>◆ <i>Colored pencils, markers, or highlighters (enough for each student or to share)</i> <ul style="list-style-type: none"> <li>◇ <b>Colors:</b> Pink, orange, yellow, green, blue, and purple</li> </ul> </li> </ul>

Activity Title & Info	Activity Instructions
<b>Opener</b>  5 - 10 Mins	<b>MATERIALS:</b> <ul style="list-style-type: none"> <li>• Sticky notes or mini whiteboards</li> </ul> <p>Students translate sentences using the verb <i>doler</i>. Give students a few minutes to write their answers down on a sticky note or mini whiteboard, then call on volunteers to share their answers.</p>
<a href="#">Digital Lesson 13</a> 📶  15 - 20 Mins	<p>Students complete Lesson 13 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>



<p><b>El soroche</b> Interpretive Listening</p> <p><b>10 - 15 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand WRSLL 1.2, 3.1, 3.2 Interdisciplinary Connection: Health</i></p>	<p>Distribute the <b>El soroche</b> worksheet. Review the instructions before playing the video twice. Students complete Part 1 with a partner and then share their answers out loud. Part 2 is to be completed individually.</p> <p><b>NOTE:</b> In Part 2, point out the verbs in the subjunctive and remind students of its use when giving recommendations using <i>quiere que...</i> and <i>recomienda que...</i></p> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Mal de ALTURA o SOROCHE en el Perú - Conoce un poco más sobre el soroche en el Perú</a></li> </ul> <p><small>"Mal de ALTURA o SOROCHE en el Perú - Conoce un poco más sobre el soroche en el Perú," by PDS viajes, available on YouTube at <a href="https://www.youtube.com/watch?v=wnqCwwd7tWo">https://www.youtube.com/watch?v=wnqCwwd7tWo</a>.</small></p>
<p><a href="#">Digital Lesson 14</a> </p> <p><b>15 - 20 Mins</b></p>	<p>Students complete Lesson 14 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p><b>Preguntas personales</b> Interpersonal Speaking</p> <p><b>20 - 25 Mins</b></p> <p><i>Bloom's: Apply WRSLL 1.1</i></p>	<p>Go over the instructions, then move through the slides with the questions. Students answer the questions in pairs, switching partners after each question. Each partner should speak for about 1 minute. Encourage students to ask follow up questions.</p> <p>To debrief the activity, ask students to share the types of follow-up questions they asked, and have them expand on their answers.</p>
<p><b>Un correo electrónico</b> Presentational Writing</p> <p><b>20 - 25 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Create WRSLL 1.3</i></p> <p> <b>Formative Assessments</b></p>	<p>Distribute the <b>Un correo electrónico</b> worksheet. Students imagine they are in a Spanish speaking country and they suddenly need to see a doctor. In order to book an appointment with a local doctor, they need to write them an email explaining the incident and how they feel.</p> <hr/> <p> <b>Writing Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p><b>Peer Evaluation</b> Grammar Activity</p> <p><b>10 - 15 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Evaluate WRSLL 1.2</i></p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Colored pencils, markers, or highlighters</li> </ul> <p>Students peer edit each other's emails from the previous lesson by swapping their <b>Un correo electrónico</b> worksheets with a partner.</p> <p>Display the peer editing slide to help students evaluate their classmates' writing.</p>



<b>Closer</b>  <b>5 - 10 Mins</b>  <i>WRSLL 1.1, 1.3</i>	<p>Students read their email to a new partner. Their partner pretends to be a doctor and gives them advice on what to do about their situation. Then, switch roles.</p>
<b>Homework Challenge</b>  <i>WRSLL 3.1</i> <i>Interdisciplinary Connection:</i> <i>Science</i>	<p>Set up the Homework Challenge by displaying the slide and asking students if they know how far above sea level they live or if they know the highest elevation that they have been to on foot.</p> <p>Ask students to research the elevation of their hometown and the elevation of a Latin American city of their choice and to compare the two altitudes.</p>





# El soroche

## INSTRUCCIONES, PARTE 1:



Watch [the video](#) about *el mal de altura* or *el soroche*. As you and your partner listen, list as many words as you can in each column in Spanish in order to explain what causes *soroche*, describe the symptoms of *soroche*, and suggest ways to prevent or cure it. Prepare to share your answers with the class.

