

# Unit Plan

¡Vamos a viajar!

- ❖ Travel vocabulary
- ❖ Direct object pronouns
- ❖ Costa Rica



## Direct-Object Pronouns

me	nos
te	os
lo/la	los/las

Claire Scislowicz  
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Student Teacher at Rochester High School  
Spanish 2 (Freshmen and Sophomores)

## Description of Learning Environment

Rochester High School is one of three high schools in the Rochester Community Schools district, located in Rochester Hills, Michigan. In 2014, the racial profile of students and staff was out of 1643 individuals total. From this number, 1177 were white, 144 were African American, 182 were Asian Hispanic, 77 were American Indian, 1 was Pacific Islander, and 53 were two or more races. Out of the three high schools in Rochester Community Schools, there is no denying that Rochester High contains the highest minority population and diversity. The racial make-up definitely impacts the level of education. For example, classrooms with a lot of diversity provide the opportunity for students to think critically and discuss distinctive cultures in depth. Also, the population of many minority students can lend itself to teaching tolerance and acceptance of all races. At Rochester High, the total minority enrollment is 27 percent, which has remained at this level for the past 3 years. In addition, the school is home the English language learner's program for the district for grades 9-12, and has 43 different languages represented. Today, the high school serves over 80 students who may be scheduled for direct instruction of English and/or for academic support in English.

My student teaching experience has been in Spanish 5AP, Spanish 4, and Spanish 2 classes. Therefore, I have taught freshmen, sophomores, juniors, and seniors. The Spanish 5AP curriculum is extraordinary because it focuses on six major world themes: families and communities, global challenges, beauty and aesthetics, contemporary life, personal and public identities, and science and technology. These themes are extremely relevant for students, which make our class discussions and participation very engaging. As far as the Spanish 4 curriculum, so far, I have taught about the Camino de Santiago in Spain, the work world and its vocabulary, reflexive verbs, verbs with prepositions, double object pronouns, and commands. Finally, for Spanish 2, I completed my unit on travel vocabulary, direct object pronouns, and the culture of Costa Rica.

My students at Rochester High have a wide variety of interests, skills, and knowledge. For example, sports, band, music, technology, and travel are all interests that many of my students hold. Students in each level started the year with a solid foundation of Spanish from the previous year. Even my Spanish 2 students retained a lot of basic grammar from Spanish 1. With respect to my learners' current levels of proficiency based on the ACTFL Proficiency Guidelines, overall I would classify Spanish 5AP students as intermediate low-mid, Spanish 4 students as novice high-intermediate low, and Spanish 2 students as novice low-mid.

Before I began my travel unit in the Spanish 2 classes, I found out what my students' previous experiences were with the content. Most students had been exposed to direct object pronouns at the end of Spanish 1, but did not retain the grammatical structures. In relation to the travel vocabulary, they needed the background information of going to an airport to travel. Some students were still confused about the meanings of a boarding pass, itinerary, and customs, so I thoroughly explained these terms to them at the beginning of the unit to avoid further confusion. A few of my Spanish 2 students have learning disabilities or special needs so I accommodated for them by providing multiple modalities for vocabulary and practice sentences. My PowerPoint with travel vocabulary words as well as direct object pronouns included a plethora of visuals and written examples for these students.

## Overview of the Instructional Design

- Title of the unit: ¡Vamos a viajar!
- Duration of the unit: Two weeks
- Thematic context: Travel vocabulary, direct object pronouns, and Costa Rican culture
- ACTFL Standards:
  - Communication Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Communication Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
  - Comparisons Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Comparisons Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - Culture Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
  - Culture Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Unit Level Objectives:
  - Students can use the new vocabulary words to answer personal questions about travel.
  - Students can evaluate and decipher the meanings of Spanish clues to match vocabulary words with each one.
  - Students can state the correct vocabulary word based on visuals from the PowerPoint.
  - Students can listen, watch, and comprehend new vocabulary words in context from an authentic Costa Rica video.
  - Students can infer and hypothesize about the culture of Costa Rica (food, music, animals, sports, attractions, etc.).
  - Students can demonstrate an understanding of Costa Rican culture based on the PowerPoint.
  - Students can answer comprehension questions about Costa Rica based on the information/facts and video from the PowerPoint.
  - Students can complete a crossword puzzle with Spanish clues based on review from the new travel vocabulary words.
  - Students can replace nouns in sentences using DOPs based on the information on the PowerPoint.
  - Students can say what someone does, what someone is going to do, and what someone is doing using DOPs and the present tense, simple future, and present progressive.
  - Students can form responses using DOPs based on visuals from a PowerPoint.
  - Students can apply the DOP rules to complete a practice worksheet with Spanish sentences in different tenses.
- Critical thinking skills developed and how: Every Spanish lesson in this unit required critical thinking skills, whether these skills were figuring out Spanish vocabulary words in an authentic context, conjugating verb tenses correctly in order to write and speak about the present or simple future tense, applying grammar rules in both written and verbal practice, or answering comprehension questions based on a listening practice. It is so fundamental to vary the types of instruction and assignments to include speaking, listening, reading, and writing practice. In each lesson, I tried to provide all modes of communication so students

were able to fine-tune their critical thinking skills. At the end of the unit, students succeeded in applying everything they learned about travel vocabulary, direct object pronouns, and the culture of Costa Rica to create Tellagami's and projects based on trips to Central America.

- Student evidence of critical thinking skills:
  - Tellagami Examples:
    - <https://telligami.com/gami/S4K2AO/>
    - <https://telligami.com/gami/8IZIOM/>
    - <https://telligami.com/gami/B9MDM9/>
    - <https://telligami.com/gami/QVG1J0/>
    - <https://telligami.com/gami/JNX4KV/>
  - Central America Project Example:
    - [https://prezi.com/wfdhc8omkg05/untitled-prezi/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/wfdhc8omkg05/untitled-prezi/?utm_campaign=share&utm_medium=copy)
- Authentic texts used in the unit:
  - Video of a travel agency in Costa Rica from Avancemos 2 textbook video
  - Video of "Discover Costa Rica" from YouTube link:  
<https://www.youtube.com/watch?v=ZvXNWz6qhfM>
  - Spanish songs using direct object pronouns in the titles:
 

▪ Mientras tú me amas	Justin Bieber
▪ Bésalo adios	The Nylons
▪ Mientras yo te tengo	Mark Roach
▪ Yo la amaba primero	Heartland
▪ Llámame quizás	Carly Rae Jepsen
▪ De toda manera que tú lo quieres	Journey
▪ Ven y tómallo	Selena Gomez
▪ Déjalo ir	Idina Menzel
▪ Déjalos ser pequeños	Lonestar
▪ Porque tú me amabas	Celine Dion
  - AT&T Spanish Commerical with DOP Examples:  
<http://www.ispot.tv/ad/7XpY/at-and-t-world-connect-no-lo-crees-spanish>
- Technology integration:
  - Espon Projector
  - PowerPoints
  - Kahoot game with cell phones
  - Tellagami App
  - Music on YouTube
- Cultural or interdisciplinary connections made: Students learned all about the culture of Costa Rica through a PowerPoint and anecdotes from my CT (since she has traveled there). They learned about the location, history, food, president, sports, animals, people, health care, education, and attractions in Costa Rica. The students actually voted to have a quiz on this information because they felt so confident with the material and it was a subject that interested a majority of students who typically struggle with grammar or memorization. In addition, interdisciplinary connections with geography and world history were made when we discussed the location and surrounding areas of Costa Rica as well as its history with other countries.

