

Spanish Curriculum



Español

Grade 6: Unit Three

Title: Fun Times

Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is divided into four units of study and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for Grade 6 consist of the following four thematic units of study:

- Unit 1: All About Me
- Unit 2: School Days
- Unit 3: Fun Times
- Unit 4: Family Life

Pacing Chart – Unit 3

Pacing Chart – Unit 3			
#	Student Learning Objective	CCSS	8 weeks
1	Ask and respond to questions about the weather and activities conducted during the various seasons.	7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.2	
2	Identify and demonstrate your knowledge of colors.	7.1.NM.B.2 7.1.NM.B.4 7.1.NM.C.4	
3	Identify and demonstrate knowledge of various clothing items in relations to weather, colors, and prices.	7.1.NM.A.4 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.4	
4	Ask and respond to questions about weekend and leisure activities, locations, inviting to participate, accepting and expressing regret using digital tools and face-to-face communication through the target language.	7.1.NM.B.1 7.1.NM.B.4	
5	Ask and respond to questions about food, describing hunger or thirst using digital tools and face-to-face communication through the target language.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.A.4	

Educational Technology

Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ **Technology Operations and Concepts**

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ **Creativity and Innovation**

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ **Communication and Collaboration**

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ **Digital Citizenship**

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ **Research and Information Literacy**

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Open-ended activities

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer, Integrated Performance Assessment
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; makebeliefscomix to create a comic strip

Enduring Understanding:

- Weather affects all life on earth
- Changes in weather affects our daily lives
- Money can be used to buy things
- Clothing choices are influenced by society, media, friends and culture
- There are three primary colors: Red, Blue and Yellow
- Colors affect each other