"Mal de ALTURA o SOROCHÉ en el Perú - Conoce un poco más sobre el soroche en el Perú," by PDS viajes, available on YouTube at <https://www.youtube.com/watch?v=wngCwwd7tWo>.

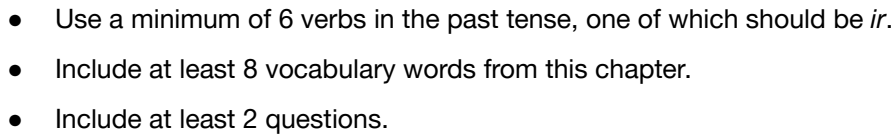
Causas	Síntomas	Recomendaciones/Remedios
Viajar por primera vez a una altura superior a 2.400 metros sobre el nivel del mar	Fatiga o agotamiento físico	Evitar el esfuerzo físico bastante alto en los primeros días de su viaje
La falta del oxígeno a causa de la altitud	Dolor de cabeza	
	Náuseas y vómitos	Empezar con caminatas cortas
	Falta de apetito	Consultar al médico sobre medicinas para ayudar con el soroche antes de su viaje
	Dolor de estómago	
	Presión alta o rápida	Beber agua regularmente, al menos 2 o 3 litros al día
	La dificultad respiratoria	Comer los matecitos de coca

## INSTRUCCIONES, PARTE 2:



Read the recommendations for combating *soroche* and determine whether they are **cierto** o **falso**.

- El señor quiere que usted beba agua regularmente. **C** **F**
- El señor recomienda que beba menos de 2 litros de agua al día. **C** **F**
- El señor recomienda que usted consuma los matecitos de coca. **C** **F**
- El señor recomienda que usted lleve una chaqueta buena. **C** **F**
- El señor quiere que usted consulte a su médico antes del viaje. **C** **F**
- El señor recomienda que empiece su viaje con unas caminatas cortas. **C** **F**

**INSTRUCCIONES:**This image shows a blank 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.

## Hoja de vocabulario - Lección 7

Vocabulario principal					
algún	—	any	medicina	—	medicine
ambulancia	—	ambulance	necesitar	—	to need
ayuda	—	help	sentarse	—	to seat oneself
Mi vocabulario					
	—			—	
	—			—	
	—			—	
	—			—	



# Lesson 8






85 - 115 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>Practice double negatives - <i>no hay ninguno/a</i></li> <li>Remember that adjectives drop the -o ending when they precede a masculine noun</li> </ul>	<ul style="list-style-type: none"> <li>¿Hay un hospital cerca?</li> <li>clínica</li> <li>ninguno</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>1.2 - Interpretive Communication</li> <li>1.3 - Presentational Communication</li> <li>3.1 - Making Connections</li> </ul>	

Lesson Materials
<ul style="list-style-type: none"> <li>◆ Colored pencils, markers, or highlighters</li> <li>◆ Mini whiteboards and dry-erase markers (one per pair of students)</li> </ul>

Activity Title & Info	Activity Instructions
<p><b>Opener</b></p> <p><b>5 - 10 Mins</b></p> <p>WRSLL 1.2</p>	<p><b>OPTIONAL:</b> Check on the Homework Challenge from the previous lesson before starting the opener.</p> <p>Play the audio from the commercial without the visual cues and see if students can guess what the video is about.</p> <p>After hearing several guesses, play the commercial with the visuals. Then, show them one more time and have them write down any familiar words on an individual whiteboard, device, or sticky note.</p> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li><a href="#">Vick Fort-9 Colombia</a></li> </ul> <p><b>TIP:</b> This would be a great time to talk about how <i>gripa</i> and <i>gripe</i> are the same thing.</p> <p><small>"Vick Fort-9 Colombia," by Vick Latinoamérica, available on YouTube at <a href="https://www.youtube.com/watch?v=t8CBYpISxyY">https://www.youtube.com/watch?v=t8CBYpISxyY</a>.</small></p>



