

Name: _____

Section _____

Spanish Study Guide -Sp 2 “PRETERIT OF THE VERBS / CONTINUES

“Yesterday is history, tomorrow is a mystery, today is a gift of God, which is why we call it the present.” — Bil Keane



overview

- * Understand, learn, and apply the Preterit of SOME *VERBS*
 - * Oral conversations with the Preterit ver in the target language.
 - * Grammatical structure, art appreciation.
 - * Classroom activities and social interaction.
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- * Learn new vocabulary

essential understanding

“ The preterite is used for past actions that are seen as completed. You also learned how to conjugate regular -ar verbs. In this lesson, you will learn how to conjugate -er and -ir verbs, and become more familiar with the uses of the preterite.” (StudySpanis.com)

This study guide was designed to help the students to relate a simple narrative about a personal experience or event (preterite vs imperfect verb tenses). Apply and classify information and skills common to the target language and other disciplines (e.g., historical and current events, metric and currency conversions, English grammatical structure, art appreciation, and other cross- curricular topics). Predict linguistic similarities and differences (e.g., sound patterns, cognates/derivatives, vocabulary, connotations/denotations). Predict structural similarities and differences (e.g., word formation patterns, sentence structure, idiomatic expressions. In addition to, the students will learn new vocabulary using past tense sentences.

Guiding Question 1:What is the preterite tense in Spanish?

lessons

- ___ 1. Preterit of SOME VERBS (Power point presentation)
- ___ 2. “El Preterite” /Review (Power point presentation)
- ___ 3. Big group conversation (teaching Area)
- ___ 4. Teacher modeling (Group work Project)

Week Three- SEP 12th-SEP 16th. The assignments will be checked daily. September 16th is the last day to finish all the assignments and turn them in.

Monday

- _____ 1. Read the overview. Mark it up with questions and comments.
- _____ 2 . Participate in the group lesson “El Preterito” (big circle).

Individual Work -Choose two of the following.

- _____ 3.In your notebook list “El Preterito” learned in the lesson.
- _____ 4. Do the exercise /worksheet # 1.
- _____ 5. Do the exercises/ worksheet # 2 .
- _____ 6. Write ten sentences using some of the verbs learned in the Preterit

Tuesday

- _____ 1 . Participate of the group lesson “ El Preterite” Review.

Individual Work- Choose two of the following.

- _____ 2 . Do exercises/ worksheet # 4.
- _____ 5. Do the exercise/ worksheet # 5.
- _____ 6. Do the exercise 6

Thursday

- _____ 1. Participate of the big group conversation using El Preterite.
- _____ 2.. Participate of the Vocabulary Card lesson and orientation (big circle).

Group Work -Do the following.

- _____ 3. In your group created in Spanish the vocabulary booklet 7x6 cards, using, pictures. And in a second card write the word or sentence in Spanish.
- _____ 4 Library. On the following Friday share your work with peers in class.

Friday

Assessment

- _____ 1. **Quiz.**
- _____ 2. Library- Display your group work and share with peers.
- _____ 3. Take notes

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Spanish Study Guide -Sp II Q 1

FOOD, RESTAURANT. AND CUSTOMS INCLUDING TABLE SETTING

"You love flowers, but you cut them. You love animals, but you eat them. You tell me you love me, so now I'm scared!" Anonymous



overview

- * Understand, learn, and apply vocabulary related to food, restaurant, and customs.
- * Oral conversations using vocabulary learned.
- * Grammatical structure.
- * Classroom activities and social interaction.

- * Exchange detailed oral and written information about the topics food and Restaurant.

essential understanding

Mexico is famed for its gastronomy. But beyond the tacos and guacamole of world renown, there are rich and various culinary traditions spanning the whole country. The tastes, smells and textures of traditional Mexican ingredients are an assault on the senses, especially the more exotic items such as maguey worms, ants and fried grasshoppers. But the subtle blend of flavors in dishes such as mole and traditional Mexican salsas are sure to delight the palates of even the most conservative diners.

On coming to Mexico, a taste of the regional cuisines of Yucatan and Oaxaca is a must. The gastronomy of Oaxaca is one of the most famous in Mexico, including its famous mole, tlayudas

(long pizza-like tortillas with a variety of traditional toppings) and chapulines (grasshoppers) for the more adventurous.

Guiding Question 1:What is your favorite Mexico food?

lessons

- ___1. Video about Mexico gastronomy
- ___2. “New vocabulary (Power point presentation)
- ___3. Big group conversation and discussion (teaching Area)
- ___4. Teacher modeling (Group work Project)

Week Four - SEP 19th-SEP 23rd . The assignments will be checked daily. September 23rd is the last day to finish all the assignments and turn them in.

Monday

- _____1. Read the overview. Mark it up with questions and comments.
- _____2 . Participate in the group lesson. (big circle).

Individual Work -Choose two of the following.

- _____3.In your notebook list all the vocabulary learned in the lesson.
- _____4. Do the exercise /worksheet # 1.
- _____5. Do the exercises/ worksheet # 2 .
- _____6. Write ten sentences in Spanish using some of the new vocabulary.

Tuesday

- _____1 . Participate in the group lesson .

Individual Work- Choose two of the following.

- _____ 2 . Do exercises/ worksheet # 4.
- _____ 5. Do the exercise/ worksheet # 5.
- _____ 6. Do the exercise 6

Thursday

- _____ 1. Participate in the big group conversation using the new vocabulary.
- _____ 2.. Participate in the Vocabulary Card lesson and orientation (big circle).

Group Work -Do the following.

- _____ 3. In your group create, in Spanish, the vocabulary memory game (7x6 index cards) using, pictures or drawings. On the second card write the word or sentence in Spanish.
- _____ 4 Library. On the following Friday share your work with peers in class.

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Friday

Assessment

- _____ 1. **Quiz.**
- _____ 2. Library- Display your group work and share with peers.
- _____ 3. Take notes