

Name:  
Date:

## Study Guide Spanish III Q1- CONTINUES

### Spanish Study Guide -Sp III

*“ If the noun is good and the verb is strong, you almost never an adjective.” J. Anthony*



*Lukas*

#### **overview**

- \* Review topic: Future and Preterit
- \* Produce appropriate intonation and pronunciation
- \* Apply the sociolinguistic conventions of the target language.

#### **essential understanding**

The present future and preterit tenses are used similarly in Spanish and in English. The differences are in the roots and ends of the verbs, they change according to their gender and number. This study guide was designed to help the student to produce appropriate intonation and pronunciation. Also to transfer information and skills applicable to other disciplines, apply the sociolinguistic conventions of the target language, and analyze structural similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions).

**Guiding Question 1** : What is the future or preterit in Spanish?

## Lessons

- \_\_\_ 1. Power point Preterit
- \_\_\_ 2. Review- Power Point presentation future and preterit
- \_\_\_ 3. Big Group Conversation
- \_\_\_ 4. Teacher Modeling( Individual/group project)

**Week Three:** September 12th-16th. The assignments will be checked everyday. September 16th is the last day to finish all the assignments of the week three and turn them in. If you do not finish them by the end of the week you must take the assignment as homework and turn them in on Monday and the beginning of the class.

## Monday

- \_\_\_ 1. Read the overview and mark it up with questions and comments.
- \_\_\_ 2. Participate the lesson review I (teaching area)

### Individual Work

- \_\_\_ 3. Choose two of the following.
- \_\_\_ 4. In your workbook conjugate three of the following verbs in the future and preterit.
  - \_\_\_ a. andar
  - \_\_\_ b. comer
  - \_\_\_ c. beber
  - \_\_\_ d. habla
  - \_\_\_ e. vestir
- \_\_\_ 5. Do the exercise worksheet #1

## Tuesday

- \_\_\_ 1. Participate of the group lesson Review.

**Individual Work-** Choose two the following.

- \_\_\_ 2. Write in Spanish 5 sentences in the Preterit
- \_\_\_ 3. Do the exercises /worksheet # 3 *Preterit*
- \_\_\_ 4. Do the exercises/worksheet # 4 Preterit

## Thursday

**Group Work-** Do the following.

- \_\_\_\_\_ 1. Participate in the Vocabulary card lesson and orientation.
- \_\_\_\_\_ 2. In your group create, in Spanish, the vocabulary booklet

## Friday

### **extension**

( All fluent Spanish Speakers)

Complete all the activities of the the package # 2/ Preterit of the verbs

### **Assessment**

- \_\_\_\_\_ 1. Quiz #1
- \_\_\_\_\_ 2. Library. Display your group work to share with peers.
- \_\_\_\_\_ 3. Take notes

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### Study Guide Spanish III Q1 :

#### SPECIAL OCCASIONS : QUINCEAÑERA

*“Enjoy the spring of love and youth, to some good angel leave the rest;”*

*Harry Wadsworth*



#### **overview**

- \* Research information about social, geographic, and historical factors that influence cultural practices
- \* Compare and contrast similarities and differences between native and target cultures including perspectives practices, and contributions.
- \* Cultural practices among same-language cultures

#### **essential understanding**

One of the most important celebrations in Mexican culture is the tradition of the quinceañera. This constitutes a ceremony on a girl's fifteenth birthday to mark her passage to womanhood, to give thanks to God for his blessings, and to present a young woman to the community. From an anglo perspective, the

festival would seem a combination of a “sweet sixteen” birthday party combined with a coming out ball for debutantes.

In Mexican communities, the quinceañera serves not only to honor the young woman for her maturity, but also the girl’s parents and family, as well as her padrinos or godparents. The godparents, and her mother and father play important roles throughout the ceremonies. Most societies have rituals signifying a passage to adulthood for both women and men, but the quinceañera is very distinctive. In former times, the girl’s fifteenth birthday would have signaled that she was an active, adult member of the community, fully ready to take on her share of responsibilities, and indicated that she was of marriageable age and status. Today, the tradition has taken on other meanings, but remains a celebration of womanhood.

**Guiding Question 1** : What is quinceañera in Spanish culture?

## Lessons

- \_\_\_ 1. Video
- \_\_\_ 2. Group Discussion
- \_\_\_ 3. Reading Comprehension
- \_\_\_ 4. Power point/ Quinceañera Vocabulary

**Week Four** : September 19th-23rd . The assignments will be checked everyday. September 23 rd is the last day to finish all the assignments of the week three and turn them in. If you do not finish them by the end of the week you must take the assignment as homework and turn them in on Monday and the beginning of the class.

## Monday

- \_\_\_\_\_ 1. Read the overview and mark it up with questions and comments.
- \_\_\_\_\_ 2. Participate the lesson review I (teaching area)

### **Individual Work- Do the following**

- \_\_\_\_\_ 1. Go online and research about the topic
- \_\_\_\_\_ 2. Take notes
- \_\_\_\_\_ 3. Make questions to discuss in the big group

## Tuesday

\_\_\_\_\_ 1. Participate in the group lesson Review.

**Individual Work-** Choose two the following. Reflexion

\_\_\_\_\_ 2. Write in Spanish two paragraphs about why is so important a quinceañera celebration for a Latina Girl.

\_\_\_\_\_ 3. Draw a picture about the subject above.

\_\_\_\_\_ 4. Read the text and take notes.

## Thursday

**Group Work-** Do the following.

\_\_\_\_\_ 1. Plan with you group how to present your project about the topic.

\_\_\_\_\_ 2. Start doing a outline of you project.

## Friday

**extension ( All fluent Spanish Speakers)**

Read the text Don Quixote de La Mancha chapter one and summarize it.

**Assessment**

With your group present your final presentation about the topic in study.