<p><b>¿Gripe o resfriado?</b> Interpretive Reading</p> <p>10 - 15 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand WRSLL 1.2, 3.1 Interdisciplinary Connection: Health</i></p> <p> <b>Formative Assessment</b></p>	<p>Distribute the <b>¿Gripe o resfriado?</b> worksheet. Students read an infographic and answer the questions.</p> <p><b>LINK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Resfrío versus influenza</a></li> </ul> <p><small>"Resfrío versus influenza," developed by the Center for Disease Control and Prevention ("CDC"), available at <a href="https://espanol.cdc.gov/flu/symptoms/coldflu.htm">https://espanol.cdc.gov/flu/symptoms/coldflu.htm</a> Use of this material does not imply endorsement by the CDC.</small></p> <hr/> <p> <b>Reading Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>
<p><a href="#">Digital Lesson 15</a> </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 15 in the Mango platform. When finished, they complete one session of daily review if time allows.</p>
<p><b>Conversation Annotation, Part 2</b></p> <p>10 - 15 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Remember WRSLL 1.2</i></p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Colored pencils, markers, or highlighters</li> <li>• Writing utensil</li> </ul> <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><b>Una tira cómica</b> Presentational Writing</p> <p>20 - 25 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Create WRSLL 1.2, 1.3</i></p> <p> <b>Formative Assessment</b></p>	<p>Distribute copies of the <b>Una tira cómica</b> worksheet to groups of 2-3 students. Display the slide with the four emergency scenarios. Assign a different scenario to each group.</p> <p>Using their Vocabulary Reference sheets or notes for support, students fill in their comic strip with illustrations of the details and dialogue appropriate to their scenario. They should incorporate a minimum of 5 phrases incorporating vocabulary from the lesson. Tell students they can use the questions on the slide to guide their stories if stuck.</p> <p>When finished, tape the comics around the classroom and ask students to walk around and read them. Have students choose which comic they liked the best and take a class vote to see which group created the most popular comic.</p> <p><b>OPTIONAL:</b> Find free comic strip templates online and share them with students to allow for greater customization of their comic strips in place of the template on the worksheet. Create categories like Best Design, Funniest, Most Creative, etc. and have students vote on the best comic for each category.</p> <hr/> <p> <b>Writing Assessment</b> - Students submit activity for a grade. Canvas users can choose between digital quiz and PDF versions.</p>