## Lesson Plan #1 – Travel Vocabulary October 19, 2015 (5th and 6th hour)

### Stage 1:

- A. Context/Theme/Topic/"Big Idea"
  - a. The context of this lesson is for students to learn and become more familiar with their new travel vocabulary in the unit. Through reading, speaking, and listening practice, students will demonstrate a better understanding of the new vocabulary words in context. In addition, they will watch a short video about travel in Costa Rica, which will provide more insight about this culture.
- B. Objectives:
  - a. Students can use the new vocabulary words to answer personal questions about travel.
  - b. Students can evaluate and decipher the meanings of Spanish clues to match vocabulary words with each one.
  - c. Students can state the correct vocabulary word based on visuals from the PowerPoint.
  - d. Students can listen, watch, and comprehend new vocabulary words in context from an authentic Costa Rica video.
- C. Grammar/Vocabulary
  - a. Grammar: Present tense conjugations for ar/er/ir verbs
  - b. Vocabulary: Travel vocabulary words:
    - i. La agencia de viajes, la/el agente de viajes, el itinerario, hacer la maleta, la maleta, el boleto, el pasaporte, la identificación, la tarjeta de embarque, el aeropuerto, el/la pasajero/a, hacer cola, la pantalla, pasar por seguridad, el reclamo de equipaje, tomar un taxi, el avión, la parada de autobús, facturar el equipaje, confirmar el vuelo, ir de vacaciones, hacer un viaje, viajar, llamar a, ida y vuelta, traje de baño, abordar, la salida, la llegada, el vuelo, la aduana, el equipaje, la estación de tren, and el/la auxiliar de vuelo
- D. Goal Areas/Standards
  - a. Communication Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - b. Communication Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
  - c. Culture Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- E. Learners:
  - a. I need to have a general idea of how much travel vocabulary (if any) that students know before instructing this lesson.
  - b. Students will need to have background knowledge of general procedures for traveling, such as traveling to an airport, passing through customs, showing a boarding pass, checking in luggage, etc.
  - c. Students will have already learned how to conjugate normal ar/er/ir verbs in the present tense.
  - d. In order to accommodate and differentiate instruction, I will include visuals on the students' vocabulary lists as well as PowerPoint so students have the ability to associate vocabulary with images. In addition, I will play the Costa Rica video

two times in order to allow students to first process what is happening and then answer the multiple choice comprehension questions.

- F. Materials
- a. White board/markers
  - b. Epson projector
  - c. PowerPoint with visuals
  - d. Travel worksheet with Spanish clues
  - e. Costa Rica video
  - f. Video multiple choice questions
  - g. Partner questions
  - h. *Kahoot* and cell phones

### Stage 2:

Evidence: Students will grade the Travel worksheet with Spanish clues as well as grade and hand in their Costa Rica video multiple-choice questions. These activities act as evidence for students to solidify the meanings of the vocabulary words as well as checking for understanding on cultural knowledge of Costa Rica. The partner questions and *Kahoot* are also evidence for comprehending the new vocabulary words and answering personal questions about travel.

### Stage 3:

- A. Take attendance and take care of administrative duties. Chat with students about how they are doing, whose parents I saw at conferences last night, and their plans for the weekend. (3 minutes)  
*I always ask my students how they are doing and chat about the weekend because it builds deeper connections and relationships as well as creating a safe and comfortable learning environment.*
- B. Tell students that we are going to start off the hour with a warm-up PowerPoint that contains visuals. Explain that once you know which vocabulary word pertains to the visual, raise your hand and I will call on you to answer. Remind them that they can look at their vocabulary packets, but try to answer them without them if possible. (10 minutes)  
*By students raising their hands to participate and state the correct answers in the visual warm-up PowerPoint, I will know that students understand the pictures and know the vocabulary word that corresponds to each.*
- C. Remind students that we started working on a vocabulary worksheet yesterday with Spanish clues on it and have them take it out. Model the first, second, and third examples with students. Tell students they can work with a partner for about 5 minutes to figure out the next couple questions and I will be walking around to assist any students. Explain that we will review the answers together afterward. (5 minutes)  
*The vocabulary worksheet is more challenging for my Spanish 2 students because the clues are completely in Spanish, but it is good practice for seeing sentence structure and new vocabulary words in context. I modeled three examples with them so they would feel more confident in figuring out the clues.*
- D. Introduce the authentic Costa Rica video by telling students that we are going to watch a video that is set in a travel agency in Costa Rica because we are going to be learning about Costa Rica next week. Tell students that they are going to be using the new vocabulary words that we are working with so see if you can understand everything they

are saying and everything that is happening. I will play the video two times and then explain that students will individually answer some multiple choice questions about the video afterward. (10 minutes)

*The authentic Costa Rica video was a bit cheesy, but it was an effective example in demonstrating the travel vocabulary with a real life example. Students were able to understand most, if not all, of the video in Spanish, which also builds their confidence.*

- E. Call on students to answer the Costa Rica multiple choice questions and ask if students have questions and how many people got all of them correct or a few wrong. (5 minutes)

*After the Costa Rica video, I will assess students' comprehension by having them work individually to answer multiple-choice questions. We will review these together and I will check for understanding by asking to see a number of hands for how many students got all of them correct, one or two wrong, or need to study the words more.*

- F. Transition into partner questions by telling students that it is our turn to practice speaking using the new vocabulary words. I will count off the class by 18 so all 36 students are grouped with a new partner for the activity. Explain that once they have their partner, grab a Partner A and Partner B half sheet of paper with questions and begin verbally asking all the questions. After 5 minutes, I will randomly choose students to respond to the questions out loud. (10 minutes)

*This interpersonal activity enhances students' speaking and listening skills. This practice is important especially for Spanish 2 students to practice their pronunciation and answer personal questions related to the vocab in order to make the words meaningful and relevant in their own lives.*

- G. Tell students they can take out one cellphone per group of two students because we are going to wrap up practice with the new vocabulary words with the game Kahoot. (10 minutes)

*The main culminating formative assessment in class will be the Kahoot game at the end of the hour. This game always engages students, but is an effective way to find out which students are studying the vocabulary words (or any other topic) and which students are still struggling. If many students are choosing the correct answer, I will know they are ready to move onto the next lesson, but if many students are choosing wrong answers, I will know how much longer to continue practicing and reviewing vocabulary words throughout the unit.*

- H. Dismiss students when the bell rings and say goodbye in Spanish. (1 minute)

*Saying goodbye to my students in Spanish 2 is a simple, yet powerful way to continue building relationships. It is also a way for them to know I care about them.*

#### **Stage 4:**

1. Lesson objectives: The objectives were clearly met and I know this because I assessed student evidence from their travel worksheet with clues, comprehension multiple choice questions after the video, speaking activity, and results from *Kahoot*.
2. What worked well and why: I think the Costa Rica video and the comprehension questions went really well (most students received 100%) and it boosted students' confidence with how much they can understand a video completely in Spanish.
3. What I would change: I would have given clearer directions for the speaking activity because some students were confused on which partner was asking the questions and which partner was answering the questions.

# Materials in Lesson #1:

## Travel Vocabulary

<p>la agencia de viajes</p> 	<p>la/el agente de viajes</p> 	<p>el itinerario</p> 
<p>hacer la maleta</p> 	<p>la maleta</p> 	<p>el boleto</p> 
<p>el pasaporte</p> 	<p>la identificación</p> 	<p>la tarjeta de embarque</p> 

<p>el aeropuerto</p> 	<p>el/la pasajero/a</p> 	<p>hacer cola</p> 
<p>la pantalla</p> 	<p>pasar por seguridad</p> 	<p>el reclamo de equipaje</p> 
<p>tomar un taxi</p> 	<p>el avión</p> 	<p>la parada de autobús</p> 



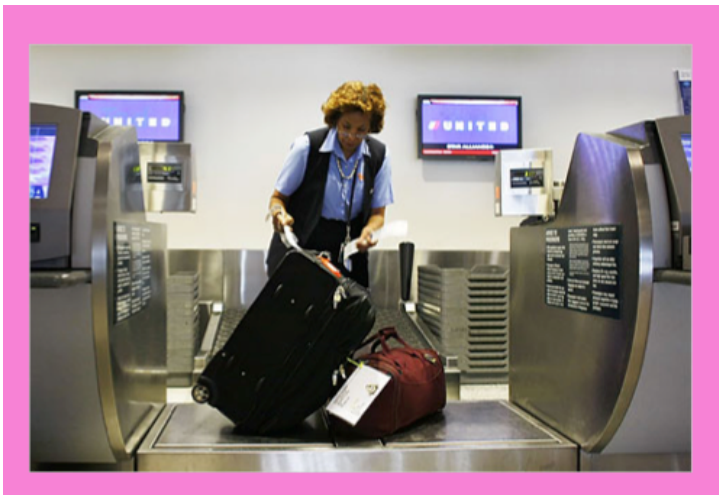
<p>facturar el equipaje</p> 	<p>confirmar el vuelo</p> 	<p>ir de vacaciones</p> 
<p>hacer un viaje</p> 	<p>viajar</p> 	<p>llamar a...</p> 
<p>ida y vuelta</p> 	<p>traje de baño</p> 	<p>abordar</p> 

<p>la salida</p> 	<p>la llegada</p> 	<p>el vuelo</p> 
<p>la aduana</p> 	<p>el equipaje</p> 	<p>la estación de tren</p> 
<p>el/la auxiliar de vuelo</p> 	<p>direct object pronouns:</p> <p>me            nos</p> <p>te             </p> <p>lo/la        los/las</p>	<p>al <u>lado de</u> – next to</p> <p><u>cerca de</u> – to be near</p> <p><u>delante de</u> - in front of</p> <p><u>detrás de</u> – behind</p> <p>en el <u>centro</u>- in the center</p> <p><u>lejos de</u> – far from</p>