Grade: 6	Unit: Three	Topic: Fun Times
<p>New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4</p>		
<p>ACTFL Modes of Communication:</p> <ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO #1 Ask and respond to questions about the weather and activities conducted during the various seasons.</p> <p>Standard: 7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> • How can weather be described? • How does weather affect us? • Are seasons the same around the world? • What is having fun? • What do you do for fun? 	<p><u>Map Activity/White Boards</u> Using a US map, students identify weather patterns based on the season by describing the weather in writing.</p> <p><u>How do you feel?</u> Based on the season, describe the weather and then say if you like it or dislike it and provide a reason. Students converse in pairs. i.e. <i>Me gusta el invierno pero siempre tengo frío.</i></p> <p><u>Think/Pair/Share</u> Students think about six indoor and outdoor activities. Share with a partner during which season the activities can be enjoyed and then share with the larger group.</p>	<p>¡Avancemos! 1 Textbook: p. 195 Activity E</p> <p>Joshua Cabral www.activecommunication.wordpress.com</p> <p>www.wlteacher.wordpress.com</p> <p>https://www.pinterest.com/srtanrodriguez/</p> <p>www.lingt.com</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 2 Identify and demonstrate your knowledge of colors.</p> <p>Standard: 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.</p> <p>Standard: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate,</p>	<ul style="list-style-type: none"> • What is color? • How do we see color? • How does color help in everyday life? • How is color related to feelings? • How do various cultures use color symbolically? 	<p><u>Survey</u> Conduct a survey in class to determine what is the most liked color within the group. Students will move around to ask each other.</p> <p><u>Graph</u> Based on your findings of the previous activity, create a graph showing the class preferences.</p> <p><u>Color experiment</u> Students experiment with mixing any two colors to find the result. Teacher will orally guide and tell students which colors to mix. Students will report back on the result. (in collaboration with the art teacher)</p>	<p>¡Avancemos! 1 Textbook: p. 195</p> <p>Teacher created resources Color strips Construction paper</p> <p>Coloring pencils Magic markers Crayons</p>	<p>The flag of Spain consists of three horizontal stripes: red, yellow and red, the yellow strip being twice as wide as each red stripe.</p> <p>The color black is associated with evil and mystery. In many cultures, black is also the color of mourning.</p> <p>In South America, the color green is associated with death.</p> <p>The color blue in Colombia is associated with soap.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
culturally authentic materials orally or in writing.				
<p>SLO # 3</p> <p>Identify and demonstrate knowledge of various clothing items in relations to weather, colors, and prices.</p> <p>Standard:</p> <p>7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>Standard:</p> <p>7.1.NM.B.4</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> • What is fashion? • How has fashion changed over time? • What is style? • What is my individual style? 	<p><u>¡A responder!</u></p> <p>Listen to the descriptions of clothing items from <i>Avancemos!</i> audio. Raise your hand if you are wearing the item of clothing being described.</p> <p><u>Pictures</u></p> <p>In pairs, students will compare and identify the differences between two images provided by the teacher. Each pair will have different images to compare. Images should contain clothing items.</p> <p><u>Journal</u></p> <p>Write a journal entry describing what you are wearing today.</p>	<p>¡Avancemos! 1 Textbook: p 195 CD 4, Tracks 1, 2</p> <p>Spot the differences- Printable sheets</p> <p>http://bogglesworldesl.com/spotthedifferences.htm</p> <p>Journal</p> <p>Teacher created resources: question strips,</p>	<p>The <i>Euro</i> is the currency of twelve European Union countries, stretching from the Mediterranean to the Arctic Circle.</p> <p><i>Euro</i> bills and coins have been in circulation since January 1, 2002.</p> <p>Traditional Spanish clothing is worn by Flamenco performers during events. It consists of red, black and white.</p> <p>Traditional Spanish bullfighter’s costumes have remained unchanged over the years and are elaborate costumes inspired by</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard: 7.1.NM.C.1 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p><u>Centers</u> Create multiple centers with questions in reference to clothing based on weather, color and prices. Students will move from one center to the next, asking/responding to questions. Answers may vary. i.e. <i>¿Qué llevas cuando hace frío?</i></p> <p><u>Catalog Shopping</u> Provide students pages from a clothing catalog. In pairs, students ask/respond how much the item(s) cost based on the prices indicated in the catalog.</p> <p><u>Fashion Show</u> Students take turns announcing what the "models" are wearing.</p> <p><u>Pack the Suitcase</u> Students select from a pile of props to choose appropriate things to pack for a journey. As each item is placed in the</p>	<p>index cards, print outs etc...</p> <p>Magazines, Department Store flyers, catalogs, advertisements, etc...</p>	<p>flamboyant 18th century <i>Andalusian clothing</i>. They are known as “suits of lights” (<i>traje de luces</i>) and easily distinguished by their use of sequins, gold and silver threads, and detailed embroidery.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		suitcase, the student will use indirect object pronouns: <i>This is a bathing suit. I will bring it.</i>		
