

AACA MUSEUM-Spanish

**Written descriptions and tense conjugation
General information about automobiles**

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AACA Museum Unit

Essential Questions:

1. ¿Cómo se escribe una descripción en español? (How is a description written in Spanish?)
2. ¿Cómo se usa el pretérito? (How is the preterite tense used?)
3. ¿Cómo se hace una comparación de desigualdad en español? (How is a comparison of inequality made in Spanish?)

Knows:

- General descriptions of cars: parts, how to compare to other cars, colors
- Preterite tense conjugation and use
- Demonstrative pronouns (e.g. this, that)
- Car vocabulary

Vocabulary:

- | | |
|----------------------------------|----------------------------|
| • La tecnología | • El freno |
| • El carro/el coche/el automóvil | • La cinturón de seguridad |
| • La historia | • El volante |
| • Avanzar | • El claxon/ La bocina |
| • Los avances tecnológicos | • La parabrisas |
| • La ventana | • La combustión |
| • La rueda | • Manejar |
| • La llanta | • Conducir |
| • El asiento | • Sentarse |
| • El capó | • Parar |
| • La pintura | • Aprender |
| • El motor | • Este, ese y aquel |
| • La gasolina | • Esta, esa y aquella |
| • El acelerador | • El pretérito |

Do's:

- Conjugate regular and irregular verbs in the preterite tense
- Use verbs in the preterite tense in writing and orally
- Write a basic description of cars in regard to size, color, year made, past & present tense
- Make comparisons of inequality in writing and orally
- Using demonstrative pronouns in writing and orally

Prior Knowledge:

- Some of the parts of the car in English
- The process of conjugation
- Conjugating verbs in the present tense
- Possibly the use of the imperfect past in Spanish
- How to describe in English
- Numbers in Spanish
- Colors in Spanish
- How to make comparisons of inequality in English

Benchmarks:

1. Students will write a eulogy for their reliable car that has just gone to the scrapyard.
2. Students will write sales pitches for cars using comparisons of inequality and demonstrative pronouns.
3. Students will take a summative exam that will allow them to demonstrate what they have learned in the entire unit.

Performance Task:

Write a narrative, comparison piece or dialog in Spanish about Herbie the Love Bug. All written pieces must incorporate new vocabulary, proper use of verbs in the present and preterite tenses and must utilize at least one comparison of inequality. If students do not know much about Herbie the Love Bug, they will be expected to do their own research to learn about the car.

Standards:

- **12.1.S2.B:** Know expanded vocabulary forms and structures used in basic speaking and writing.
- **12.1.S2.C:** Recognize expanded vocabulary through listening and reading.
- **12.1.S2.D:** Know simple sentence and question structures in order to communicate about memorable and upcoming events.

Lesson Plan 1- AACA Museum Unit

Essential Question: ¿Cuáles palabras de vocabulario se necesitan para esta unidad de estudio?

(Which vocabulary words are needed for this unit of study?)

SWBAT:

- Name the parts of a car in Spanish.
- Translate the verbs on their vocabulary list into English.

Activating Strategy: Know-Think So-No Idea Vocabulary Scavenger Hunt

Students will be given a vocabulary list of words that will be covered in the lesson. They will divide the words into words they are positive they already know in English, words they think they may be able to guess the meaning of in English, and words that they have no prior knowledge on whatsoever.

Teaching Strategies:

1. Vocabulary Fill in the Blank; Think-Pair-Share

Students will be given a graphic organizer that contains all of their vocabulary words for the lesson. They will use the words they labeled as “already know” from the activating strategy to fill in the graphic organizer independently. Then, they will pair up with a partner and compare notes. After this, the students will share their prior knowledge with the class. The teacher will fill in the blanks for the students at the very end. The teacher will pronounce all of the vocabulary words in Spanish, and students will repeat.

2. Vocabulary Pictures Bingo

Students will be given blank bingo cards. They will write their vocabulary words on the spaces on the cards in Spanish. The teacher will show them pictures that represent their vocabulary words, and students will mark off their words. As the teacher shows the pictures, students should say the words out loud in Spanish. A student has bingo when he/she has five words in a row marked on his/her card and can properly pronounce (In Spanish) and define all of the words (In English) that make the Bingo.

3. Car Wreck

Students will draw a car accident. After they have finished drawing the accident, they will label the parts of the car that were damaged in the accident in Spanish. At the bottom of their drawing, they will write a few sentences that explain how the accident occurred. This will be collected.

Summarizing Strategy: Matamoscas

Students' vocabulary words will be projected or written on the board in Spanish. The teacher will divide them into two teams. Each team will be armed with a fly swatter, and students will face off one-on-one to begin game play. The teacher will say a vocabulary word in English, and students will locate the word and slap it with their fly swatters. The team of the first student to slap a word and pronounce it correctly wins one point.

Differentiation: This lesson will not be differentiated, as it contains essential vocabulary words that students will need for the rest of the unit.

Assessment:

- The teacher will use students' car wrecks as informal, formative assessments to measure their abilities to correctly identify their vocabulary words

Standards:

12.1.S2.B: Know expanded vocabulary forms and structures used in basic speaking and writing.