**Examples Slides from PowerPoint with Visuals:**



(Hacer la maleta)



(Facturar el equipaje)



(Hacer una cola)

## Travel Worksheet with Spanish Clues

Español 2: 1.1 Vocabulario

Nombre: \_\_\_\_\_ hora: \_\_\_\_\_

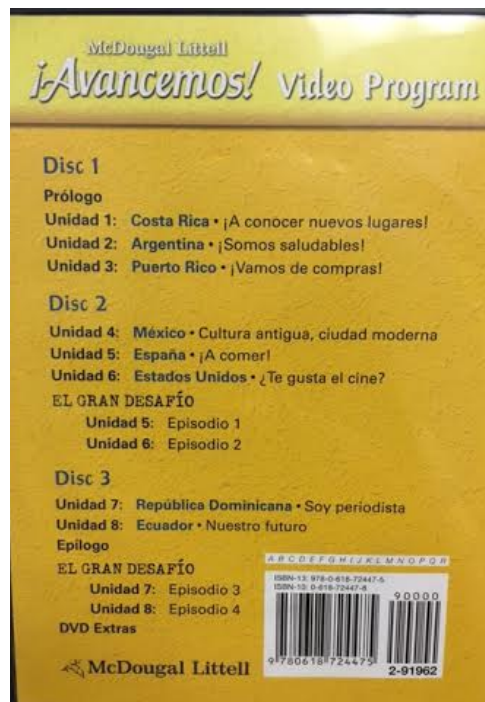
Use the English word bank below to fill in the blanks in the sentences with words in Spanish. Some verbs will be conjugated and others will not! Read carefully ☺

to go through customs    to pack a suitcase    baggage claim    screen/monitor  
 passport    identification    round trip    airport    to take a taxi    flight  
 attendant    to go on vacation    to check luggage    to go through security

1. Mi familia y yo vamos a \_\_\_\_\_ en Nueva York porque hay mucho tráfico y no queremos conducir el coche. Normalmente son coches amarillos, negros y blancos.
2. \_\_\_\_\_ es la persona que sirve refrescos y comida en el avión.
3. Necesitas mirar \_\_\_\_\_ para ver las horas de los vuelos en el aeropuerto.
4. Cuando llegas a un país (country) diferente, tienes que \_\_\_\_\_.
5. María \_\_\_\_\_ antes de pasar por seguridad. Tiene dos maletas grandes. Cuesta \$50.
6. Una tarjeta (card) con su foto se llama \_\_\_\_\_.
7. Un boleto de \_\_\_\_\_ es un boleto que compras para viajar y volver a casa.
8. Necesitas te \_\_\_\_\_ para visitar un país diferente.
9. Después del vuelo, vamos a \_\_\_\_\_ para coleccionar nuestras maletas.
10. Dónde salen y llegan los aviones. \_\_\_\_\_.
11. Yo \_\_\_\_\_ para el verano.  
 Necesito un descanso porque siempre estoy ocupado. Pienso visitar Florida.
12. Antes de hacer un viaje, ellos \_\_\_\_\_ con ropa, zapatos, y otras cosas (other things) necesarias para el viaje.
13. Antes de un vuelo, vamos a \_\_\_\_\_ . No podemos tener agua, pistolas o nada peligrosa (dangerous).



## Costa Rica Video:



## Costa Rica Questions:

### Video: Vocabulario 1:1

Mira el video dos veces y responde a las preguntas.

- ¿Dónde están Alejandro y Natalia?
  - en la estación de tren
  - en la agencia de viajes
  - en la parada de autobús
- ¿Quién está comprando un boleto?
  - un señor
  - la agente de viajes
  - Natalia y Alejandro
- ¿Qué le gustan mucho al señor?
  - los tacos
  - los trenes
  - los aeropuertos
- El señor va a viajar a...
  - Buenos Aires
  - Nueva York
  - Cancún
- El señor se levanta y va a salir sin (without)
  - sus fotos
  - su sombrero
  - su maleta
- Natalia y Alejandro quieren saber dónde está...
  - el aeropuert
  - el parque
  - la estación de tren
- La agente de viajes está...
  - muy contenta
  - irritada
  - triste

### Me llamo:

## Speaking Partner Questions

**Compañero A:** Hazle estas preguntas a tu compañero/a...




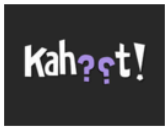
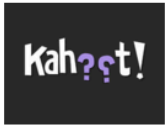



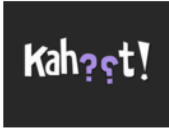
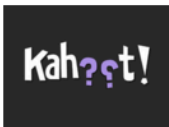
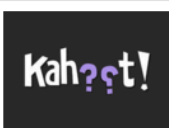
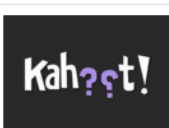
1. ¿Te gusta viajar? ¿Adónde quieres viajar en el futuro?
2. ¿Hay un aeropuerto cerca de Rochester?
3. ¿Prefieres un itinerario con muchas actividades o prefieres descansar en las vacaciones?
4. ¿Tienes un pasaporte y por qué sí o no?
5. ¿Qué haces si tienes que esperar en una cola muy larga (long)?
6. Describe el viaje (trip) perfecto.

**Compañero B:** Hazle las preguntas a tu compañero/a...



1. ¿Viajaste tú (past tense) en el verano? Si sí, ¿adónde?
2. ¿Prefieres viajar en avión o en tren? ¿Por qué?
3. ¿Tienes que esperar en la parada de autobús por la mañana?
4. ¿Estás nervioso/a cuando pasas por seguridad?
5. Describe el viaje (trip) perfecto.
6. Si vas a Alaska, que necesitas poner en la maleta?

## Examples of Questions from Kahoot:

	4. ¿Qué hacen las personas? <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> abordan <input checked="" type="radio"/> hacen cola <input type="radio"/> hacen linea <input checked="" type="radio"/> abordan y hacen cola ✓		
	5. La identificación que necesitas para viajar a otro país. <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> El boleto <input checked="" type="radio"/> El pasaporte ✓ <input type="radio"/> La licencia <input type="radio"/> el avión		
	6. Vas y vuelves... <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input checked="" type="radio"/> ida y vuelta ✓ <input type="radio"/> viajar <input type="radio"/> agente <input type="radio"/> hacer las maletas		
	7. ¿Qué es? <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> El reclamo <input checked="" type="radio"/> La maleta ✓ <input type="radio"/> La aduana <input type="radio"/> La seguridad		
	8. ¿Qué hace? <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> Llegar <input type="radio"/> Llevar <input checked="" type="radio"/> Llamar a ✓ <input type="radio"/> Llorar		
	10. ¿Qué hace? <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> fabricar el equipaje <input type="radio"/> confirmar el equipaje <input checked="" type="radio"/> facturar el equipaje ✓ <input type="radio"/> hacer el equipaje		
	11. Antes de pasar por seguridad, tienes que... <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> pasar por la aduana <input type="radio"/> llevar el traje de baño <input checked="" type="radio"/> facturar el equipaje ✓ <input type="radio"/> abordar		
	12. Después de la llegada, vas a ... <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> abordar <input type="radio"/> confirmar el vuelo <input type="radio"/> hacer la maleta <input checked="" type="radio"/> ir al reclamo de equipaje ✓		
	13. Cola= <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> Coca cola <input type="radio"/> Line <input type="radio"/> Boarding <input checked="" type="radio"/> Tail ✓		
	14. Puedes comprar... en la agencia de viajes. <a href="#">Hide answers</a>	20 Seconds	4 Choices
	<input type="radio"/> las maletas <input type="radio"/> el equipaje <input type="radio"/> la aduana <input checked="" type="radio"/> los boletos ✓		