<p>SLO # 4</p> <p>Ask and respond to questions about weekend and leisure activities, locations, inviting to participate, accepting and expressing regret using digital tools and face-to-face communication through the target language.</p> <p>Standard:</p> <p>7.1.NM.B.1</p> <p>Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.</p>	<ul style="list-style-type: none"> • What is fun? • What do I do for fun? • How do my activities define me? 	<p><u>Centers</u></p> <p>Set up centers for various activities. Students will rotate from one center to another to converse about activities within an allocated time i.e. 3 minutes per center.</p> <p><u>Journal Entry/Email</u></p> <p>Students will write a journal entry/email about a recent activity. Students will read aloud to share with their peers.</p> <p><u>Picture talk</u></p> <p>In pairs or groups of three, students identify the image and then describe what one can do based on the images provided. i.e. Image of a pool (<i>¿Qué es? Es un parque. ¿Qué hacemos allí? Podemos ir de paseo.</i>)</p>	<p>¡Avancemos! 1</p> <p>Textbook: pp 218-233</p> <p>DVD 1</p> <p>CD 4: Tracks 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p>Cuaderno: pp 171-173, 174-176, 177-179, 180-181</p> <p>Journals</p> <p>Computers</p> <p>iPads</p> <p>Images from the web, magazines, or other resources</p>	<p>Hanging out with friends in "el centro" (downtown) is a custom enjoyed by teenagers in Spain.</p> <p><i>Spain</i> has beaches on both the Atlantic Ocean and the Mediterranean Sea. Teens enjoy sailing, scuba diving, surfing and wind-surfing all year long at the beach.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard: 7.1.NM.B.4</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>		<p><u>Expressions with Tener</u> Listen as the teacher narrates a scenario. Respond by marking your paper with the appropriate tener expression.</p>		
<p>SLO # 5</p> <p>Ask and respond to questions about food, describing hunger or thirst using digital tools and face-to-face communication through the target language.</p> <p>Standard: 7.1.NM.B.1</p> <p>Use digital tools to exchange basic information at the word and memorized phrase</p>	<ul style="list-style-type: none"> • Why do we need food? • How does food intake affect our health? • What is healthy food? • What do I do to eat healthy? 	<p><u>Role Playing</u> In pairs, students will ask and respond to questions about food and beverages, and state what they would like to eat and drink.</p> <p><u>Food Shopping on a Budget</u> Provide students pages from a supermarket flyer or use on line version. In pairs, students will shop for the list of items provided by the teacher keeping their purchases under budget. Students will use their math skills to calculate the</p>	<p>¡Avancemos! 1 Textbook: pp 218-233 DVD 1 CD 4: Tracks 12, 13, 14, 15, 16, 17, 18, 19, 20 Cuaderno: pp 171-173, 174-176, 177-179, 180-181</p> <p>Eroski Supermarket-Spain https://www.compraonline.grupoeroski.com/es/supermercado/2059698-Alimentos-Frescos/</p>	<p>In Spain, lunch is the most important meal of the day. It is also the most important time to spend with family and friends, and a time to rest.</p> <p>€ is the sign used for Euro. It has its roots from the Greek letter epsilon € and it's a reference to the cradle of European civilization (Ancient Greece) and the first letter of the word Europe,</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>level related to self and targeted themes.</p> <p>Standard: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>		<p>amount, pounds and cost. (Activity can be completed in the Spanish version with euros)</p> <p><u>¿Qué ves en el restaurante?</u> In pairs, students converse (ask/respond) about what they see in the restaurant based on activity # 2 on page 220 of <i>Avancemos</i>.</p> <p><u>Critical Thinking/White Boards</u> Provide scenarios where people follow certain dietary rules and/or they are allergic to certain foods. Students will write what they can or can't eat from the learned vocabulary and hold their boards (answers may vary). Teacher will quickly assess before moving to the next scenario. i.e. <i>José es vegetariano. No puede comer..</i></p>	<p>Shoprite Supermarket www.shoprite.com</p> <p>Currency Converter http://www.xe.com/currencyconverter/</p> <p>¡Avancemos! 1 Textbook: p. 220 # 2</p> <p>Teacher created and/or other resources.</p>	<p>crossed by two parallel lines to postulate stability of the euro currency.</p> <p>In <i>Spain</i>, waiters get a relatively decent salary; the <i>tipping etiquette</i> says that a tip is considered always a reward for good service, meaning that if the food is bad or the waiter is mean – no tip! But if you are happy with the service, the usual tips range between 7 and 10% (more if it's a fine restaurant). For coffee or a drink, or a quick bite (sandwich, croissant...), a few cents are enough.</p>