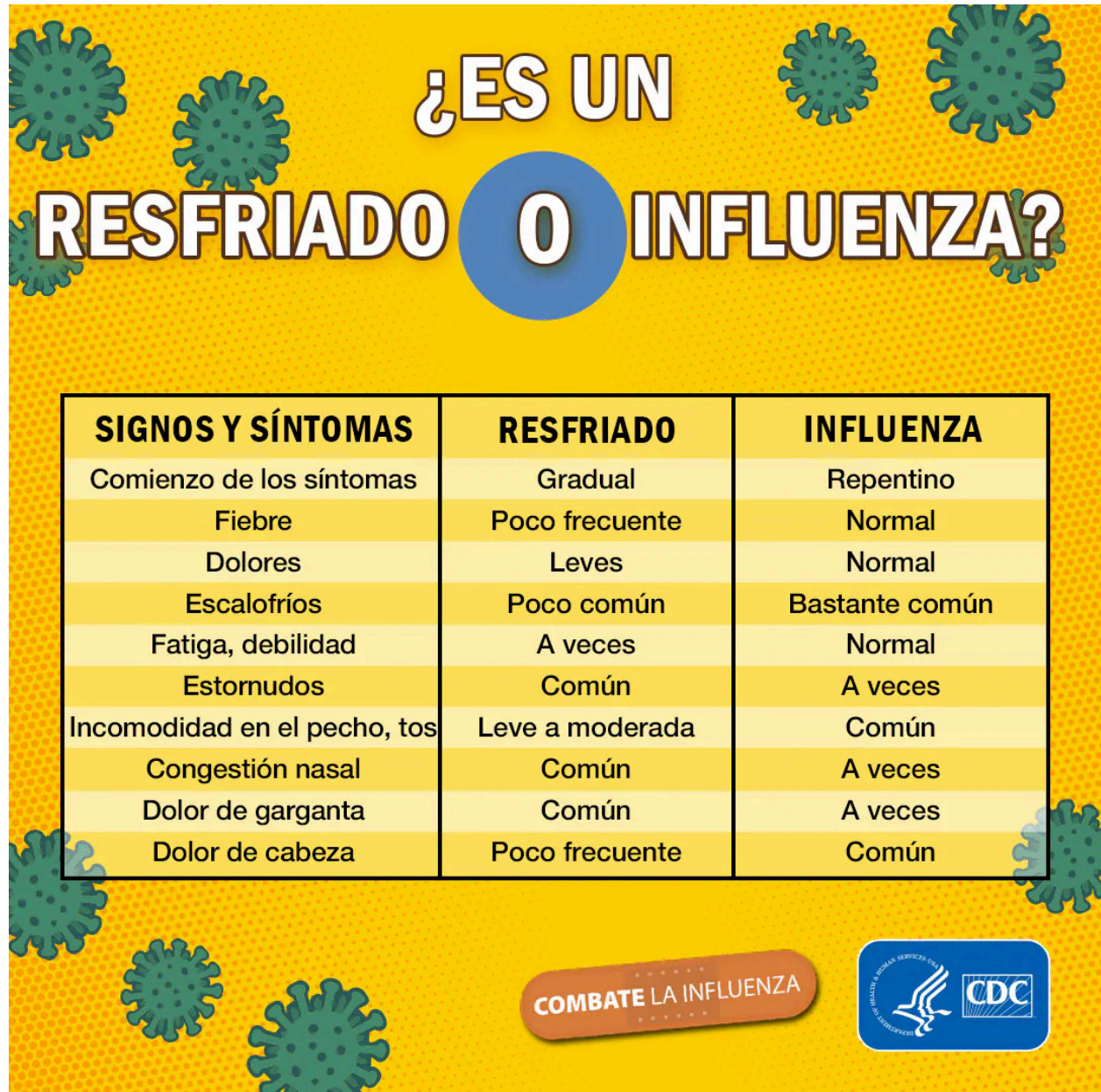
<p><b>Drawing Vocabulary Challenge</b> Vocabulary Activity</p> <p><b>20 - 25 Mins</b></p> <p><i>Bloom's: Apply</i> <i>WRSLL 1.2</i></p>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Mini whiteboards and dry-erase markers</li> </ul> <p>Students complete a Back to Board activity by partnering up and arranging themselves so that they are facing each other, with one partner facing the screen (Partner A) and the other facing the back of the room (Partner B).</p> <p>Partner A will have one minute and thirty seconds to draw the four vocabulary words on a mini whiteboard and Partner B has to guess them. Switch after each round.</p>
<p><b>Closer: Timed Production Exercise</b></p> <p><a href="#">Worksheet</a></p> <p><i>WRSLL 1.3</i></p>	<p>Students write continuously for 6 minutes <i>or</i> record themselves speaking continuously for 45 seconds. Assign writing or speaking based on the needs of the class. If writing, use the <b>Ejercicio de escritura con límite de tiempo</b> 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><b>NOTE:</b> 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>



# ¿Gripe o resfriado?

## INSTRUCCIONES:

Lee la infografía y contesta las preguntas.



[Text version of Figure B-3: Infographic about the cold vs. the flu](https://espanol.cdc.gov/flu/symptoms/coldflu.htm)

"Resfriado versus influenza," by Center for Disease Control and Prevention, available at <https://espanol.cdc.gov/flu/symptoms/coldflu.htm>. Use of this material does not imply endorsement by the CDC.

Using the infographic, mark each of the following sentences based on whether the information is true for the common cold or the flu.