## Lesson Plan #2 – Costa Rica

### October 21, 2015 (5th and 6th hour)

#### Stage 1:

- A. Context/Theme/Topic/"Big Idea"
  - a. The context of this lesson is for students to learn and become more familiar with the culture of Costa Rica and to solidify the travel vocabulary words.
- B. Objectives:
  - a. Students can infer and hypothesize about the culture of Costa Rica (food, music, animals, sports, attractions, etc).
  - a. Students can demonstrate an understanding of Costa Rican culture based on the PowerPoint.
  - b. Students can answer comprehension questions about Costa Rica based on the information/facts and video from the PowerPoint.
  - c. Students can complete a crossword puzzle with Spanish clues based on review from the new travel vocabulary words.
- C. Grammar/Vocabulary
  - a. Grammar: Present tense conjugations for ar/er/ir verbs with stem-changing verbs such as *preferir*, *querer*, and *costar*.
  - b. Vocabulary: Travel vocabulary words and basic vocab for describing culture: población, idioma, presidente, país, comida, fútbol, seguro médico, la gente, etc.
- D. Goal Areas/Standards
  - a. Communication Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - b. Communication Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
  - c. Comparisons Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - d. Culture Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
  - e. Culture Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- E. Learners:
  - a. I need to have a general idea of how much knowledge students already have about the country and culture of Costa Rica.
  - b. Students will need to know the travel vocabulary from my previous lesson so they can complete the travel crossword review activity.
  - c. Students will have already learned the travel vocabulary words from my previous lesson.
  - d. In order to accommodate and differentiate instruction, I will include words in both English and Spanish on the Costa Rica PowerPoint since Spanish 2 students will not comprehend everything in Spanish yet. Also, I will include a video on Costa Rica and a plethora of visuals to accompany the text on my PowerPoint so students can associate the video and images with culture.
- F. Materials
  - a. White board/markers
  - b. Epson projector

- c. Costa Rica PowerPoint with personal questions on last slide
- d. Costa Rica YouTube link for video:  
<https://www.youtube.com/watch?v=ZvXNWz6qhfM>
- e. Travel vocabulary crossword puzzle

### Stage 2:

Evidence: Students will infer and hypothesize facts and information about Costa Rican culture by brainstorming a list in groups so I can assess how much background knowledge they possess. After I present the PowerPoint on Costa Rican culture, I will give students time to verbally answer the personal questions at the end of the PowerPoint. They will first share their answer to a partner, and then out loud to the whole class. Next, students will complete a travel vocabulary crossword as evidence of learning the new words from the previous lesson. Finally, as evidence of Costa Rican culture and comparisons to the United States, students will complete an exit ticket at the end of the hour to hand in before they leave.

### Stage 3:

- a. Take attendance and take care of administrative duties. Chat with students about how they are doing. (3 minutes)  
*I always ask my students how they are doing because it builds deeper connections and relationships as well as creating a safe and comfortable learning environment.*
- b. Tell students that we are going to learn about Costa Rica today. Have students form groups of 3-4 students and take out one sheet of paper and a pencil to create a list. Explain that they need to write down anything and everything they know about Costa Rica as well as infer and hypothesize about the culture. Give examples by telling students they can write or hypothesize Costa Rica's location, popular sports, typical food, neighboring countries, colors of the flag, the capital, etc. (5 minutes)  
*By having students brainstorm and infer information about the culture of Costa Rica, I am giving them an opportunity to express what they already know so I can assess and modify my instruction if necessary. Also, this activity is an effective way to introduce a unit or lesson by having students prepare for what they are going to learn.*
- c. Have each group write out 2 facts or inferences about Costa Rica on the white board and then discuss each one out loud as a class. (5 minutes)  
*Students have the opportunity to brainstorm about a new culture, which they will be able to compare and contrast to their own culture later in the lesson. This activity gets students ready for learning about Costa Rica.*
- d. Present the Costa Rica PowerPoint with lots of pictures and fun facts. Show an authentic resource called "Discover Costa Rica" on YouTube and ask students' opinions about whether or not they would like to travel there. (20 minutes)  
*The Costa Rica PowerPoint is an in-depth overview of Costa Rica, but is accompanied by fun, colorful, and interesting pictures to capture students' attention.*
- b. Have students discuss (in as much Spanish as possible) the last slide of the PowerPoint, which contains a list of personal questions about travel and culture. They will discuss in partners and then share out loud as a class (10 minutes)  
*The interpersonal activity allows students to engage in conversation and express their own ideas and opinions. Discussion in partners first always leads to increased confidence when speaking out loud to the class.*



- f. Wrap up the lesson by handing out an exit ticket to each student. Explain that they need to write 3 new facts they learned about Costa Rica, compare and contrast the culture of the United States with the culture of Costa Rica, and write a question or comment if necessary. (10 minutes)  
*This exit ticket acts as evidence for me to assess if the learning objectives were met or still need improvement. I will use this evidence to alter/enhance my future instruction.*
- g. Pass out vocabulary crossword and tell students it is a review to solidify the new words. They may get started now in class but they should complete it for tomorrow. (5 minutes)  
*To extend the learning vocabulary outside of class, I will give students a crossword puzzle for homework that gives them more practice and reinforces the travel vocabulary.*
- h. Dismiss students when the bell rings and say goodbye in Spanish. (1 minute)  
*Saying goodbye to my students in Spanish 2 is a simple, yet powerful way to continue building relationships. It is also a way for them to know I care about them.*

**Stage 4:**

1. Lesson objectives: The objectives were met and I know this because of the evidence used in class. For example, I assessed students' knowledge from the personal questions on the PowerPoint, the exit card, and the travel vocabulary crossword puzzle.
2. What worked well and why: I think the PowerPoint and video on the culture of Costa Rica really intrigued students and inspired students who struggle with grammar and memorization to enjoy Spanish more. Sometimes Spanish classes can be heavily structured with grammar and memorizing vocabulary, but the cultural aspect in a language brings apathetic learners to life.
3. What I would change: I would have spent more time in discussion comparing the cultures of the United States and Costa Rica so students would fully understand the unique perspectives and practices in each.

## Materials in Lesson #2:

YouTube video link in PowerPoint:

<https://www.youtube.com/watch?v=ZvXNWz6qhfM>

Examples Slides from Costa Rica PowerPoint:



### Comida

- **Comida típica:**
- **Casado** is a typical Costa Rican meal consisting of rice, black beans, plantains, salad, a tortilla, and an entree of choice that may include chicken, beef, pork, and others.

The image shows a plate of Casado, a traditional Costa Rican meal, featuring rice, black beans, plantains, salad, and a piece of meat.

### Fútbol

- Costa Rica, although a small country, surprised many when they upset many favored teams, and advanced to the quarter finals in the 2014 FIFA World Cup. They lost in a shoot-out to the Netherlands. They had been expected to lose quickly to this team. (They just beat the US last week 1-0)

The image shows the Costa Rican national football team posing on a field.

### Fauna

The slide features a collage of Costa Rican fauna with labels: Scarlet Macaws, Lapas Rojas, Monos, Ranas venenosas, and Jaguar.

### Preguntas Personales

- ¿Quieres viajar a Costa Rica?
- ¿Cuáles actividades son interesantes para ti?
- ¿Prefieres las playas o las montañas?
- ¿Prefieres ser activo o relajarse?
- ¿Te gustaría la comida?
- Hay muchas serpientes e insectos en Costa Rica. ¿Tienes miedo de arañas o serpientes?
- En tu opinión, ¿cuánto cuesta un viaje a Costa Rica?

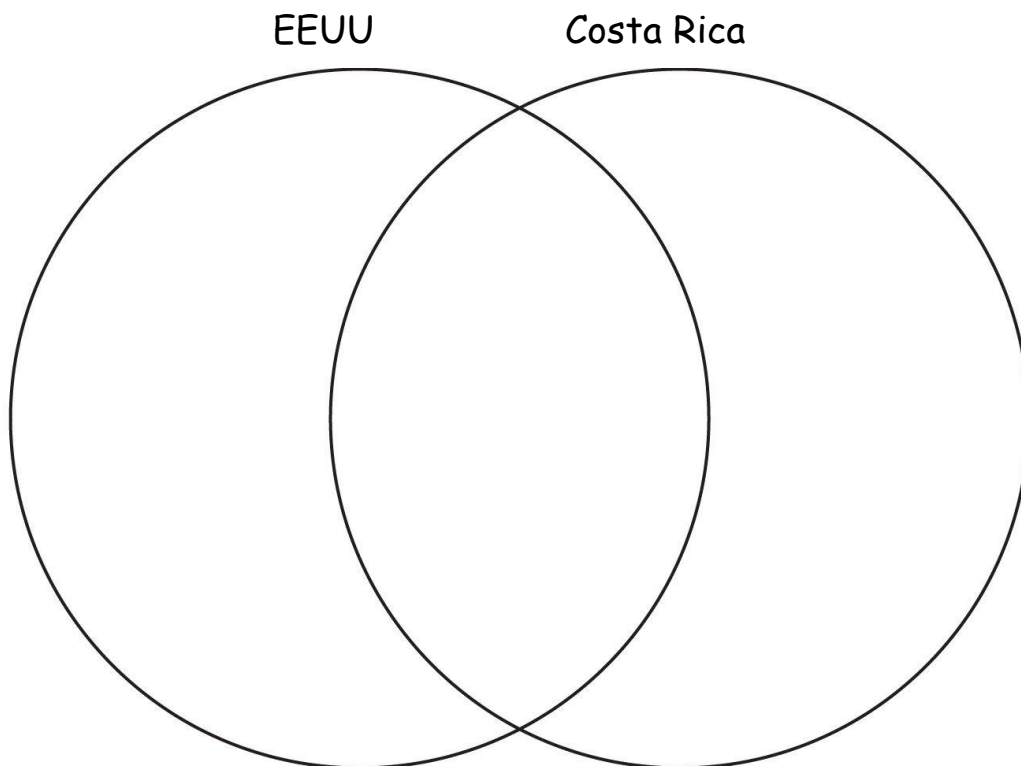
The slide includes two small images: a tarantula spider and a yellow snake.