Prior Knowledge:

- It would be helpful if students knew some of the parts of the car in English
- Students should know how to play Bingo
- It would be helpful if students knew how to play matamoscas

Materials:

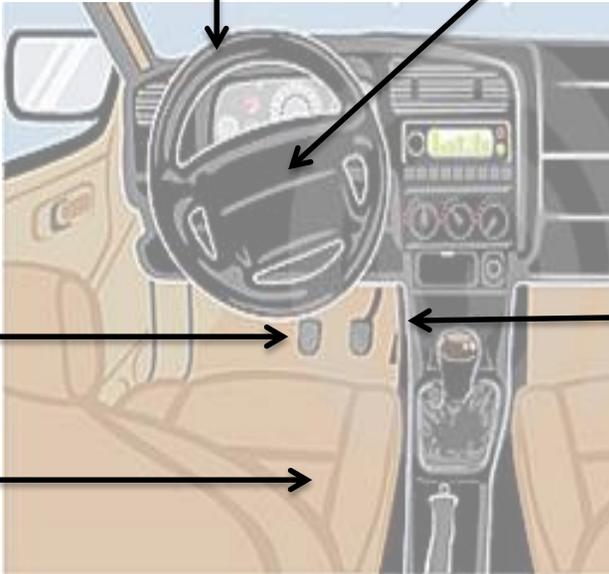
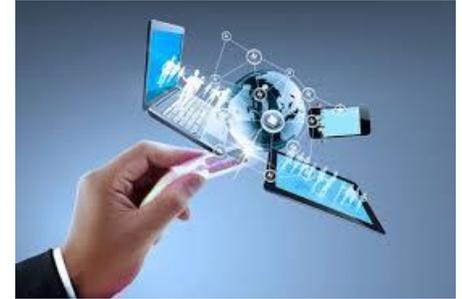
- Vocabulary lists (Below)
- Know-Think So-No Idea graphic organizers (Below)
- Vocabulary graphic organizers (Below)
- Blank Bingo cards (Below)
- Pictures of vocabulary words
- Blank paper for car wreck drawings

Know-Think So-No Idea

Instrucciones: Categorize all of your vocabulary words into the following three columns, "Know," "Think So" and "No Idea," Based on how sure you are that you know their definitions in English. If you think you know the definitions, write the definitions in English next to the words in Spanish in the chart.

Know	Think So	No Idea

El carro/coche/automóvil: Vocabulario



Aprender=

Manejar =

Sentarse =

Avanzar =

Parar =

Lista de vocabulario

La tecnología

El carro/el coche/el automóvil

La historia

Avanzar

Los avances tecnológicos

La ventana

La rueda/ La llanta

El asiento

El capó

La pintura

El motor

La gasolina

El acelerador

El freno

La parabrisas

La cinturón de seguridad

El volante

El claxon/ La bocina

La placa

La combustión

Aprender

Manejar/ Conducir

Sentarse

Parar

B	I	N	G	O
		Gratis		

AACA Museum Lesson Plan 2: Conjugate regular verbs in the preterite tense

Essential Question: ¿Cómo se conjugan los verbos regulares en el pretérito? (How do you conjugate regular verbs in the preterite?)

SWBAT:

- Conjugate regular verbs in the preterite tense
- Use verbs in the preterite tense orally and in writing

Activating Strategy: Verb puzzle in the present tense

As conjugating in the preterite tense involves the same process as conjugating in the present tense, this will serve as a review that draws on students' prior knowledge. Students will put together a verb puzzle of regular verbs in the present tense. The puzzle will have students match regular verbs with their proper subject pronouns and proper endings.

Teaching Strategies:

1. Identifying preterite verbs in the song "Mientes" by Camila

Students will watch a video with the lyrics to the song "Mientes," and they will also have a copy of the lyrics to the song. While watching the video and following along with the lyrics, students will answer some questions about the verbs in the song in the margin of their page of lyrics. The questions will guide them in predicting how verbs are conjugated in the preterite.

2. Learning the preterite tense direct instruction

After discussing the video, the teacher will guide students in completing a graphic organizer about the preterite tense and its use. Students will write the conjugations and examples on their worksheets. They will repeat the pronunciation of the verbs with the teacher.

2A. Differentiation option: If students feel they already know the preterite tense well, they may fill out the graphic organizer independently by reading a biography of Pablo Neruda in Spanish. The biography uses preterite tense, and students can use it to guide them in completing the graphic organizer. Students do not have to read the entire biography.

3. Conjugating verbs video

In order to solidify the conjugation pattern and when the preterite tense is used, students will watch a video that parodies Katy Perry's song "California Gurls." While watching the video, students will take notes on a simple guided notes sheet. The guided notes will specifically ask students when they should use the preterite tense and will have students write example sentences. This will be collected.

3A. Differentiation option: If students feel they need more practice, a guided conjugation chart will be on the back of the video worksheet. A guided conjugation chart will give students a step-by-step set of instructions, much like the ones outlined in the video, for conjugating in the preterite tense. The charts will also have some parts already filled in, to guide students even more.

Summarizing Strategy: Conjugation face-off

Students will be placed in two teams. One student from each team will come forward at a time. The teacher will tell the students a verb in the infinitive form, give them a personal pronoun (e.g. Yo, tú, él, etc.) for which to conjugate it. The first student to write and properly pronounce the verb wins a point for his/her team.

Differentiation:

- Students may differentiate their process of learning the preterite tense by either listening to a mini-lesson given by the teacher, or using a Spanish text.
- Students may differentiate their process when watching the Katy Perry video, by completing extra practice, if they find it necessary.

Assessment:

- Students' verb puzzles from the activating strategy can be used as an informal, formative assessment to judge their prior knowledge before moving on with the lesson.
- Students' graphic organizers from the Katy Perry video will be collected as an informal, formative assessment that will show how much of the preterite tense they understood from the lesson.
- Students' sentence face-off can be used as an informal, formative assessment to measure how ready they are to begin incorporating the preterite tense into their speech.

Standards:

12.1.S2.C: Recognize expanded vocabulary through listening and reading.

Prior Knowledge:

- Students should be familiar with the concept of verb conjugation
- They should know how to conjugate verbs in the present tense
- They should know how to form a sentence in Spanish

Materials:

- Verb puzzles (Below)
- “Mientes” video: <http://www.sparkenthusiasm.com/mientes.html>
- Lyrics sheet “Mientes” with questions (Below)
- Preterite tense graphic organizer (Below)
 - Biography of Pablo Neruda for option 1A (Below)
<http://www.biografiasyvidas.com/biografia/n/neruda.htm>
- “Parody of ‘California Gurls’- Conjugating Regular Preterite Verbs in Spanish” video:
<http://youtu.be/907MN6lwsKA>
- Guided notes with guided conjugation chart for Katy Perry video (Below)

Verb Puzzles:

Cut on the solid lines. Students can put together one or multiple puzzles, depending on time.