**Gripe (influenza) = G**

**Resfriado = R**

1.   R   The onset of symptoms is gradual.
2.   G   A headache is a common symptom.
3.   R   Discomfort in the chest and a cough are only light or moderate symptoms.
4.   R   Nasal congestion is one of the common symptoms.
5.   G   The chills (*escalofríos*) are a very common symptom.
6.   R   A fever is not a very frequent symptom.
7.   G   Body aches and pains are common.
8.   R   Sneezing is common for this ailment.
9.   R   A sore throat is common for this ailment.
10.   G   Fatigue and feeling weak are a normal part of this sickness.

Choose one of the symptoms from the infographic and write a recommendation for someone experiencing this symptom to help them feel better. Remember to use the subjunctive!

For example: *Quiero que usted **coma** mucha sopa de pollo.*

Answers will vary.

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# Una tira cómica

## INSTRUCCIONES:

Create your own comic about your assigned emergency situations. Be sure to provide illustrations of the details and dialogue. Add vertical lines to the template below to create panels of different sizes.



## Ejercicio de escritura con límite de tiempo

**INSTRUCCIONES:**

Escribe continuamente durante el tiempo indicado por tu maestro/a. Puedes usar tus notas y hojas de trabajo al escribir.



**DOK LEVEL 3**

This 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.

## Hoja de vocabulario - Lección 8

Vocabulario principal					
clínica	—	clinic	ninguno	—	none
hospital	—	hospital			
Mi vocabulario					
	—			—	
	—			—	
	—			—	
	—			—	

# Cumulative Activities

10 - 13 HOURS OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Standards Addressed
<ul style="list-style-type: none"> <li>Compare and contrast healthcare systems between a Latin American country and the United States</li> <li>Ask for help in an emergency</li> <li>Talk about situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>1.2 - Interpretive Communication</li> <li>1.3 - Presentational Communication</li> <li>2.1 - Relating Cultural Practices to Perspectives</li> <li>3.1 - Making Connections</li> <li>4.2 - Cultural Comparisons</li> </ul>

Materials
<ul style="list-style-type: none"> <li>◆ Access to electronic devices for research</li> <li>◆ Access to electronic devices that can record video and video editing software</li> </ul>

Activity Title & Info	Activity Instructions
<p><a href="#">Cumulative Listening Activity</a> 📶</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><a href="#">Cumulative Reading Activity</a> 📶</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><b>El sistema sanitario</b></p> <p>180 - 240 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand, Evaluate DOK: Levels 1, 2, 3 and 4 WRSLL 1.2, 1.3, 2.1, 3.1, 4.2 Interdisciplinary Connection: Social Studies</i></p>	<p><b>Learning Objective:</b> Compare and contrast healthcare systems between a Spanish-speaking country and the United States.</p> <p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>Access to electronic devices for research</li> </ul> <p>Students watch two videos about two different doctors' lives in rural areas (<a href="#">this doctor from the US</a> and <a href="#">this doctor from Cuba</a>). Using the <b>El Sistema Sanitario</b> worksheet, they compare and contrast the doctors' lives based on what they see in the video, and make inferences about the healthcare systems in the two countries.</p> <p><b>Optional Expansion (Part 2):</b> To learn more about the healthcare systems on a global scale, students can research the type of healthcare system in a Spanish-speaking country. They will create an infographic that introduces the American healthcare system and compares it to the other country. Their target audience is a Spanish-speaking immigrant from the country they have chosen. They should investigate what is covered if you're a citizen or resident, the role that insurance companies play in healthcare, and the resources available in hospitals and clinics. When they are done, groups will pair up and discuss their findings.</p> <p><b>LINKS:</b></p> <ul style="list-style-type: none"> <li><a href="#">A Brief But Spectacular take on being a rural area's only doctor</a></li> <li><a href="#">The Secret Behind Cuba's Extraordinary Healthcare</a></li> </ul> <p><small>"A Brief But Spectacular take on being a rural area's only doctor," by PBS NewsHour, available on YouTube at <a href="https://www.youtube.com/watch?v=DPIx8AmOv-U">https://www.youtube.com/watch?v=DPIx8AmOv-U</a>.</small></p> <p><small>"The Secret Behind Cuba's Extraordinary Healthcare," by Our Human Planet, available on YouTube at <a href="https://www.youtube.com/watch?v=zBC5w2O4jVI">https://www.youtube.com/watch?v=zBC5w2O4jVI</a>.</small></p>
<p><b>¡Socorro!</b></p> <p>180 - 240 Mins</p> <p><a href="#">Worksheet</a></p> <p><a href="#">Rubric</a></p> <p><i>Bloom's: Apply, Create DOK: Levels 2 and 4 WRSLL 1.3, 3.1 Interdisciplinary Connections: Digital Literacy, Arts</i></p>	<p><b>Learning Objective:</b> Ask for help in an emergency.</p> <p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>Access to electronic devices that can record video and video editing software</li> </ul> <p>In groups of 4-5, students create an original skit using the <b>¡Socorro!</b> worksheet that depicts an emergency situation in Spanish. Every group member must play a specific role. The script must contain applicable vocabulary from this chapter and have a minimum of three lines of dialogue per role. Students then film their skit, edit it, and upload it to your LMS to be shared with their fellow classmates.</p> <p><i>Example Skit Plot:</i> Two individuals experience an emergency where someone is hurt (a fire) and call the emergency services (an operator) who then calls the appropriate service (fire department with 2 firefighters) who respond to the emergency and resolve it.</p> <p><b>NOTE:</b> An evaluation rubric has been provided for this project. Along with the project description, distribute the rubric and review the criteria with your students to ensure they clearly understand what is expected of them. Alternatively, you may choose to use the rubric at your discretion to evaluate the project based on your classroom needs.</p>