**Exit Ticket:**

Nombre: \_\_\_\_\_

**"Un boleto de salida"**

1. Escriba 3 hechos (facts) sobre Costa Rica que sabes ahora:
  - a.
  - b.
  - c.
  
2. Compare 2 cosas de la cultura de los Estados Unidos (EEUU) con la cultura de Costa Rica:



3. ¿Tienes una pregunta o algo más (something more) para decir?

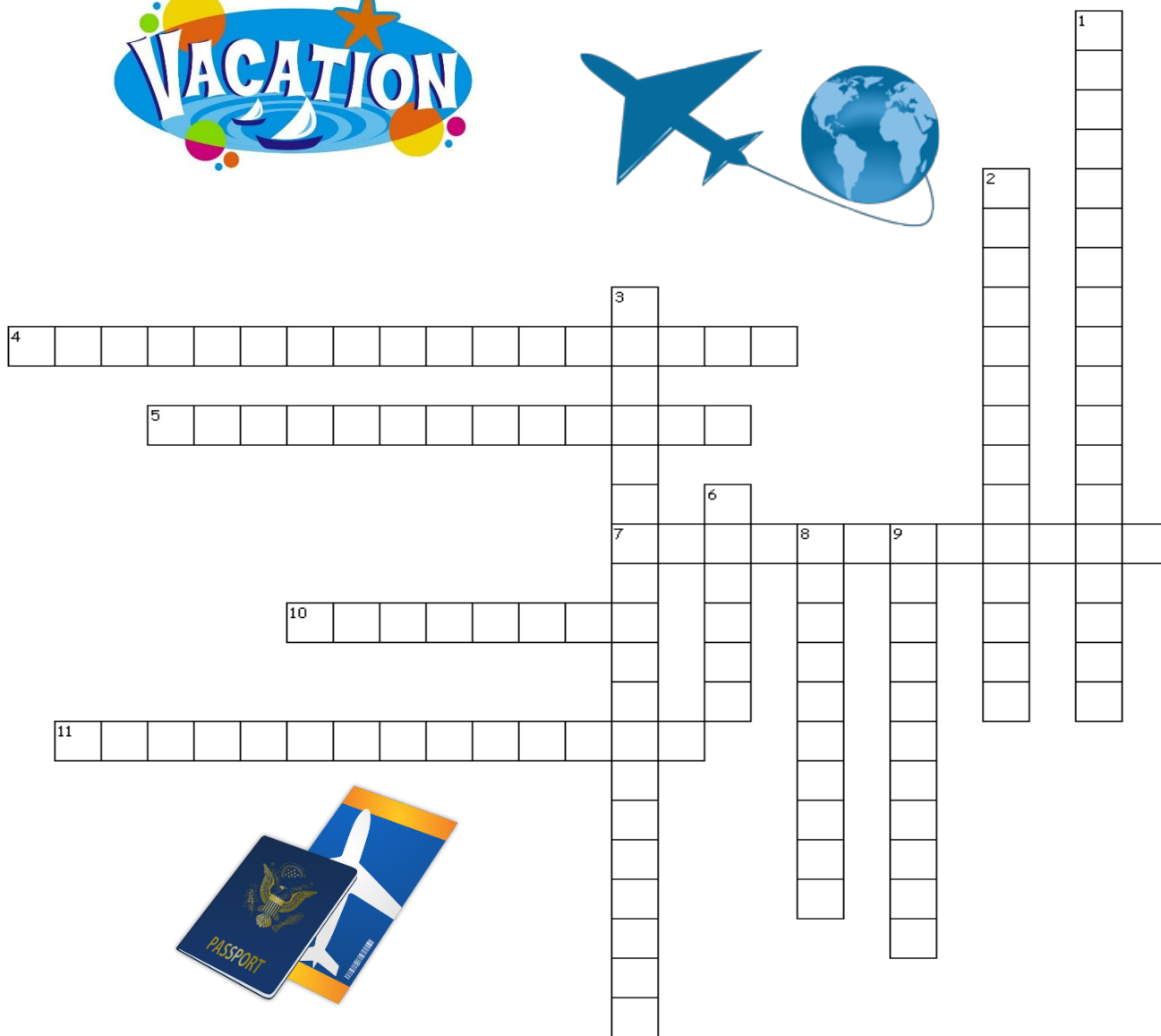
## Travel Vocabulary Crossword:

Español 2: 1.1 vocabulario

Nombre: \_\_\_\_\_ hora: \_\_\_\_\_

### ¡De vacaciones!

Instrucciones: Write the Spanish vocabulary words described by the clues. Include articles for nouns 😊



#### Across

4. Adónde vas para planear un viaje.

5. Llevas...a la piscina.

(Over...)

7. Una lista de los planes/las actividades para un viaje.
10. Dónde pones la ropa que necesitas para las vacaciones.
11. La persona con quien hablas para planear un viaje es el/la...

**Down**

1. Para (in order to) poner las maletas en el avión, tienes que ... en el aeropuerto.
2. Los estudiantes tienen la... de la escuela con su foto y nombre.
3. Tiene toda la información del vuelo. La necesitas para pasar por seguridad y abordar el avión.
6. To travel.
8. Vas de vacaciones y vuelves a casa. Necesitas un boleto de...
9. Necesitas...para ir a otro país (country)

## Lesson Plan #3 – Direct Object Pronouns (DOPs) October 23, 2015 (5th and 6th hour)

### Stage 1:

- A. Context/Theme/Topic/"Big Idea"
  - a. The context of this lesson is for students to learn what direct object pronouns (DOPs) are in English first, then Spanish. They will apply this concept in many Spanish sentences and examples, utilizing the travel vocabulary from the unit.
- B. Objectives:
  - a. Students can replace nouns in sentences using DOPs based on the information on the PowerPoint.
  - b. Students can say what someone does, what someone is going to do, and what someone is doing using DOPs and the present tense, simple future, and present progressive tense.
  - c. Students can form responses using DOPs based on visuals from a PowerPoint.
  - d. Students can apply the DOP rules to complete a practice worksheet with Spanish sentences in different tenses.
- C. Grammar/Vocabulary
  - a. Grammar: Present tense conjugations for ar/er/ir verbs, simple future tense (ir + a), present progressive (-ando/-iendo), and direct object pronouns.
  - b. Vocabulary: Travel vocabulary words
- D. Goal Areas/Standards
  - a. Communication Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - b. Communication Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
  - c. Comparison Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- E. Learners:
  - a. I need to have a general idea of whether or not students have learned anything about direct object pronouns in the past and if they understand what they mean in English.
  - b. Students will need to know what a direct object pronoun is in English before moving on in Spanish.
  - c. Students will have already learned the three basic tenses: present tense, simple future, and present progressive. They will also have already learned the travel vocabulary words, which appear in the examples for DOPs.
  - d. In order to accommodate and differentiate instruction, I will print a notes page with the important grammar rules of DOPs for students who want to refer to it outside of class. Also, I will thoroughly explain what DOPs are in English before Spanish so there is not any confusion about comparing them.
- F. Materials
  - a. White board/markers
  - b. Epson projector
  - c. DOP PowerPoint
  - d. DOP Basic English/Spanish Warm-up
  - e. DOP Speaking Practice Visual PowerPoint

- f. DOP Speaking Practice Questions
- g. DOP Practice Worksheet

### Stage 2:

Evidence: Students will answer DOP PowerPoint questions and complete and check the DOP basic English/Spanish warm-up for understanding. The final DOP speaking practice questions is meant to be the culminating formative assessment for the lesson so I can assess which students are completely understanding DOPs, which students are not grasping a certain aspect, and which students are totally lost.