Yo	Soy	Nosotros	Somos
Tú	Eres	Vosotros	Sois
Él/Ella/Ud.	Es	Ellos/Ellas/Uds.	Son

Yo	Avanzo	Nosotros	Avanzamos
Tú	Avanzas	Vosotros	Avanzáis
Él/Ella/Ud.	Avanza	Ellos/Ellas/Uds.	Avanzan

Yo	Aprendo	Nosotros	Aprendemos
Tú	Aprendes	Vosotros	Aprendéis
Él/Ella/Ud.	Aprende	Ellos/Ellas/Uds.	Aprenden

"Mientes" por Camila

Tu ,llegaste a mi vida para enseñarme
Tu, supiste encenderme y luego apagarame
Tu, te hiciste indispensable para mi

Con los ojos cerrados te seguí
Si yo busque dolor lo conseguí
No eres la persona que pensé
Que creí y que perdí

[Coro:]

Mientes me haces daño y luego te arrepientes
Ya no tiene caso que lo intentes
No me quedan ganas de sentir
Llegas cuando estoy a punto de olvidarte
Busca tu camino en otra parte
Mientras busco el tiempo que perdí
Hoy estoy mejor sin ti

Voy, de nuevo recordando lo que soy
Sabiendo lo que das y lo que doy
Y el camino que buscaste para ti
Y el tiempo es solo suyo y comprendí
Las cosas no son siempre porque si
no eres la persona que pensé que creí, que perdí

[Coro]

Y hoy estoy mejor sin ti
Llegas cuando estoy a punto de olvidarte
Busca tu camino en otra parte
Mientras busco el tiempo que perdí
hoy estoy mejor sin ti
hoy estoy mejor sin ti
hoy estoy mejor sin ti

Preguntas

All of the underlined words are verbs in the preterite tense.

1. Which types of endings do you see? (Think about what the roots of the verbs are first.)

2. There are only two "forms" of preterite verbs used in this song. The "yo" and the "tú". Can you figure out which verbs are in which form?

3. Can you see any difference between the endings of -er/-ir and -ar verbs?

El pretérito

¿Cuándo se usa?

**Se usa el pretérito para eventos en el _____ que ya han ya han _____ (Finished). Tienen un _____ (Start) y un _____ (End)

Ejemplos del uso (Examples of use. Use complete sentences.):

Las terminaciones (Endings):

-ar

Yo	Nosotros
Tú	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

-er / -ir

Yo	Nosotros
Tú	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

Steps to conjugate:

1. Remove _____ from infinitive form.
Leave _____
2. Add preterite

Ejemplo: Avanzar

Yo	Nosotros
Tú	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.



Pablo Neruda

(Seudónimo de Neftalí Ricardo Reyes Basoalto; Parral, Chile, 1904-Santiago de Chile, 1973) Poeta chileno. Comenzó muy pronto a escribir poesía, y en 1921 publicó *La canción de la fiesta*, su primer poema, con el seudónimo de Pablo Neruda, en homenaje al poeta checo Jan Neruda, nombre que mantuvo a partir de entonces y que legalizó en 1946.

Su madre murió sólo un mes más tarde de que naciera él, momento en que su padre, un empleado ferroviario, se instaló en Temuco, donde el joven Pablo Neruda cursó sus primeros estudios y conoció a Gabriela Mistral. Allí también comenzó a trabajar en un periódico, hasta que a los dieciséis años se trasladó a Santiago, donde publicó sus primeros poemas en la revista *Claridad*.

Tras publicar algunos libros de poesía, en 1924 alcanzó fama internacional con *Veinte poemas de amor y una canción desesperada*, obra que, junto con *Tentativa del hombre infinito*, distingue la primera etapa de su producción poética, señalada por la transición del modernismo a formas vanguardistas influidas por el creacionismo de Vicente Huidobro.

Los problemas económicos indujeron a Pablo Neruda a emprender, en 1926, la carrera consular que lo llevó a residir en Birmania, Ceilán, Java, Singapur y, entre 1934 y 1938, en España, donde se relacionó con García Lorca, Aleixandre, Gerardo Diego y otros componentes de la llamada Generación del 27, y fundó la revista *Caballo Verde para la Poesía*. Desde su primer manifiesto tomó partido por una «poesía sin pureza» y próxima a la realidad inmediata, en consonancia con su toma de conciencia social.

Pablo Neruda

En tal sentido, Neruda apoyó a los republicanos al estallar la guerra civil y escribió *España en el corazón*. Progresivamente sus poemas experimentaron una transición hacia formas herméticas y un tono más sombrío al percibir el paso del tiempo, el caos y la



muerte en la realidad cotidiana.

De regreso en Chile, en 1939 Neruda ingresó en el Partido Comunista y su obra experimentó un giro hacia la militancia política que culminó con la exaltación de los mitos americanos de su *Canto general*. En 1945 fue el primer poeta en ser galardonado con el Premio Nacional de Literatura de Chile. Al mismo tiempo, desde su escaño de senador utilizó su oratoria para denunciar los abusos y las desigualdades del sistema. Tal actitud provocó la persecución gubernamental y su posterior exilio en Argentina.

De allí pasó a México, y más tarde viajó por la URSS, China y los países de Europa Oriental. Tras este viaje, durante el cual Neruda escribió poemas laudatorios y propagandísticos y recibió el Premio Lenin de la Paz, volvió a Chile. A partir de entonces, la poesía de Pablo Neruda inició una nueva etapa en la que la simplicidad formal se correspondió con una gran intensidad lírica y un tono general de serenidad.