<p><b>Children's Book</b> Presentational Writing</p> <p><b>180 - 240 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Apply, Create</i> <i>DOK: Levels 2 and 4</i> <i>WRSLL 1.3, 3.1</i> <i>Interdisciplinary Connection:</i> <i>Language Arts</i></p>	<p><b>Learning Objective:</b> Talk about situations in the past.</p> <p>Distribute the <b>Children's Book</b> worksheet with the graphic organizer. Students write and illustrate an original, fictional children's story describing a bad day that the main character had. You may choose to have them create their book digitally on a website or app by searching for a "free online book creator." The story should include things that the character did, things that happened to them, and how they felt. It should incorporate the past tense and other vocabulary and grammar from this chapter and previous chapters.</p> <p>The final product can be anything from digital to DIY bound hardcovers, depending on time and resources. Before students create the final product, they should peer-edit each other's stories and then receive teacher feedback and approval. When their final products have been completed, students read their stories to their classmates at an in-class publishing party.</p> <p><b>MODIFICATION:</b> Introduce students to or encourage them to find examples of similar books in Spanish or even English, such as <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst.</p>
<p><b>Vocabulary Quiz</b></p> <p><b>15 Mins</b></p> <p><a href="#">Worksheet</a></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><a href="#">Cumulative Chapter Quiz</a> 📶</p> <p><b>15 - 20 Mins</b></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><b>Chapter Closure: KWL</b></p> <p><b>10 - 15 Mins</b></p> <p><a href="#">Worksheet</a></p> <p><i>WRSLL 5.2</i></p>	<p>To close the chapter, students go back to their original <b>Personal Learning Goals</b> worksheet and <b>KWL chart</b> from Lesson 1. They should complete the <b>L</b> section (what I learned) of the KWL chart and discuss the questions that follow with a partner.</p>