### Stage 3:

- a. Take attendance and take care of administrative duties. Chat with students about how they are doing. (3 minutes)  
*I always ask my students how they are doing because it builds deeper connections and relationships as well as creating a safe and comfortable learning environment.*
- b. First ask students what a “pronoun” is in English. Brainstorm why we use pronouns, why we need them, when we use them, etc. (5 minutes)  
*By having students brainstorm this information about DOPs in English, they are preparing to learn about them in Spanish. Instead of always telling students that we are starting a new grammar unit/lesson, it is highly effective to assess what they already know and slowly lead them into the lesson.*
- c. Present the DOP PowerPoint, giving many examples (using travel vocabulary) with all 3 verb tenses they know so far. Tell students they can work in pairs for 5 minutes to figure out down the 6 practice sentences on the last PowerPoint slide. (15 minutes)  
*The DOP PowerPoint provides students with detailed grammar rules and guidelines, which will prepare them to do the written worksheets and speaking activities later in the lesson.*
- d. Have students write the 6 practice sentences on the white board, correct them, and ask if anyone has questions. (5 minutes)  
*Having students write on the white board not only gets them interacting and engaging with the material, but it is an effective way for teachers to correct common student mistakes so everyone can learn from them.*
- e. Pass out the basic English/Spanish DOP warm-up to model and complete with the students together. (10 minutes)  
*This warm-up gives a breakdown of DOPs in English and Spanish for students to be able to compare the similarities and differences. I will ask students for the answers as we complete the warm-up together so as to limit confusion.*
- f. Tell students we are going to practice speaking with DOPs. Pull up the DOP speaking practice visual PowerPoint and give directions for activity. I will ask students if they see a travel item on the PowerPoint and students will respond that they do or do not see the given item(s) on the screen using a DOP. For example, I will say, “Estudiantes, ¿ven un pasaporte?” I will call on a student who will then respond, “Sí, lo veo.” Repeat for all 15 questions and until students correctly form the sentences. (10 minutes)  
*This interpersonal activity gives students more confidence in actually speaking the new grammar we are learning. There is a pattern and lots of repetition with each student response, but in order to solidify the concept of DOPs, that is what students need to practice.*

- g. Pass out practice DOP worksheet for students to start in class and tell students it is due tomorrow for homework if they do not finish. (5 minutes)  
*This DOP worksheet includes all 3 tenses for students to practice using DOPs and the travel vocabulary.*
- h. Dismiss students when the bell rings and say goodbye in Spanish. (1 minute)  
*Saying goodbye to my students in Spanish 2 is a simple, yet powerful way to continue building relationships. It is also a way for them to know I care about them.*


**Stage 4:**

1. Lesson objectives: Most of the lesson objectives were met, but since it was only the first day working with DOPs, many students still struggled with where to place the DOP in a sentence. I was able to modify my instruction in light of these results by explaining the placement in more depth the following day.
2. What worked well and why: I think the basic English/Spanish DOP warm-up was very effective because it allowed students to compare DOPs in English with Spanish and avoid some of the confusion that was bound to happen when explaining their purpose.
3. What I would change: I would have included an authentic reading with DOPs because I think introducing the grammar with something authentic is what makes learning a language relevant and meaningful.



## Materials in Lesson #3:

### Example Slides from Direct Object Pronoun PowerPoint:

Q. What is a pronoun? 

A. A pronoun is a tiny word that replaces a noun....

*it, them, her, him*

### What is a direct object?

- A direct object is the “what” or “whom” that comes after a verb.

- *What is the direct object in this sentence?*

- “I am reading the book.”



The “book” can be replaced with a little word.... (it)

- In Spanish, we have pronouns for direct objects. They are...



**me**=me

**te**=you

**lo, la** =

it, he, she, you

**nos**=us

**os**= you all

**los, las**=

them, you all

Align Text Right

### Take a look at these...

- Tengo el libro. I have the book.

- **LO tengo.** I have IT.

- Compras la blusa. You buy the blouse.

- **LA compras.** You buy IT.

- Comemos los tacos. We eat tacos.

- **LOS comemos.** We eat THEM.

Depending on the type of sentence, they can go in different places.

If you have an infinitive verb, it can be placed **before** the conjugated or **attached to the end** of the infinitive...

**LO** voy a comprar. (I'm going to buy it.)

Voy a comprar**LO**. (I'm going to buy it.)

it's your choice!

Try to change the nouns in each sentence to a pronoun.

- Leo el libro.
- Vamos a comprar la casa.
- Ricardo comprende la tarea.
- Tú compras los pantalones.
- Ellos van a leer las revistas.
- Estoy bailando el tango.



## Basic English/Spanish DOP Warm-up

### Avancemos 2: Direct Object Pronouns

Me llamo: \_\_\_\_\_

Can you identify each part of speech in this sentence in English?

***"John takes his passport in the airport."***

Subject: \_\_\_\_\_ Verb: \_\_\_\_\_ Direct object: \_\_\_\_\_

Preposition: \_\_\_\_\_ (entire prepositional phrase) \_\_\_\_\_

Now, what pronoun can replace the **direct object** with in English? \_\_\_\_\_

Re-write the English sentence with the **direct object pronoun**:

Now, let's write that sentence in Spanish:

What is the Spanish direct object pronoun that can replace the direct object?

In Spanish, remember that you have to put it **in front** of the verb (in a single verb sentence). Please re-write the sentence in Spanish with a **direct object pronoun**.

Now, let's use the 'ir + a + infinitive'- write out both placements! **Before** conjugated or **attached** to infinitive.

**"Juan is going to take IT in the airport."**

And, finally, **"Juan is taking IT to the airport."**

**Before** 'estar' or **attached** to 'ando/iendo'- count 3 vowels back, and add a 'hack'.

Now, you will form your OWN Spanish sentence, using a direct object pronoun, in all 3 types of sentences. Write your full sentence here:

Now, substitute your direct object with the correct pronoun:

- 1.
- 2.
- 3.

# DOP Speaking Practice Visual



**DOP Speaking Practice Questions:**

Pregunta:	Respuesta Correcta:
1. ¿Ves el dinero?	Sí, <b>lo</b> veo.
2. ¿Ves la computadora?	No, no <b>la</b> veo.
3. ¿Ves las frutas?	Sí, <b>las</b> veo.
4. ¿Ves la perrita?	Sí, <b>la</b> veo.
5. ¿Ves el autobús?	No, no <b>lo</b> veo.
6. ¿Ves los libros?	Sí, <b>los</b> veo.
7. ¿Ves el pasaporte?	Sí, <b>lo</b> veo.
8. ¿Ves las maletas?	No, no <b>las</b> veo.
9. ¿Ves el traje de baño?	Sí, <b>lo</b> veo.
10. ¿Ves a la profesora S?	Sí, <b>la</b> veo.
11. ¿Ves la camisa azul?	Sí, <b>la</b> veo.
12. ¿Ves a los estudiantes de español?	No, no <b>los</b> veo.
13. ¿Ves el ipod?	Sí, <b>lo</b> veo.
14. ¿Ves las pantallas?	No, no <b>las</b> veo.
15. ¿Ves los taxis?	No, no <b>los</b> veo.

## Practice DOP Worksheet

Avancemos 2: Práctica- Direct Object Pronouns Me llamo: \_\_\_\_\_

Using your notes, shorten the following sentences by using direct object pronouns.

(me, te, lo/la, nos, los/las)

Modelo: Tengo *los boletos*. Los tengo.

1. Maria tiene *el itinerario*. \_\_\_\_\_
2. Miguel mira *a mí*. \_\_\_\_\_
3. Facturo *el equipaje*. \_\_\_\_\_
4. El piloto mira *a nosotros*. \_\_\_\_\_
5. Llamo *a ti* por teléfono. \_\_\_\_\_
6. Hacemos *las maletas*. \_\_\_\_\_
7. ¿Miras *la pantalla*? \_\_\_\_\_
8. Espero *el autobús*. \_\_\_\_\_
9. Pablo no encuentra *su identificación*. \_\_\_\_\_
10. La agente de viajes vende *los boletos*. \_\_\_\_\_

Now...write what they are 'going to do', choosing where to place the pronoun.

1. María va a tener *el itinerario*. \_\_\_\_\_.
2. Miguel va a mirar *a mí*. \_\_\_\_\_.
3. Voy a facturar *el equipaje*. \_\_\_\_\_.
4. El piloto va a mirar *a nosotros*. \_\_\_\_\_.
5. Voy a llamar *a ti* por teléfono. \_\_\_\_\_.

Now... write what they 'are doing', choosing where to place the pronoun.

1. Estamos haciendo *las maletas*. \_\_\_\_\_.
2. ¿Estás mirando *la pantalla*? \_\_\_\_\_.
3. Estoy esperando *el autobús*. \_\_\_\_\_.
4. Pablo no está encontrando *su identificación*. \_\_\_\_\_.
5. La agente de viajes está vendiendo *los boletos*. \_\_\_\_\_.