Su prestigio internacional fue reconocido en 1971, año en que se le concedió el Premio Nobel de Literatura. El año anterior Pablo Neruda había renunciado a la candidatura presidencial en favor de Salvador Allende, quien lo nombró poco después embajador en París. Dos años más tarde, ya gravemente enfermo, regresó a Chile. De publicación póstuma es la autobiografía *Confieso que he vivido*.

"California Gurls" Conjugate in the Preterite

Complete the lyrics to the song:

"Talkin' 'bout the _____;

For when you've _____."

"Once an action is _____ the one"

Fill in in the endings on the chart:

-ar

Yo	Nosotros
Tú	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

-er/-ir

Yo	Nosotros
Tú	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

From all of this information, we can determine that when we use the preterite, we must have actions with a clear _____ and _____ (The answer was said once in the video.)

Más práctica

Cómo conjugar en el pretérito. ¡Ya lo sabes!:

1. Remove the -ar, -er or -ir from the _____ form to get the stem of the verb.
2. Look at the ending you removed. Remember which sets of preterite endings correspond to the verb you are working with. (E.g. you need -ar endings for -ar verbs)
3. Add your preterite endings to the stem.
4. When using verbs in context always, always conjugate them according to the _____ of the sentence.
5. Stay tuned for how to conjugate irregular verbs in the preterite!

1. Ejemplo: Manejar

MANEJ= stem

Fill in the endings on the chart below.

Yo	Nosotros
Manej	Manej
Tú	Vosotros
Manej	Manej
Él/Ella/Ud.	Ellos/Ellas/Uds.
Manej	Manej

2. Try "aprender" on your own.

What's the stem? Write it below.

Yo	Nosotros
Tú	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

AACA Museum Unit Lesson Plan 3: Irregular Preterite Verbs

Essential Question: ¿Cómo se conjugan los verbos irregulares en el pretérito? (How are irregular verbs conjugated in the preterite?)

SWBAT:

- Write and pronounce the conjugations for irregular verbs in the preterite tense
- Demonstrate their knowledge of the use of preterite tense by writing a eulogy for a car that has just been sent to the scrapyard

Activating Strategy: Verb relays

Students will be put in teams. Each team will be given a blank piece of paper. The teacher will call out a verb in Spanish, and the students will conjugate the verbs in the preterite tense in their teams. Each student can only write one form of the verb (for one subject pronoun) before passing the paper. The students continue passing the paper until they have the verb conjugated completely for all six subject pronouns. The first team to properly conjugate a verb wins one point.

Teaching Strategies:

1. Irregular preterite mini lesson

First, the teacher will teach students the irregular preterite conjugation. The irregular conjugation endings are a mixture of regular endings that students have already learned. Using two different colored highlighters, students will identify which endings come from

regular -ar ending verbs and which come from regular -er/-ir ending verbs on guided note sheets.

1A Differentiation option: If students already know the irregular preterite conjugations well, they can read about the various implications that the preterite tense carries in Spanish. Some verbs take on different meanings/connotations in the preterite tense, and students will learn these eventually.

1B. Differentiation option: If students feel they need extra practice, they can view a helpful chart with short, simple explanations online. Link below.

2. Irregular preterite song

Students will then watch a video with a song about the irregular preterite verbs in Spanish. They will sing along with the song during a second viewing. While watching the video, they will fill out a chart on their guided notes that will show the stem-changes that make these verbs irregular.

3. Benchmark: Writing a eulogy for a car

The teacher may have to first explain what a eulogy is, its purpose and its intended audience. The teacher can also explain that eulogies often contain anecdotes that are to impart to the audience a piece of a deceased person's character. Students will be given instructions (in English) and guidelines to write their own eulogy in Spanish for a reliable car that had to be sent to the scrapyard. Students will be told that they can write an anecdote about any event, as long as they properly use the preterite tense. Students may finish the eulogy for homework if necessary. However, before the end of class, students will be asked to read their favorite sentence out loud for the class. The completed eulogies will be collected as formal, formative assessments.

Summarizing Strategy: 3-2-1

On a piece of paper, students will conjugate 3 verbs of their choosing in the preterite tense, write two things they learned from class and write one question they have for the teacher. This will be collected as an informal, formative assessment.

Differentiation:

- Students may differentiate their process when learning when to use the preterite tense.
- Students' products for their eulogies can be differentiated.

Assessment:

- Students' eulogies will be used as formal, formative assessments.
- Students' summarizing 3-2-1 strategies will be used as informal, formative assessments.

Standards:

- **12.1.S2.D:** Know simple sentence and question structures in order to communicate about memorable and upcoming events

Prior Knowledge:

- Students should already, mostly, know how to conjugate verbs in the preterite tense
- It would be helpful if students are familiar with the concept of a eulogy
- It would also be helpful if students already knew the imperfect past tense in Spanish

Materials:

- Blank papers for verb relays and summarizing strategy
- Guided notes with chart (Below)
- Link to article for differentiation option 1A:

http://www.udel.edu/leipzig/depende/preterito_imperfecto.htm

- Extra review of preterite (1B): <http://www.drlemon.com/Grammar/irreg-pret.html>
- Video for irregular preterite song: <http://youtu.be/iFUAWMMdE7c>
- Paper and dictionaries for eulogy
- Instructions and expectations for eulogies (Below)

¡Irregulares del pretérito!

A. Irregular preterite verbs have a _____. Those will be shown in the chart below.

B. There are also *new endings* for irregular verbs! They are a _____ of the regular -ar and -er/-ir endings.

C. Write the new endings in the chart below. Highlight the regular -ar endings in one color and the regular -e/-ir endings in another. Specify which colors correspond to which endings.

Yo	Nosotros
Tú	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

D. Conjugate "conducir" in the preterite below. Its stem changes to conduj-.

The ellos/ellas/Uds. form is even more irregular. Be careful!