# El sistema sanitario

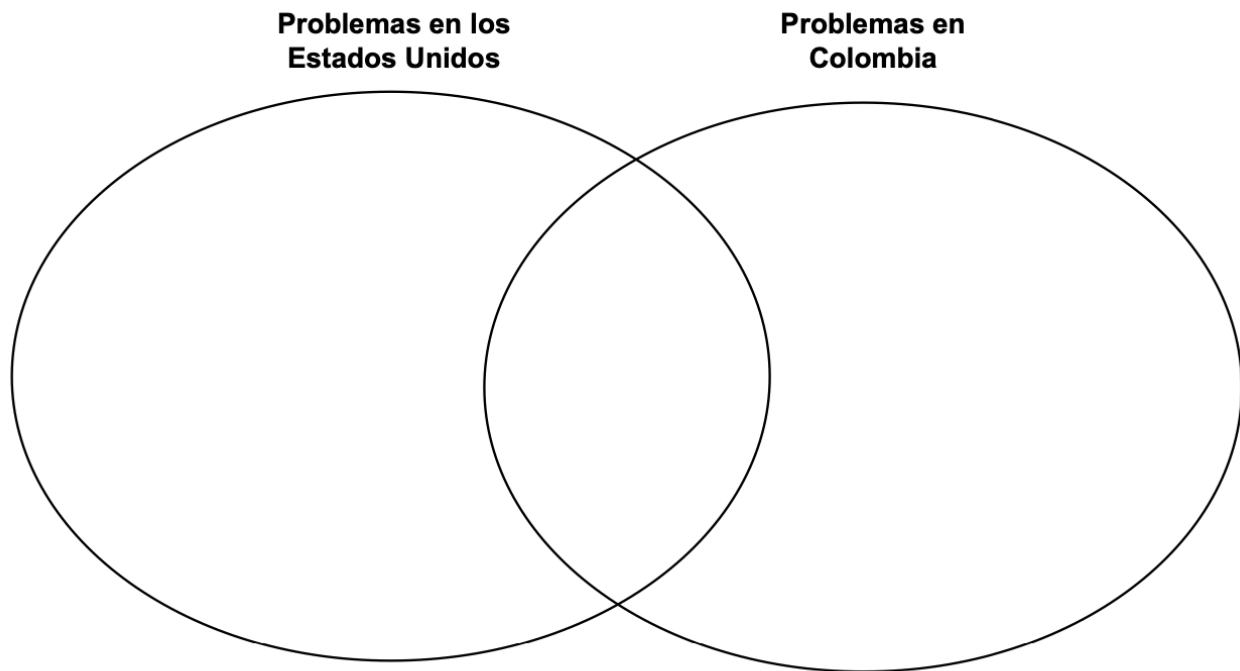
**INSTRUCTIONS, PART 1:**

DOK LEVEL 2

Watch the two videos about different healthcare systems ([the United States](#) and [Colombia](#)). Compare and contrast the problems in each system based on what you see in the video, and make inferences about the healthcare systems in the two countries.

"A Brief But Spectacular take on being a rural area's only doctor," by PBS NewsHour, available on YouTube at <https://www.youtube.com/watch?v=DpIX8AmOv-U>.

"Colombia: la sanidad en entredicho," by DW Español, available on YouTube at [https://www.youtube.com/watch?v=H4nMDML15\\_Q](https://www.youtube.com/watch?v=H4nMDML15_Q).



Based on what you saw in the video, write (in English) what you might infer about the healthcare systems in these two countries. Here are some questions to think about:

- How easy is it to access healthcare in each country?
- How expensive is treatment in each country?
- What is the quality of the treatment provided in each country?
- What standard of living do medical professionals have in each country?

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## INSTRUCTIONS, PART 2:

You have been tasked with creating an infographic in Spanish that introduces the American healthcare system to Spanish-speaking immigrants from a specific country. It should explain how the American healthcare system is different from the healthcare system in their country of origin. In pairs, research the healthcare system in a Spanish-speaking country. Use the spaces provided to take notes for your infographic, either in English or Spanish. Then, create your infographic on a separate piece of paper or using the computer.

When finished, you will present your infographic to another group and talk about your findings.

### Spanish-Speaking Country (answer in English):

What is covered (services, medication, etc.) if you're a citizen or resident?	What role do insurance companies play in the healthcare system?	What resources are available in the hospitals and clinics?





Use simple language to answer the following questions in Spanish! Example: *[No puedo/Puedo] ir a todos los hospitales si tengo una emergencia.*

¿Qué te gusta del sistema sanitario del país latinoamericano?

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¿Qué NO te gusta del sistema sanitario del país latinoamericano?

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¿Qué te gusta del sistema sanitario de los Estados Unidos?

