

UNIT DETAILS	MATERIALS	CONNECTION TO LEARNING
<p>Essential Unit Questions:</p> <p>→ How do I talk about an event in the past?</p> <p>Unit Goals:</p> <p>→ I can narrate a story in the simple past tense.</p> <p>→ I can understand information that I read about a familiar story, video, or song.</p> <p>→ I can demonstrate basic understanding of a story told in the past tense in a variety of ways.</p> <p>TARGET VOCABULARY:</p> <p>robó - s/he robbed</p> <p>había - there was/were</p> <p>estaba - s.he was (feeling)</p> <p>fue - s/he went</p> <p>quería - s/he wanted</p> <p>alguien - someone</p> <p>ayer - yesterday</p> <p>luego - later</p> <p>tenía - s/he had</p>	<p>→ Video Clip: https://www.youtube.com/watch?v=AubN3AJTJZ8</p> <p>→ Website: www.senorwooly.com</p> <p>→ Vocabulary List</p> <p>→ Warm Up/Daily PowerPoint</p> <p>→ Quizlet Flashcards: https://quizlet.com/472911114/el-cacto-y-el-banco-flash-cards/</p> <p>→ Chromebooks</p> <p>***Note: This unit is adapted from a unit written by Carrie Toth, Teacher and Curriculum Writer at SomewheretoShare.com***</p>	<p>Prior Learning:</p> <p>→ Students previously learned vocabulary related to sudden past retelling of events. This unit will ask them to narrate a story that they have heard many times.</p> <p>→ Students have previously learned how to tell time in Spanish. In this unit, students will review telling time.</p> <p>Future Learning:</p> <p>→ Students will watch the video again while the teacher asks comprehension questions. Students will review the video clip with photos from the clip and read a description of the events of the story. Students will then practice some new vocabulary by using a pre-selected range of photos and retell the story with a partner. (Day 2)</p> <p>→ Students will read a version of the story told in the video and answer comprehension questions. Students will practice vocabulary with Quizlet flashcards. (Day 3)</p> <p>→ Students will work on the song “El Banco” by Sr. Wooly independently throughout this unit. Some classroom activities related to Sr. Wooly will be reinforced in class.</p>

UNIT STANDARDS	LESSON PLAN	UNIVERSAL DESIGN
<p><i>Standards: ACTFL, Novice High</i></p> <p>→ Communication: Interpersonal</p> <ul style="list-style-type: none"> - I can answer questions about a variety of topics related to the story “El cacto y el banco” - I can express my opinions, feelings, and reactions about topics related to the story “El cacto y el banco” <p>→ Communication: Interpretive</p> <ul style="list-style-type: none"> - I can understand, interpret, and analyze what I hear, read, and view related to the story “El cacto y el banco” <p>→ Communication: Presentational</p> <ul style="list-style-type: none"> - I can present information and ideas to explain and narrate the story of “El cacto y el banco” 	<ol style="list-style-type: none"> 1. Lenguaje Diario (Warm Up Activity): Translate the following sentences to English. 2. Review Lenguaje Diario 3. Pass out vocabulary list to students. Add essential terms to the board for movie talk activity: había, tenía, quería, estaba, vio 4. Begin movie talk. Show the Youtube clip slowly, narrating the events of the clip in Spanish as the movie progresses. Pause the video frequently and question-circle key vocabulary by asking true/false questions, either/or questions, and interrogative word questions. 5. Review movie clip again, not pausing video and recapping most important events in Spanish. 6. Pass out the exit slip on the video and collect from students. 7. When students finish, show the video clip “El Banco” from Sr. Wooly. Students can begin working on the video assignments, Nuggets 1-2, as time allows. <p>Formative Assessment:</p> <ul style="list-style-type: none"> → Question Circles during Movie Talk → Lenguaje Diario review questions → Exit Slip: El Cacto <p>Summative Assessment: None</p> <p>Homework: El Banco Nuggets 1-2 due in 2 days.</p>	<ul style="list-style-type: none"> → Question cards posted in the front of the classroom and referenced when asking questions. (See photo) → Vocabulary written on the board in two colors (Spanish words in black, English words in blue) → Vocabulary list provided for reference → Quizlet: Read aloud function available <p style="text-align: center;">Differentiation</p> <ul style="list-style-type: none"> → The Nugget activities on Sr. Wooly are leveled by proficiency level (Novice High - Intermediate Low) and are set based on the ability level of each student. → Vocabulary list provided for quick reference. → Quizlet flashcards with read-aloud function → Question Circles are carefully crafted to support students of all learning levels and abilities; students encouraged to volunteer but not forced to produce language.