Unit 3 Vocabulary			
Unidad 3 : Vocabulario : Fun Times			
Las estaciones	Vocabulario	Las actividades	Los verbos
La primavera El verano El otoño El invierno La estación Durante la primavera Durante el verano Durante el otoño Durante el invierno	El dinero El dólar El euro El precio La blusa La camisa La camiseta La chaqueta El gorro Los jeans Las calcetines El fin de semana La película La música El menú La cuenta El camarero/la camarera La propina El plato principal La entrada La ventanilla La silla La mesa	Ir de compras Jugar a un videojuego Jugar al fútbol Ver una película Comer en un restaurante Nadar en la piscina Escuchar música Dibujar Leer un libro Esquiar Ir al parque Ir de paseo Tocar la guitarra Hablar por teléfono Mirar la televisión Montar en bicicleta Andar en patineta Beber refrescos Correr Pasear Estudiar	Ser Estar Gustar Necesitar Tener Tener calor Tener frío Querer Preferir Pagar Pensar Comprar Llevar Empezar Entender Volver Costar Almorzar Dormir Comer Beber

Unit 3 Vocabulary			
Unidad 3 : Vocabulario : Fun Times			
Los colores/los adjetivos	Los lugares	La comida	Otras expresiones
Rojo (a) Verde Amarillo (a) Anaranjado (a) Marrón Azul Blanco (a) Negro (a) Nuevo (a) Caro (a) Feo (a) Lindo (a) Rico (a) Horrible Bueno (a) Buen	El centro comercial La tienda El restaurante El cine La piscina El mar El parque El teatro El concierto El café El lugar La calle El centro	El arroz El bistec El brócoli La carne La ensalada Los frijoles La patata El pescado El pollo El tomate Las verduras Las papas fritas La pizza Las galletas La fruta El helado El pastel El refresco El jugo El agua El chocolate	Allí Aquí Durante Tal vez A pie En autobús En coche ¿Cuánto cuesta? Conmigo Contigo Tener razón Tener suerte

Unit 3 Grammar

This Unit will focus on the following grammatical concepts:

- Subject pronouns
- Infinitive forms of regular verbs
- Present tense of regular ar, er, and ir verbs
- Present tense of irregular verbs – ser, estar, tener
- Present tense of Gustar + noun
- Stem changing verbs – e to ie -
- Masculine and feminine adjectives
- Noun adjective agreement
- Definite articles
- Indefinite articles
- Prepositions of location
- Comparatives
- Interrogative adjectives
- Question forms
- Negative form
- Ordinal numbers

Unit 3 Grammar

Tener	Ser	Estar	Necesitar	Comer	Escribir	Preferir
Yo tengo	Yo soy	Yo estoy	Yo necesito	Yo como	Yo escribo	Yo prefiero
Tú tienes	Tú eres	Tú estás	Tú necesitas	Tú comes	Tú escribes	Tú prefieres
Él/ella tiene	Él/ella es	Él/ella esta	Él/ella necesita	Él/ella come	Él/ella escribe	Él/ella prefiere
Nosotros (as) tenemos	Nosotros (as) somos	Nosotros (as) estamos	Nosotros (as) necesitamos	Nosotros (as) comemos	Nosotros (as) escribimos	Nosotros (as) preferimos
Vosotros (as) tenéis	Vosotros (as) sois Ellos/ellas son	Vosotros (as) estáis	Vosotros (as) necesitáis	Vosotros (as) coméis	Vosotros (as) escribís	Vosotros (as) preferís
Ellos/ellas tienen		Ellos/ellas están	Ellos/ellas necesitan	Ellos/ellas comen	Ellos/ellas escriben	Ellos/ellas prefieren

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. In groups of three to four, students will act out a restaurant scene. One student will play the role of the server; others will play the role of customers. Greet, order food, ask for the bill, and pay (don't forget to tip). Students must have props to enhance their project.</p> <p>RUBRIC REQUIRED</p> <p>Individual Group</p>	<p>2. Using the website: https://www.mystorybook.com/, create a story using weather, fashion or cuisine as a key element. Be prepared to read your story aloud to the class.</p> <p>RUBRIC REQUIRED</p>