---

---

¿Qué NO te gusta del sistema sanitario de los Estados Unidos?

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**DOK LEVEL 2**

**Example Plot:** *Two individuals experience an emergency where someone is hurt (a fire) and call the emergency services (an operator) who then calls the appropriate service (fire department with 2 firefighters) who respond to the emergency and resolve it.*

This 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.

## ¡Socorro! Rubric

	1	2	3	4
<b>Task Completion and Topic Development (x2)</b>	I am missing several elements and do not complete the task.	I somewhat complete the task, but may be missing some key information.	I fully complete the task, but do not elaborate.	I fully complete the task and elaborate.
<b>Language Control</b>	Someone accustomed to working with language learners would not understand my message.	Someone accustomed to working with language learners would understand my message with difficulty.	Someone accustomed to working with language learners would understand my message without difficulty.	A native speaker would understand my message without difficulty.
<b>Presentational Speaking Skills</b>	My skit is not well rehearsed. I read directly from an index card or from the for the entire skit. My speech is too choppy to follow.	My skit is not very well rehearsed and I read my lines, though I make an effort to look up and engage with my audience. The pauses in my speech make it hard to follow.	My skit is rehearsed and I have mostly memorized my lines. My speech is fairly smooth, with some breaks, but overall, the audience can follow.	My skit is well rehearsed. I have memorized my lines. My speech is smooth and easy to follow.



# Children's Book

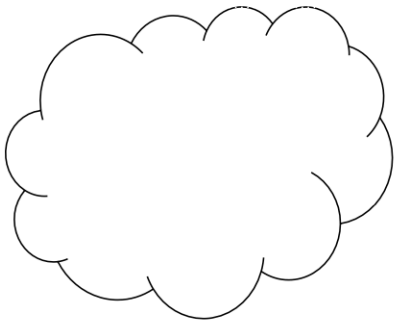
## INSTRUCTIONS, PART 1:



Using what you've learned in this chapter, you will create an illustrated story about someone who had a very bad day. The story should include what the character did, what happened to them, how they felt, and what happened at the end of their day. To start, fill out the graphic organizer below. Sketch illustrations demonstrating the plot of your story, or search the web for images and paste them in the numbered boxes.

**Título:** \_\_\_\_\_

**Vocabulario clave**



**¿Dónde?**



**Personajes:**


**¿Qué Pasa?**

1

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2

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3

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4

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5

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6

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[Text version of Figure B-4: Graphic organizer to create an illustrated story](#)



## INSTRUCTIONS, PART 2:

Using your illustrations as a guide, create the written part of your story. Try to include words and phrases that you learned in the chapter. Remember to use an online dictionary like [WordReference.com](http://WordReference.com), or ask your teacher or classmates for help if you get stuck. Once everyone has finished writing, you will swap papers with a partner and peer-edit each other's stories before getting approval from the teacher. Then, combine what you've written with your illustrations to develop a finished product. Prepare to share your story during the in-class publishing party!

[illegible]

# Vocabulary Quiz

## INSTRUCTIONS:

Match the word to the sentence it best fits. You will use each word in the word bank below only once.

campo  
nada  
ambulancia  
abeja  
hinchado

cuello  
nariz  
ayuda  
billetera  
ronchas

mareado  
fiebre  
mal  
pierna  
estómago

- 
1. Tengo unas ronchas en el brazo.
  2. Tengo torticollis en el cuello.
  3. ¿Necesita ayuda?
  4. Creo que tengo fiebre alta.
  5. Me robaron mi billetera.
  6. Ayer fui al campo.
  7. No me siento bien, me duele el estómago.
  8. Me picó una abeja en el brazo.
  9. No pasa nada. Estoy bien.
  10. Me sangra mucho la nariz. Tengo sangre en mi camisa.
  11. Corrí una maratón y tengo el tobillo hinchado.
  12. Estoy mareado. Creo que voy a desmayarme.
  13. ¿Se siente bien? Quiere que llame a una \_\_\_\_\_.
  14. Me caí y me duele mucho la pierna.
  15. Fui a un restaurante de comida rápida y la comida me cayó mal.