Yo	Nosotros
Tú	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

Cómo recordar (How to remember) los irregulares del pretérito

Instrucciones: Listen to the song and watch the video. In the chart below, you will write the "yo" form of the most common irregular verbs (Some verbs are NOT in the song, but you should know them!). Remember the "yo" form will help you to remember how to conjugate *almost* all of the irregular verbs. The exceptions are also below.

Infinitive	Yo form preterite
Verbs with v stem-changes:	
Estar	
Tener	
Andar	
Verbs with j stem-changes:	
Traer	
Decir	
Conducir	
Others:	
Poner	
Poder	
Querer	
Hacer	
Haber	
Saber	
Venir	
Really irregulars:	
Ir/Ser	
Dar	
Ver	

Ir y Ser

**Exceptions:

1. Ir and ser have the same conjugation (See chart to the right)
2. Verbs with a j stem-change drop the "I" in the ellos/ellas/Uds. ending
3. The "c" in "hacer" becomes a "z" in the él/ella/Ud. form in order to maintain proper pronunciation.

Yo Fui	Nosotros Fuimos
Tú Fuiste	Vosotros Fuisteis
Él/Ella/Ud. Fue	Ellos/Ellas/Uds. Fueron

Oda a mi carro...

Instrucciones: You have to send your favorite, reliable car to the scrapyard. Now, you must write a eulogy (In Spanish) for your car, to read before you leave it to rust. Your eulogy may describe your car and its best features. You may tell a short story that demonstrates some of the good times you had with your car. The point is to make the eulogy concise and meaningful. You must use the preterite tense (at least three different verbs) and at least five different vocabulary words in your eulogy. Feel free to use illustrations and type this! This will be collected and graded for a total of 50 points.

Checklist:

- Eulogy format
- Preterite tense- Make sure to conjugate for the proper subject of your sentences!
- Use of at least three different verbs in the preterite tense
- Use of at least five different vocabulary words

Breakdown of points:

10 points: Eulogy format

15 points: Proper use of three different verbs in the preterite

15 points: Proper use of at least five different vocabulary words

10 points: Proper grammar and spelling, creativity, aesthetics of final product

50 points total

AACA Museum Unit Lesson Plan 4: Comparisons of Inequality

Essential Question: ¿Cómo se forma una comparación de desigualdad en español? (How is a comparison of inequality formed in Spanish?)

SWBAT:

- Identify when to use a comparison of inequality
- Write comparisons of inequality in Spanish
- Say comparisons of inequality in Spanish

Activating Strategy: What is a comparison of inequality in English?

Students will use their background knowledge of comparisons in English and predict what a comparison of inequality is. They will answer questions that will guide them in their predictions. They can later use this background knowledge to help them understand when to use comparisons of inequality in Spanish.

Teaching Strategies:

1. Filling in the gaps: Comparisons of inequality

The teacher will explicitly instruct students on how to form comparisons of inequality in Spanish, using a graphic organizer. As students fill in the graphic organizer, they will repeat key words and phrases back to the teacher. The graphic organizer will outline the format of a comparison of inequality in Spanish as well as when they are used, and students can fill in the gaps in the organizer. After learning the basic format, students will be prompted to

write example sentences. The teacher will randomly call on students to read their example sentences out loud.

1A. Differentiation option: If students need more help with comparisons of inequality, on the back side of their graphic organizers, there will be another graphic organizer that breaks down comparisons of inequality step by step in a “recipe” format. The students can fill in most of the steps, as only a few will be given to them.

1B. Differentiation option: If students have already mastered the basics of comparisons of inequality, they can begin analyzing them in context. Students will be given sentences with comparisons of inequality, and they must determine whether the sentences make logical and grammatical sense. They write an explanation as to why the sentences do or do not make sense.

- Time: ±10 minutes

2. Human jigsaw

Each student will be given a nametag/index card that has a part of a comparison of inequality written on it. Their combined parts will make up the sentence “Example 1 is more ____ than Example B.” For example, Student A will have “noun (is),” Student B will have “adjective” and Student C will have either the “more” or “less” and Student D will have “than” (all in Spanish). Students will walk around the room, trying to form complete comparisons with their parts of speech/phrases. Once students have made a complete comparison of inequality, they must create a sentence together and tell the teacher their sentence.

3. Comparisons of inequality with verbs.

After students have practiced comparisons of inequality with two nouns, they will study comparisons of inequality that incorporate verbs. For example, "I study more than her." Students will write this format down on their original graphic organizers at this time. They will then say example sentences out loud and write a few in their notes.

3A. Differentiation option: If students feel that they have easily mastered this, they may practice writing a comic strip that compares an "ordinary" student to an "extraordinary" student. The comic strips must utilize comparisons of inequality that contain verbs.

Summarizing Strategy: Written and oral ticket out the door

Students will complete a written and oral ticket out the door. The written portion of the ticket out the door will have a 3-2-1 format. Students will write three comparisons of inequality about a topic of their choosing. They will write two new things they learned, and then write one question they have for the teacher. This will be collected at the end of class. For the oral portion of the ticket out the door, the teacher will call on students randomly to state comparisons of inequality out loud. The teacher will give students two things to compare in English, and the students will form a comparison of inequality in Spanish and say it out loud.

Differentiation:

- Students may differentiate their process in learning comparisons of inequality. Their graphic organizers have built-in extra practice, or they may ask the teacher for an enriching activity with comparisons if they feel they already know them well.
- Students may differentiate their product and process by writing a comic strip that demonstrates comparisons of inequality that use verbs. Instead of having the same notes as everyone else, they will have their comic strips. The comic strips also give them a chance to practice independently, if they feel they do not need as much help from the teacher.