# Assessments

## Pre-test

Avancemos 2: Pre-test

Me llamo: \_\_\_\_\_

**1. Travel Vocabulary:** Please circle the most logical answer to the following questions:

1. Tengo que hacer... antes de (before) salir para Hawaii.
  - a. el taxi
  - b. la maleta
  - c. la pantalla
2. Un medio de transporte más rápido que un coche es...
  - a. una maleta
  - b. un avión
  - c. un boleto
3. Una lista de mis fechas, horas y planes se llama un:
  - a. boleto
  - b. aeropuerto
  - c. itinerario
4. Si quieres planear unas vacaciones, visitas...
  - a. la parada de autobús
  - b. la pantalla
  - c. la agencia de viajes
5. Cuando una persona de Francia viaja a Canadá, necesita presentar su:
  - a. pasaporte
  - b. hacer cola
  - c. pasajero

**2. Direct Object Pronouns:** Please write Spanish direct object pronouns for the following:

me-	_____
you-	_____
us-	_____
it/her/him/you formal-	_____/_____
them/you all formal-	_____/_____

1. Which means "I study them." (los verbos)
  - a. Los estudio.
  - b. Lo estudias.
  - c. Estudiolos.
2. Which means "He sees her."
  - a. El ve la.
  - b. El la ve.
  - c. Ella lo ve.
3. Which means "We watch them." (las películas)
  - a. Nos las miran.
  - b. Nos miramoslas.
  - c. Las miramos.

Shorten the following sentences by using direct object pronouns. Do not forget to include the subject in your answers.

(\*single verb sentences- no choice where to place pronoun!\*)

10. María (tener) *el itinerario*. \_\_\_\_\_
11. Ellos (hacer) *las maletas*. \_\_\_\_\_
12. Nosotros (comprar) *las maletas*. \_\_\_\_\_

Now...write what they are '**going to do**', choosing where to place the pronoun.

5. María (hacer) *un viaje*. \_\_\_\_\_.
6. Miguel (llamar) *a mí*. \_\_\_\_\_.
7. El piloto (hablar) *a nosotros*. \_\_\_\_\_.

Now... write what they '**are doing**', choosing where to place the pronoun.

1. Javier (hacer) *las maletas*. \_\_\_\_\_.
2. Yo (mirar) *la pantalla*. \_\_\_\_\_.
3. Nosotros (esperar) *el autobús*. \_\_\_\_\_.

### 3. Costa Rica Culture:

1. La comida típica de Costa Rica tiene \_\_\_\_\_ como ingredientes principales.

- a. arroz y frijoles      b. carne y chocolate      c. café

2. La capital de Costa Rica es \_\_\_\_\_.

- a. San Diego      b. San Salvador      c. San José

3. Hay playas en las costas del \_\_\_\_\_ y \_\_\_\_\_.

- a. Caribe/Atlántico      b. Caribe/Pacífico      c. Mediterráneo/Atlántico

4. Costa Rica tiene un buen sistema de \_\_\_\_\_ y \_\_\_\_\_.

- a. educación/salud      b. policía/deportes      c. transporte/autobuses

5. El presidente Oscar Arias ganó (won)...

- a. un partido de fútbol      b. mucho dinero en el casino      c. el Premio Nobel

## Formative Assessment

**Español 2: Unidad 1- Costa Rica**

Me llamo \_\_\_\_\_ /10

**Marca la respuesta correcta en cada pregunta.**

1. Las personas en Costa Rica se llaman los " \_\_\_\_\_ "
  - a. tacos
  - b. ticos
  - c. burritos
2. Costa Rica NO tiene...
  - a. una fuerza (forcé) militar
  - b. plantas y animales
  - c. buena educación
3. Costa Rica tiene 6% de... del mundo (world).
  - a. las personas
  - b. especies de plantas/animales
  - c. el dinero
4. La comida típica de Costa Rica tiene \_\_\_\_\_ como ingredientes principales.
  - a. arroz y frijoles
  - b. carne y chocolate
  - c. café
5. La capital de Costa Rica es \_\_\_\_\_.
  - a. San Diego
  - b. San Salvador
  - c. San José
6. Hay playas en las costas del \_\_\_\_\_ y \_\_\_\_\_.
  - a. Caribe/Atlántico
  - b. Caribe/Pacífico
  - c. Mediterráneo/Atlántico
7. Costa Rica tiene un buen sistema de \_\_\_\_\_ y \_\_\_\_\_.
  - a. educación/salud
  - b. policía/deportes
  - c. transporte/autobuses
8. El presidente Oscar Arias ganó (won)...
  - a. un partido de fútbol
  - b. mucho dinero en el casino
  - c. el Premio Nobel de Paz
9. Hay selvas tropicales (rainforests) y \_\_\_\_\_ en Costa Rica.
  - a. volcanes
  - b. gorilas
  - c. elefantes
10. El fútbol es un deporte popular en Costa Rica.
  - a. cierto
  - b. falso

Extra: Write a fact that you learned about Costa Rica that was not on this quiz.





## Summative Oral Assessment Tellagami Speaking App/Activity

- Confirmar el vuelo
- Comprar el boleto
- Conseguir el pasaporte
- Hacer las maletas
- Facturar el equipaje
- Llamar a la agente de viajes
- Tomar el taxi
- Comprar un traje de baño
- Estudiar el español
- Aprender el español
- Hacer la tarea
- Tocar la música
- Jugar a los deportes

- First, create 4 sentences using your verb + noun.
  1. Estudio el español.
  2. Lo estudio.
  3. Voy a estudiarlo.
  4. Estoy estudiándolo.
- Download the app Tellagami (or share with a partner) and press “create.”
- After you create sentences using DOP’s, you are going to make your own “Tellagami” and email it to us!
- Example: <https://tellagami.com/gami/CSVPU1/>

Email your tellagami to  
[beast@rcs-k12.us](mailto:beast@rcs-k12.us)



## Post-Test Instrument (Vocabulary and Grammar)

Avancemos 2: Prueba de vocabulario and DOP's Me llamo: \_\_\_\_\_

**Directions:** Using the word bank below, complete each statement by filling in the correct Spanish word.

*¿Cierto o Falso? Listen to the statements by the teacher and determine if they are logical or not.*

- \_\_\_\_\_ 1.
- \_\_\_\_\_ 2.
- \_\_\_\_\_ 3.
- \_\_\_\_\_ 4.
- \_\_\_\_\_ 5.



- 6. Un medio de transporte más rápido que un coche es...
  - a. una maleta
  - b. un avión
  - c. un boleto
- 7. Si quieres planear unas vacaciones, visitas...
  - a. la parada de autobús
  - b. la pantalla
  - c. la agencia de viajes
- 8. Cuando una persona de Francia viaja a Canadá, necesita presentar su:
  - a. pasaporte
  - b. hacer cola
  - c. pasajero
- 9. Tengo que hacer... antes de (before) salir para Hawaii.
  - a. el taxi
  - b. la maleta
  - c. la pantalla
- 10. Una lista de mis fechas, horas y planes se llama un:
  - a. boleto
  - b. aeropuerto
  - c. itinerario
- 11. Muchos estudiantes esperan en la... por la mañana.
  - a. seguridad
  - b. parada de autobús
  - c. maleta
- 12. Tienes que presentar tu... cuando aboradas el avión.
  - a. pasajero
  - b. agente de viajes
  - c. tarjeta de embarque
- 13. Encuentras tus maletas en el...
  - a. reclamo de equipaje
  - b. taxi
  - c. pasaporte

Fill in the blank with the correct Spanish vocab words. Use the bank to help you.

llamar	estación	el equipaje	salidas	llegadas
pantalla	vuelo	aduana	auxiliar	tomar un
viaje	abordar	facturar	ida y vuelta	confirmar
				viajar

- No me gusta viajar por avión, entonces voy a la \_\_\_\_\_ de tren cuando voy de vacaciones.
- El número de mi \_\_\_\_\_ es F42 y el avión sale en cinco minutos.
- El \_\_\_\_\_ de vuelo sirve refrescos en el avión.
- Vamos a ir a Texas y volver de Texas, así que compramos un boleto de \_\_\_\_\_.
- Ramona, ¿vas a \_\_\_\_\_ tu equipaje? Las maletas son muy grandes.
- Para saber las horas de los vuelos, puedes mirar la \_\_\_\_\_ en el aeropuerto.
- Cuando los turistas entran en un país extranjero (foreign), tienen que mostrar sus pasaportes al pasar por la \_\_\_\_\_.
- La familia quiere \_\_\_\_\_ en abril porque hace buen tiempo en Florida.
- A la profesora de español le encanta \_\_\_\_\_ por todo el mundo.
- Los pasajeros miran la pantalla para saber las \_\_\_\_\_ y \_\_\_\_\_.

