

World Language Department – Cambridge Public Schools

Language: Spanish

Name of Unit/Level: Los saludos y despedidas/ Novice low

Unit - Summative Performance Tasks

Interpretive

In this chapter, students will have opportunity to read and analyze different sources and understand general greetings and goodbyes from various Latin American countries. In addition, students will have the chance to view and analyze authentic videos of Spanish-speakers introducing themselves.

Presentational

Students will introduce themselves to the class and to other classes in the target language.

Interpersonal

Students will introduce themselves to someone they do not know in the target language.

Unit - Can Do Statements

Interpretive

I can read an authentic text about people from Spanish-speaking America, and understand how they greet each other and say goodbye.

Presentational

I can introduce myself and say goodbye to the class.

Interpersonal

With a classmate I don't know, I can introduce myself and say goodbye to him or her.

<i>Summary</i>	<i>Transfer</i>	<i>Mass. World Language Standards</i>
	Students will be able to independently use their learning to greet others and say goodbye. In addition, students will be able to introduce themselves to their friends and/or people that they know to others.	LEARNING STANDARD 1. Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.
1 week	<i>Meaning</i>	
	Students will understand that greeting and saying goodbye in Latin America is a very important cultural practice. In this chapter, while understanding the importance of greeting, students will know how to do this effectively as they reading difference literature and see other sources.	<ol style="list-style-type: none"> 1. How do greetings vary from different Spanish-speaking countries? 2. How do I greet myself and say goodbye to people who I do not know? 3. How do I greet myself to elders and/or professionals to show respect?
Santillana textbook	<i>Acquisition</i>	

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Big Universe – on-line digital library	<p>Students will know...</p> <ol style="list-style-type: none"> 1. Different greetings and goodbyes. 2. How to introduce themselves to others. 3. How to recognize the sequence of events in a story. 4. How to predict and recognize sequences of event. 	<p>Students will be skilled at...</p> <ol style="list-style-type: none"> 1. Reading and analyzing various texts from various Spanish-speaking countries greeting each other. 2. Greeting themselves and saying goodbye to people they do not know. 3. Greeting themselves to elders/and or professionals.
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Written formal assessments Informal checking for understanding End of chapter IPA's</p>	<p>Daily completion of "do now" & "exit ticket"</p> <p>Informal oral assessments.</p> <p>Group work</p> <p>Daily participation</p> <p>Daily participation in "word of the day"</p> <p>Daily participation in "question of the day"</p>

Stage 3 – Learning Plan

Day 1: Teacher will read *Ahora tu* (Now its your turn.) The toss a beanbag or a ball to a student and say *saluda a un amigo o una amiga*. That student tosses the beanbag to a friend and says *Hola, amigo*. (if a boy) or *Hola, amiga*. (if a girl). Then have the student receiving the beanbag say the appropriate greeting in return. Continue so that all students have a chance to participate.

Interpretive: Explain to the students that, on the following page in Santillana, they will read some dialogues. Have them turn to page 14 and ask them what they think the characters might be talking about. Draw a word web on the board and write the phrase *Yo creo que hablan sobre...* in the center oval. Read the phrase and tell students that it means, " I think they (the characters) are talking about..." Elicit words and ideas by referring students to pages 12-13 as well as to this week Essential Question. Encourage students to use Spanish in their answers as much as possible. Write students' words and ideas in separate ovals around the web, and do not erase the web until you confirm predictions after reading.

Day 2: **Benchmark:** Assist students that exhibit having difficulties pronouncing words and phrases like *hola, adios, and mucho gusto* by having them listen to the dialogues on the audio CD track 1 and repeating the dialogues several times.

Interpersonal: A. Teacher will ask students to turn to page 15. Read the direction. Then read each word or phrase and have the students repeat. Invite volunteers to read the expressions.

B. Teacher will read the directions and have the class repeat. Students will then fill in the blank with the correct word to match the illustrations. Encourage students to look at page 14 for help if necessary.

C. Read each statement and have the students perform the appropriate action.

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Day 3: Direct students to page 17 in Santillana textbooks. Read the title, *Hola y adios*, and have students repeat. Read the directions and have students repeat. Write *hola*, *adios* and *mucho gusto* on the board. Tell students that they will complete each of the conversations with one of these expressions.

Teacher will read and model pronunciation and intonation of the first sentence. Students will then look at the actions in the picture and tell which expression best completes the dialogue. Then read the sentence with the correct answer and have students repeat after you.

Cooperative tasks: Teacher will read the direction and have the class repeat. Organize students in small groups to create dialogues using the expressions in the boxes. Remind students that before using the term *Mucho gusto*, they should first introduce themselves using the phrase *Yo me llamo* _____.

Allow students to present their dialogues to the class.

Day 4: Teacher will revisit the essential question for the week and ask students to answer it using concepts and vocabulary learned during the week.