Assessment:

- The human jigsaw activity can be used as an informal, formative assessment that demonstrates students' readiness to form comparisons of inequality independently.
- Students' tickets out the door will also be used as an informal, formative assessment that demonstrates how much students retained from the lesson, any of their questions/doubts and their abilities to independently pronounce a comparison of inequality in Spanish.

Standards:

12.1.S2.B: Know expanded vocabulary forms and structures used in basic speaking and writing.

Prior Knowledge:

- Students should know the words “más” and “menos” in Spanish
- Students should know how to form comparisons of inequality in English
- It would be helpful if students knew the parts of speech in Spanish (i.e. what an adjective is and why adjectives have to match their corresponding nouns in number and gender.)
- Students should already know how to conjugate verbs and properly incorporate them into sentences

Materials:

- “What is a comparison of inequality?” questions for activating strategy (Below)
- Notes graphic organizer with extra practice on back (Below)
 - Example sentences for students who choose the differentiated option (Below)
- Nametags or index cards with parts of a comparison written on them
- Blank paper for comic strips
- Tickets out the door (Below)

What is a comparison of inequality?

1. Choose two nouns (person, place or thing): one that you really like and one that you dislike. Write them.

2. Think of a way to compare the two nouns you chose that shows they are unequal (Or that they are different). Write the comparison.

3. What is the structure of your comparison? Do comparisons of inequality have a set structure? Is there a word or phrase that you can think of that appears in all comparisons like this?

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Comparaciones de desigualdad

Parte A: Cómo formar las (con “ser” y adjetivos):

1. <u>Sustantivo(s)</u> Definición:	2. <u>ES</u> O <u>SON</u>	3. _____ (More) _____ (Less)	4. <u>Adjetivo(s)</u> Definición:	5. <u>QUE</u>	6. <u>Sustantivo(s)</u> Definición:
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**Para una comparación de desigualdad, SIEMPRE se necesita algo que es _____ y algo que es _____.

Ejemplos:

1. Escribe (en español) “Jorge is taller (more tall) than Miguel.”
- 2.
- 3.

Parte B: Cómo formarlas con otros verbos:

1.	2.	3. Más que O Menos que	4.
----	----	------------------------------	----

Ejemplos:

La receta para formar una comparación de desigualdad

Ingredientes:

- 2 sustantivos que son DES _____ (o diferentes)
- Frases importantes:
 - MÁS _____ O
 - MENOS _____
- (A) Verbo “ser” más un _____
 - (B) U OTRO _____



Un dibujo para ayudarme en recordar

Instrucciones:

A. Con “ser”

1. Tienes a una “cosa” (Un sustantivo puede ser una persona, lugar u objeto)
2. Tienes que conjugar el verbo _____ para la primera “cosa”
3. Necesitas o “más _____” o “menos _____”
4. Pones un adjetivo entre la “más/menos” y la _____
5. Agregas la segunda “cosa” al final

Sustantivo + es/son + mas/menos + adjetivo + que + otro sustantivo

B. Con otro verbo (NO “ser”)

1. Tienes a una “cosa” (Un sustantivo puede ser una persona, lugar u objeto)
2. Tienes que conjugar el verbo _____ para la primera “cosa”
3. Necesitas o “_____ que” o “_____ que”
5. Agregas la segunda “cosa” al final

Sustantivo + verbo + más/menos + que + otro sustantivo

Comparaciones para analizar

Instrucciones: Lee las oraciones siguientes y decide si las comparaciones de desigualdad son correctas. Tienen que tener razón lógica y gramática. Escribe “sí” al lado de las que son correctas. Escribe “no” al lado de las que no son correctas Y corrígelas para que sean correctas.

1. Mi perro es más gordo que mi gato.
2. Jorge son menos rápido Susana.
3. Gabriel García Márquez es más famosa que Celia Cruz.
4. El día es más oscuro que la noche.
5. La clase de español es menos que difícil que la clase de inglés.
6. El almuerzo es más rica que la cena.
7. Mis hermanas es menos alta que tus hermanas.
8. Los libros de Juan son más interesantes que los libros de Ángel.
9. Mi madre que menos es baja que tu madre.
10. La clase de español es más fantástica que todas las demás.

Boleto de salida

A. Escribe al menos 3 comparaciones de desigualdad. Tienes que usar “ser” en al menos una comparación y otro verbo en otra comparación (Puedes usar cualquier para la tercera.).

B. Escribe al menos 2 cosas nuevas que aprendiste.

C. Escribe al menos 1 pregunta que tienes para la profesora.

***** ANTES DE ENTREGAR ESTO, TIENES QUE RESPONDER A LA PREGUNTA ORAL QUE TE HACE LA PROFESORA.*****

AACA Museum Unit Lesson Plan 5: Demonstrative Pronouns

Essential Question: ¿Cómo se usan los pronombres demostrativos en español? (How are demonstrative pronouns used in Spanish?)

SWBAT:

- Use demonstrative pronouns in writing
- Use demonstrative pronouns in speech

Activating strategy: Identifying demonstrative pronouns in English

Students will be given two index cards, one that has “this” written on it and one that has “that” written on it. The teacher will signal various items around the room, and students will indicate whether they would designate those items as “this” or “that” in English. The teacher will guide them in conversation, discussing what determines which demonstrative pronouns we use in English. Eventually, with help from the teacher if necessary, students should be able to agree that use of demonstrative pronouns is relative to one’s location.

Teaching strategies:

1. Demonstrative pronouns direct instruction

Students will be given a chart in which they will label “this,” “that” and “that over there” in Spanish. They will practice with masculine and feminine nouns, as the demonstrative pronouns must agree with their respective nouns in gender. Students will also identify the key words associated with each demonstrative pronoun. For example, the word “here” would be associated with the demonstrative pronoun “this.”

2. Benchmark: Car sales pitch

Students will pretend they are a car salesperson showing three different cars to a potential buyer. They must write up their sales pitch for each car, explaining its key features. In their pieces, they should include some comparisons of inequality as well as demonstrative pronouns. A set of instructions and expectations for students is provided below.

