Unit 1: School Day-to-Day

Spanish 1 (Novice-Low)

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| **Essential Question** | 1. How can I get things done in the school environment and meet other students? |
| **Macro**  **Targets** | *The following targets describe what my students should say with confidence at the end of this unit*:   * **Interpretive:** I can comprehend and act out basic spoken instructions * **Interpersonal:** I can answer yes/no and either/or questions about other students, the classroom, and the school * **Presentational**: I can give basic instructions to my teacher to manipulate things in the classroom environment and to move around the classroom * **Cultural:** Cultural awareness will begin after Unit 1 |
| **Assessment**  **Tasks** | 1. Follow the teacher’s verbal instructions to manipulate objects in the classroom and to move around the classroom - 10 instructions. 2. Answer five yes/no or either/or questions about other students, the classroom, and the school. 3. Greet a friend; give instructions to my teacher to move around the classroom and manipulate classroom objects. |

# Our Toolbox

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| **Language** | Commands/actions  Classroom objects  Basic locational words (on, to, near, beside, on top of, etc.)  Numbers (1-20)  greetings / farewells  Answering yes/no or choice questions  Basic descriptions (pretty/ugly, tall/short, old/young, big small, etc.)  Basic colors (red, blue, yellow, green, black, white) |
| **Technology** | TBD -- This is where I may make notes of tech tools I will want to use. |
| **Authentic resources** | TBD -- I might collect my authentic resources here - even if it is a link to a Pinterest board. |

# The Daily Sketch

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| Date | Micro Targets | Input | Interaction | Performance | Notes |
| 08/03 | 1. The students can explain course expectations  2. The students can follow commands to sit, stand, and move to common locations in the classroom | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment. | Classroom set up with open area down center line. TPR portion will run approximately 45 minutes. |
| 08/04 | XXXXXXXXXXXXXXXXX | XXXXXXXXX | XXXXXXXXX | Pre-SLO | Pre-SLO |
| 08/05 | XXXXXXXXXXXXXXXXX | XXXXXXXXX | XXXXXXXXX | Pre-SLO | Pre-SLO |
| 08/08 | 1. The students can follow simple instructions to manipulate the classroom environment.  2. The students can demonstrate understanding of simple classroom objects. | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). | TBD |
| 08/09 | 1. The students can follow simple instructions to manipulate the classroom environment.  2. The students can demonstrate an understanding of basic building parts | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). | TBD |
| 08/10 | 1. The students can demonstrate an understanding of basic body parts. | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). | 1. PP Slides to assist discussion on body parts. |
| 08/11 | 1. Students can demonstrate comprehension of decisive actions.  2. Students can demonstrate the ability to write/draw known things. | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). | 1. Dry erase markers and whiteboard;  2. |
| 08/12 | “Simon Dice”; Command Strips Assessment.  1. Follow the teacher’s verbal instructions to manipulate objects in the classroom and to move around the classroom - 10 instructions. | TPR Strategy | TPR Strategy | 1. “Simon Dice” Game (warmup)  2. Command Strip Assessment | 1. Develop a Simon Dice script based on the week’s lessons;  2. Develop Command Strips |
| 08/15 | 1. The students can demonstrate comprehension of basic colors | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). |  |
| 08/16 | 1. The students can demonstrate comprehension of basic body parts | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). | Reinforcement of body parts from Session 6 (8/10) |
| 08/17 | 1. The students can demonstrate comprehension of basic physical descriptions | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). |  |
| 08/18 | 1. The students can demonstrate comprehension of the numbers 1-20 | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). |  |
| 08/19 | “Simon Dice”; Command Strips Assessment.  1. Answer five yes/no or either/or questions about other students, the classroom, and the school. | TPR Strategy | TPR Strategy | 1. “Simon Dice” Game (warmup)  2. Command Strip Assessment | 1. Develop a Simon Dice script based on the week’s lessons;  2. Develop Command Strips |
| 08/22 | 1. Students can demonstrate comprehension of first name, last name, title, and basic greetings | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). |  |
| 08/23 | 1. Students can greet others properly and introduce themselves. | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 15-20 minutes of class). |  |
| 08/24 | 1. Students can give instructions to the teacher to move around the classroom and manipulate classroom objects. | TPR Strategy | TPR Strategy | Performance is assessed by students’ ability to successfully provide instructions to the teacher. | Role Reversal; students provide instructions for the teacher to follow |
| 08/25 | 1. Students can say goodbye to a friend or the teacher. | TPR Strategy | TPR Strategy | Quick check on learning at the end of the class through spoken assessment (Final 30 minutes of class). | Check on learning will be a scenario-based interaction from greeting to farewell between two students. |
| 08/26 | “Simon Dice”; Command Strips Assessment.  1. Greet a friend; give instructions to my teacher to move around the classroom and manipulate classroom objects. | TPR Strategy | TPR Strategy | 1. “Simon Dice” Game (warmup)  2. Command Strip Assessment | 1. Develop a Simon Dice script based on the week’s lessons;  2. Develop Command Strips |
| Assessment: | | | | | |