**Direct Object Pronouns:** Please write Spanish direct object pronouns for the following:

me- \_\_\_\_\_                      us- \_\_\_\_\_  
 you- \_\_\_\_\_  
 it/her/him/Ud. \_\_\_\_\_      them/you all formal- \_\_\_\_\_

Replace the direct object with a pronoun in all three types of structures.

- Maria mira *el itinerario*. \_\_\_\_\_
- María is going to look at it. \_\_\_\_\_
- María is looking at it. \_\_\_\_\_.

- Hacemos *las maletas*. \_\_\_\_\_.
- We are going to pack them. \_\_\_\_\_.
- We are packing them. \_\_\_\_\_.

- Llamo *a ti*. \_\_\_\_\_.
- I'm going to call you. \_\_\_\_\_.
- I am calling you. \_\_\_\_\_.

Crédito extra: Other than Costa Rica, name 2 countries in Central America.

\_\_\_\_\_ / \_\_\_\_\_

## Post-Test Instrument (Culture)

### ¡Vamos a Centroamérica!

You and a partner are going to design the perfect 10-day trip to a country of your choice in Central America (Belize, Guatemala, Honduras, El Salvador, Costa Rica, Panamá, Nicaragua). Your goal is to get the most for your money while designing the best 'itinerario'. You will include the following info:

1. Vuelos/fechas: Round-trip flight dates/times and cost. ¿Hace buen tiempo durante esas fechas? Check weather to make sure it's a good time to travel. Include el precio/price
2. Clase de turismo:
  - a. beach/leisure? (playa/relajar)
  - b. culture/history? (cultura/historia/museos)
  - c. activity/adventure? (actividad/aventura)
  - d. wildlife/nature? (animales/naturaleza)
3. Transporte: How many places will you visit? How will you get there? Cost?
4. Hoteles/Comidas: Where will you stay in each location? Will meals be included? If not, where will you eat? Include el precio total/total price for room/board
5. Atracciones/Actividades: What are the main things to see/do in each place that you visit? How much do they cost?
6. Necesidades: What do you need to go to this country? What type of clothing/ropa, travel documents (pasaporte, medicines/medicinas, camera/cámara?
7. Dinero: What is the currency and exchange?
8. Presentación: Put together a summary of your trip plan/itinerary on a power point, prezi, photostory, movie maker, etc.), including photos and we will be showing these in class.
9. All trips **MUST** be under \$5,000 USD- Please show the 'precio total' at the end!
10. Use as **MUCH** Spanish as possible and great visuals in your presentation!!! The best 'viaje' will win a prize!
11. **PLEASE** provide us with a copy of your presentation (at least the script used).
12. For a beginning point, go to [www.instagrok.com](http://www.instagrok.com) for great resources and links about your chosen country!



Me llamo: \_\_\_\_\_

## iVamos a Centroamérica! - Rúbrica

You will be graded out of 25 points using these guidelines:

Layout/Itinerary: Was easy to follow and included a clear itinerary, with flights:

1            2            3            4            5

Hotels/Meals: Hotels and meals were accurately factored into the price:

1            2            3            4            5

Activities/Transportation/Money: These things were included in the trip plan:

1            2            3            4            5

Visuals and overall presentation: Photos and layout were appealing and organized.

1            2            3            4            5

Spanish: Spanish was used correctly and often in presentation:

1            2            3            4            5

.....  
1 = Did not include given content at all

2 = Included very minimal content with no details

3 = Included content, but needs major revisions

4 = Included content, but contains a few errors

5 = Successfully included all content with little to no errors

## **Reflection of Assessments**

### **Pre-test:**

Explanation: I graded the pre-tests not for an actual grade, but rather to find out what students know and can do with the language before starting the unit.

Results: In 5<sup>th</sup> hour, the class average on the pre-test was a 37% and in 6<sup>th</sup> hour, the class average was a 32%. I expected these results since the travel vocabulary, direct object pronouns, and Costa Rican culture was brand new material for them.

Reflection: Considering that my students were not at all familiar with this content, I instructed my unit just like any other lesson: very thorough and in-depth with lots of examples and practice.

### **Formative Assessment:**

Explanation: Students graded each other's Costa Rica quiz out of 10 points (12 points possible with extra credit). Each multiple-choice question was worth 1 point each.

Results: In 5<sup>th</sup> hour, the class average was a 109% due to extra credit, and in 6<sup>th</sup> hour, the class average was a 104%, due to extra credit.

Reflection: Since my students actually voted to take a culture quiz on Costa Rica, I think this assessment was very fair (all questions were in Spanish) and it helped students who struggle with grammar and memorization.

### **Summative Oral Assessment:**

Explanation: Students created and emailed Tellagami's – a 30 second video, where they had to record their conversations using DOPs.

Results: I graded this assessment out of 5 points and students who formed all 3 sentences correctly received 100%. For the students who made errors, I had them re-create another Tellagami to receive 3/5 points. I modeled many examples of how to complete this task so students either followed directions or did not. Many students preferred this way of an oral assessment because it allowed them to think before forming their conversations and practice pronunciation. Also, students were very creative in creating their Tellagami's and had a lot of fun!

Reflection: This oral assessment was valuable in measuring students' progress and comprehension of DOPs thus far. I was able to modify my instruction in light of the results because some students still did not understand where to place the DOPs in a sentence.

### **Post-Test Instrument (Vocabulary and Grammar):**

Explanation: This post-test instrument was a quiz that combined both the travel vocabulary and grammar on DOPs. I graded these quizzes since they were longer than most and wanted to assess where students were at with the material.

Results: In 5<sup>th</sup> hour, the class average was a 92% and in 6<sup>th</sup> hour, the class average was an 87%. This quiz contained listening practice, multiple-choice questions, fill-in-the-blank questions, writing sentences, and even a bonus question on culture. Therefore, it was effective and fair in assessing all modes of communication.

Reflection: I slightly modified my instruction after receiving these results because we started working with IOPs so I had to ensure that students still had a solid foundation of DOPs. Therefore, I reviewed the three verb tenses and practiced sentences using DOPs before starting IOPs and it went really well.

**Post-Test Instrument (Culture):**

Explanation: Students had the opportunity to plan a trip to any country in Central America. They were required to find flights and book a round-trip ticket, stay in hotels, plan for activities and transportation, factor in food, etc., all under a \$5000 budget (for 2 people).

Results: In 5<sup>th</sup> hour, the class average was a 98%, and in 6<sup>th</sup> hour, the class average was a 95%. Students were able to be creative and express themselves (mostly in Spanish) to plan a trip that they might end up going on in the future.

Reflection: Students really enjoyed this project and I was very impressed with how much Spanish they used correctly and the amount of effort and time they took to create these digital presentations (PowerPoint or Prezi). I did not need to modify instruction in light of these results because students accomplished the learning objectives without any problems.

## Unit Reflection and Plans for Revision

Overall, I am so enthusiastic and proud of my travel unit. For me, learning about direct and indirect object pronouns in high school was something I always struggled with, so I wanted to make my instruction and activities as meaningful, effective, and fun as possible for my students.

I think the most successful activity in the unit was the Central America projects/presentations that students created and presented in front of the class. The amount of Spanish they used (and correctly) blew my mind away. One reason for their efficient work might have been the impact of the Costa Rica lesson. Learning about culture is an area that really interests and intrigues a lot of my students who otherwise struggle with learning grammar and vocabulary, so I'm glad they were able to be passionate and more motivated than usual. On the other hand, the least successful activity in my unit was the travel vocabulary worksheet with Spanish clues. Since it was in the beginning of the unit, students were not yet familiar with reading and comprehending clues in context using new vocabulary. Many of them struggled with this worksheet; however, once they were able to work with partners and discuss their thoughts, they caught on quickly.

To improve student performance in this unit, I would include more authentic reading samples for students to practice reading comprehension. For a majority of students, reading sentences in context is not a problem, but reading a paragraph or two and understand everything that happens is a different story. Therefore, if I included more authentic reading samples, students would benefit from this practice and develop even more critical thinking skills.

Teaching this travel unit certainly gave me a significant insight about language learning. I learned that students are so much more engaged and motivated to learn when they are interested in the material and have a choice in the assignments. For example, the trip to Central America presentations were outstanding and I know one of the main reasons for this was because students had a choice in their partners, which country they wanted to travel to, which activities they did, and how they presented the project. There is no doubt that I acquired a plethora of valuable ideas and suggestions on how to enhance my instruction for next time. I cannot wait to implement this unit and these new ideas in my future classroom!