Summarizing Strategy: \$2 summary

Students will write a "\$2 summary," in which each word is worth 10 cents. They will write a summary of the important aspect(s) of the lesson that total \$2. This will be collected as an informal assessment.

Differentiation:

- Students may differentiate their processes and products for their benchmark activities.

Assessment:

- Students' benchmark sales pitches will be used as formal, formative assessments
- Students' summarizing strategies will be used as informal, formative assessments

Standards:

- **12.1.S2.B:** Know expanded vocabulary forms and structures used in basic speaking and writing.

Prior Knowledge:

- Students should be familiar with the use of demonstrative pronouns in English. Even if they cannot exactly define demonstrative pronouns, they should recognize the words “this” and “that.”
- It would help if students already had some idea that “this” and “that” are pronouns that are relative to the location of the speaker and the object to which the speaker is referencing.
- Students should be familiar with how to make products sound appeal for sales pitches

Materials:

- Index cards with “this” and “that” written on them
- Demonstrative pronouns graphic organizers (Below)
- Instructions for benchmark (Below)
- Materials for benchmark (Blank paper/ comic strip outline, colored pencils, crayons, markers, dictionaries)
- Blank paper for \$2 summaries

Los pronombres demostrativos

	This	That	That over there
Masc. Sing.			
Masc. Plural			
Fem. Sing.			
Fem. Plural			

Ejemplos: Choose any word in column A and any word in column B. Write a complete sentence (en español) using the two words. Write at least five sentences. You may work with a partner. Watch gender and number!

A	B
This	Carro
That	Claxon
That over there	Rueda
	Avances tecnológicos
	Ventanas
	Cinturón de seguridad
	Pintura
	Tecnología
	Historias
	Freno

Una tira cómica sobre los carros

Instrucciones: You are a car salesperson, showing a family of four various cars which they may consider purchasing. One car is right here in town. Another car is in the next town over, but can easily be driven here. A third car is in another state, but the family still wants to consider purchasing it. On three separate pieces of paper, illustrate each car and write its key features using demonstrative pronouns as well as comparisons of inequality. You should also label which car can be found where, as which demonstrative pronouns you use depend on location in relation to the speaker. For each car, you need at least two key features. Your overall product must contain at least two comparisons of inequality and six demonstrative pronouns.

Checklist:

- Three different cars. Label where each can be found.
- Two key features PER CAR
- At least two comparisons of inequality
- At least six demonstrative pronouns

Breakdown of points:

6 points: Illustrations of each car with labels of location

12 points: Key features

10 points: Comparisons of inequality

12 points: Demonstrative pronouns

10 points: Proper spelling, grammar and overall attractiveness of final product

50 points total

Brief example of final product:

Carro A: Aquí
Este carro tiene más sillitas
aquél caro de Chicago.

Este carro tiene pintura
verde.



Eso carro tiene un color más
que el carro de

Este carro está en llamas.

Aquél carro puede volar por
Carro B: Harrisburg
El cielo.



el consumo de
aquél carro es
el carro de

Harrisburg.

Carro B



AACA Museum Unit Lesson Plan 6: Assessment Day

Essential Question: ¿Qué aprendiste en esta unidad de estudio? (What did you learn in this unit of study?)

SWBAT:

- Demonstrate their knowledge by taking an exam
- Name the requirements for their performance tasks

Activating Strategy: Postcards

Students will create postcards that demonstrate what they feel are the most important concepts they have learned in the unit. They will write a short message to a friend about important things to remember for the test on one side, and draw a picture on the other. Students will then share their postcards with a friend.

Teaching Strategies:

1. Exam

Students will take a summative exam of the unit. The exam should only take approximately 20 minutes total, but will allow them to demonstrate all of their cumulative knowledge. This will be used as a formal, summative assessment.

2. Introduce performance task

Students will be given the instructions and rubrics for their performance tasks for the unit. The teacher will review all of the requirements with students in class and answer any of their questions.

Summarizing Strategy: Dear Teacher...

Students will write a short note to the teacher that details their favorite part of the unit and one thing that the teacher could have done to better improve their learning. The teacher will collect this.

Differentiation:

- This lesson will not be differentiated much, as students will be taking an exam.
- Students will differentiate the products they create for their performance tasks and summarizing strategies.

Assessment:

- Students' exams will be used as formal, summative assessments.
- Students' performance tasks will be used as formal, summative assessments.

Standards:

- **12.1.S2.B:** Know expanded vocabulary forms and structures used in basic speaking and writing.
- **12.1.S2.C:** Recognize expanded vocabulary through listening and reading.
- **12.1.S2.D:** Know simple sentence and question structures in order to communicate about memorable and upcoming events

Prior Knowledge:

- Students should be familiar with the important vocabulary words and grammatical structures they have learned in the unit.
- Students should know how to read and follow directions on an exam.
- Students should know how to read and understand a rubric.

Materials:

- Blank index cards for postcards
- Exams (Below)
- Instructions and rubrics for performance task (Below)
- Blank paper for summarizing strategy

Examen

Part I Directions: Select the best answer to the questions below by writing the letter of next to the choice in the blank next to the corresponding question.

- _____ 1. ¿Cómo se traduce (translate) la palabra “parabrisas” en inglés?
A. Steering wheel
B. Gas pedal
C. Windshield
D. Fender
- _____ 2. ¿Cómo se traduce la palabra “ventana” en inglés?
A. Window
B. Mirror
C. Brake
D. Seat
- _____ 3. ¿Qué significa la frase “avances tecnológicos”? en la siguiente oración: Los avances tecnológicos que contribuyeron al desarrollo del carro actual son asombrosos.
A. Technology
B. Technological advances
C. Four-wheel drive technology
D. Smart cars
- _____ 4. La pintura del carro de María es de color azul. ¿A qué se refiere (To what does it refer) la palabra “pintura”?
A. El color de la interior del carro
B. El modelo del carro
C. El año en que el carro fue manufacturado
D. El color de la exterior del carro
- _____ 5. Llena el blanco: _____ carro aquí tiene solamente dos puertas.
A. Aquél
B. Este
C. Ese
D. Esta

Part II Directions: Conjugate the following verbs in the preterite tense, placing the correct verb form in the box with its corresponding pronoun.

