

**UNIT Block Plan – La Familia**

<b>Preview</b>	<b>Focused – Learning</b>	<b>Closure/Extension</b>
<p align="center"><b>Lesson 1: Introducing the new chapter: La Familia</b> (might take two days)</p> <p><b>Description:</b> I will introduce the new chapter by applying Asher’s theory on Total Physical Response. First I will create a mini act with different costumes. Then I will show a small video clip that connects to the new vocabulary. This is a hook to get the students interested in the new chapter and encourage them to participate in class when I ask open ended questions. Then students will skim through the textbook and think as a class about what the chapter is going to be about. After that we will go over the objectives for this lesson as a class and begin reviewing vocabulary words related to their immediate family with realia. Teacher will provide open ended questions for the students to create small conversations about family members. Students will also have the opportunity to make a family and share it with the classroom.</p> <p><b>Content Objective:</b> After reviewing vocabulary on immediate family students will describe their immediate family to their partners in simple sentences with 80% accuracy.</p> <p><b>Language Objective:</b> After reviewing the new vocabulary words students will be able to form simple sentences with the vocabulary; orally.</p> <p>Students will also orally express their understanding of the vocabulary words by forming small dialogues about their</p>	<p align="center"><b>Lesson 3: Piñatas</b> (might take a day and a half)</p> <p><b>Description:</b> Students will be making piñatas all period. This connects with the video because the video anticipated a conversation among students about different traditions that are celebrated around the world. For example, this particular video portrays how some Spanish speaking countries celebrate birthdays different. For example; in the video they are celebrating a birthday party with papel picado (cut paper) and a piñata.</p> <p><b>Content Objective:</b> After watching the video and engaging with the lesson, students will be able to compose a descriptive short paragraph about their experience on making piñatas and describing their piñatas.</p> <p><b>Language Objective:</b> Students will be able to inform the class about their experience on making piñatas in the target language with 80% accuracy.</p> <p><b>Strategies:</b> Outlines, Illustrations</p> <p><b>Assessment:</b> Were students able to write a detailed short paragraph? Written and Oral.</p>	<p align="center"><b>Lesson 6: Review &amp; Final Project</b></p> <p><b>Description:</b> Students will be introduced to the final project which will be part of their exam. Students will also review for the test as a class and in partners. The final project will include a small rubric that will guide the students so they can meet the requirements for the oral part of the exam.</p> <p><b>Content Objective:</b> Students will form short questions to interview their favorite relative using the verb <i>tener</i> and possessive adjectives.</p> <p><b>Language Objective:</b> Students will describe their favorite relative by applying key vocabulary orally with 90% accuracy.</p> <p><b>Strategies:</b> Think-Pair-Share, Walk the walls, Illustrations.</p> <p><b>Assessment:</b> Practice test, Open ended questions, rubric.</p> <p>-----</p> <p align="center"><b>Lesson 7: Exam w/ Final Project</b> (presentation might take two days)</p> <p><b>Description:</b> Students will take the written exam. Once everyone is done with the written part the teacher will begin the oral section of the exam; the interview presentations.</p>

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immediate family with their partners.

**Strategies:** Repetition, TPR, Realia, and Think aloud.

**Assessment:** Did students identify the Spanish vocabulary words? Did students create simple sentences using the vocabulary words? Were the students able to form a dialogue on their immediate family? Open ended questions.

**In class:** audios, quizzes, communicative, and text book activities.

**Homework:** Vocabulary handout and Workbook pages.

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**Lesson 2: Culture**

**Description:** Students will receive a handout that connects to a small video clip titled, *Feliz Cumpleanos*. This video includes culture and it is intended to create conversation among the students about different traditions and celebrations in different Spanish speaking countries. The handout that will be given to the students connects with the video and it is a guide to check for comprehension skills. When students are done we will go over the answers as a class by choosing students at random.

Then student individually will fill out a Venn diagram and compare and contrast their own traditional family parties to the one from the video. This will then create a discussion about cultural differences. This will include

**Lesson 4: Grammar  
(might take two days)**

**Description:** Students will review grammar and will need to show relationship or possession of the verb “tener”. To assure students comprehension the teacher will ask open ended questions and pass handouts as to do in-class. Teacher will also show a small video clip on grammar (it is part of Realidades textbook).

**Content Objective:** After reviewing the verb *tener* students will orally describe their family members by applying the verb *tener* in short sentences with their partners.

**Language Objective:** Students will interview each other about their families using key vocabulary and the verb *tener* orally with 80% accuracy.

**Strategies:** Brainstorming, Think-Pair-Share.

**Assessment:** Did students understand the verb *tener*? Were the students able to create short sentences with the verb *tener* and key vocabulary? Small informal oral quiz.

**In class:** audios, quizzes, communicative, and text book activities.

**Content Objective:**

presentations

**Language Objective:**

presentations

**Strategies:** none

**Assessment:** The exam will include multiple choice, short answer, fill in the blank, matching, and oral section.

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<p>the key vocabulary.</p> <p><b><u>Content Objective:</u></b> Students will orally discuss and give their point of view on cultural differences as a class to understand the main concept of the video; which is celebrations.</p> <p><b><u>Language Objective:</u></b> After watching the video students will be able to compare and contrast their personal family parties in short sentences using key vocabulary with 85% percent accuracy.</p> <p><b><u>Strategies:</u></b> Think-Pair-Share, Venn diagram, and answering questions.</p> <p><b><u>Assessment:</u></b> Did students provide details and verbs and adjectives in their short sentences? Did they understand how celebrations are perceived in different cultures? Discussion.</p> <p><b><u>In class:</u></b> audios, quizzes, communicative, and text book activities.</p> <p><b><u>Homework:</u></b> Workbook</p>	<p><b><u>Homework:</u></b> Workbook, practice handouts.</p> <p><b>Lesson 5: Family Tree</b></p> <p><b><u>Description:</u></b> Students will have the opportunity to get creative and make a family tree however they wish. Students may bring their family pictures or cut out images from magazines. Student will have a rubric to follow and each individual will have the opportunity to present their family tree in front of the class. Their presentation must include the chapter’s vocabulary and grammar. It is expected to be presented in Spanish only.</p> <p><b><u>Content Objective:</u></b> Students will form simple sentences that will guide them through their presentation with 80% accuracy.</p> <p><b><u>Language Objective:</u></b> After creating a family tree and following the rubric. Students will be able to identify and describe their family members to their classmates orally with 80% accuracy.</p> <p><b><u>Strategies:</u></b> Brainstorming, Illustrations</p> <p><b><u>Assessment:</u></b> Rubric and oral presentation.</p>	
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