Parar:

Yo:	Nosotros:
Tú:	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

Sentar:

Yo:	Nosotros:
Tú:	Vosotros
Él/Ella/Ud.	Ellos/Ellas/Uds.

Part III Directions: Write the corresponding demonstrative pronouns (In Spanish) in the blanks below, according to your current location as the reader of this exam. Pretend that the larger objects are closer to you than the smaller objects. Think about the gender and number of objects!



_____ pinturas



_____ pinturas



_____ pinturas

Part IV Directions: Write two comparisons of inequality about the pictures below. Use at least two different adjectives. Remember that nouns must agree with adjectives in gender and number!

1:



2:



Bono: Write one way in which the knowledge you gained in this unit will benefit you in the real world. Use at least one complete sentence.

Performance Task: Writing about Herbie the Love Bug

Have you ever heard of Herbie the Love Bug? If you have not, it may benefit you to read about him. Trying looking up videos on YouTube, as well. For your final project for this unit, you will write a newspaper article, comparison piece (Maybe you could compare Herbie to the Mystery Machine...) or short story about Herbie the Love Bug. Your piece should describe Herbie's appearance both inside and out. You can be as creative as you wish with this. Illustrations are encouraged, but not required. Make sure to include at least 10 different vocabulary words in your final piece. It must also include at least one comparison of inequality, utilize at least two demonstrative pronouns and three verbs in the preterite tense. Your final piece can be in any format you wish, as long as all of the components are there. ALL writing must be in the form of a complete sentence.

Checklist:

- Topic: Herbie the Love Bug
- Format: Pretty much anything (Ask if you have any doubts)
- 10 different vocabulary words
- 1 comparison of inequality
- 2 demonstrative pronouns
- 3 verbs in the preterite tense.

Performance Task Rubric

	Superior	Alto	Promedio	Incompleto
<p>Uso de vocabulario (Vocabulary)</p> <p>Máximo: 20 puntos</p>	<p>The piece incorporated at least 10 different vocabulary words. The words were used in a context that made logical sense. Nouns had the correct gender, adjectives agreed with nouns in number and gender.</p>	<p>The piece incorporated 9-7 different vocabulary words. Most of the words were used in a context that made logical sense. Almost all nouns had the correct gender, and almost all adjectives agreed with nouns in number and gender.</p>	<p>The piece incorporated 6-4 different vocabulary words. Most words were not used in a context that made logical sense. Most nouns did not have the correct gender, and most adjectives did not agree with nouns in number and gender.</p>	<p>The piece incorporated 3 or fewer vocabulary words. Almost none of the words were used in a context that made logical sense. Almost none of the nouns had the correct gender, and almost none of the adjectives agreed with nouns in gender and number.</p>
<p>Uso de verbos en el pretérito (Use of verbs in preterite tense)</p> <p>Máximo: 20 puntos</p>	<p>At least 4 correct examples of preterite tense. Used at least 3 different verbs. Verbs corresponded correctly with subject of sentence. Regular and irregular verbs were conjugated correctly.</p>	<p>At least 3 correct examples of preterite tense. Used at least 2 different verbs. Verbs mostly corresponded correctly with the subject of sentence. Regular and irregular were mostly conjugated correctly.</p>	<p>At least 2 correct examples of preterite tense. Verbs rarely corresponded correctly with the subject of the sentence. Regular and irregular verbs were rarely conjugated correctly.</p>	<p>Preterite tense not incorporated into piece. Verbs did not correspond correctly with the subject of sentence. Verbs were not conjugated correctly.</p>
<p>Uso del comparación de desigualdad (Use of a comparison of inequality)</p> <p>Máximo: 10 puntos</p>	<p>The comparison of inequality was incorporated into the piece in a logical manner, and contained no errors.</p>	<p>The comparison of inequality was incorporated into the piece in a mostly logical manner, and was almost completely error free.</p>	<p>Attempted to incorporate a comparison of inequality into the piece, but the comparison was not incorporated correctly or contained some errors.</p>	<p>The piece did not incorporate any comparison of inequality.</p>
<p>Investigación (Research)</p> <p>Máximo: 8 puntos</p>	<p>Piece reflected that student did research into Herbie the Love Bug and interpreted the information correctly for the piece.</p>	<p>Piece reflected that student did some research into Herbie the Love Bug and tried to interpret the information correctly for the piece.</p>	<p>Piece reflected that student did minimal research into Herbie the Love Bug and the information was not interpreted correctly for the piece.</p>	<p>The piece did not reflect that student did any research into Herbie the Love Bug whatsoever.</p>
<p>Contenido y gramática (Content and grammar)</p> <p>Máximo: 12 puntos</p>	<p>Piece corresponded to a particular genre (narrative, comparison or dialog) and had a logical order (beginning, middle and end). All grammar nearly perfect.</p>	<p>Piece mostly corresponded to a particular genre (narrative, comparison or dialog) and mostly had a logical order (beginning, middle and end). Almost all grammar nearly perfect.</p>	<p>Piece somewhat corresponded to a particular genre (narrative, comparison or dialog). The piece had almost no logical order, but some parts of a beginning, middle and end. Grammatical errors detract from overall understanding of the piece.</p>	<p>The piece did not correspond to a particular genre and did not have any sort of logical order. Grammatical errors greatly detract from the overall understanding of the piece.</p>