Spanish 1

 Name:

 Session:

# **essential understanding**

# **Theme : En mi Familia**

1.

“ Hispanic people are historically very family oriented. The needs of the family are more important than the concerns of the individuals, and the individual's self-esteem and identity is strongly affected by his or her relationship with family members, according to Utah State University's Cooperative Extension. Each member of the family has a role to play; while changing gender roles have affected the Hispanic community, there is still an emphasis on traditional values…”( [www.livestrong.com](http://www.livestrong.com))

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*“Happiness is having a large, loving, caring, close-knit family in another city”. George Burns*

**Overview**

In this unit you will learn how to talk about family, to ask and tell ages, express possession, give dates, and make comparisons. In addition, you will learn **de** to show **possession, possesive adjective,** and verb ***comperatives***.

**Guiding question 1:**

1. How big is your family? Try to answer this question in Spanish.

**Lessons**

\_\_\_\_\_Warm up

1. \_\_\_\_\_ Presentation of the vocabulary
2. \_\_\_\_\_ Discuss quinceañearas culture in Puerto Rico and Peru
3. \_\_\_\_\_ Gramatica –Possesive adjective
4. \_\_\_\_\_ Verb comparatives
5. \_\_\_\_\_ Reading Comprehension
6. \_\_\_\_\_Online vocabulary and grammar activities
7. \_\_\_\_\_Online Games
8. \_\_\_\_\_Online quizzes
9. **individual work**
10. **QUARTER 3- Part 1** – Vocabulary assignments. All the individual work in part 1 is due **in February 24th**

\_\_\_\_\_\_1. **Lesson Opener**, pp 162-163

\_\_\_\_\_\_2. Presentación de vocabulario. Translate the blue words on pp. 164 & 165 into English. **Due 01/31.**

\_\_\_\_\_ 3. Pratica de Vocabulario p 166 . Exercises 1, 2, . Due 02/02

\_\_\_\_\_\_ 4 .Vocabulario en contexto p 167, 168. Exercises 3 . Due 02/0**3**

\_\_\_\_\_\_5. Exercise 4 ? Cuantos años tienen” page 168. Due 02/06

 \_\_\_\_\_6. Spanish Vocabulary Booklet . Use all the vocabulary learned in this lesson and make a booklet with pictures and the meaning/translation of each word. This activity has to be done in a google slide show. 02/15th.

\_\_\_\_\_\_7. Walk day gallery 02/17th

\_\_\_\_\_8. Create your family tree or time line- See the teacher’s example in the Google classroom.

**QUARTER 3- Part**– Grammar assignments. All the individual work in part 2 is due **in March 28TH.**

\_\_\_\_\_\_8. Lesson opener Grammar page 169.

\_\_\_\_\_\_7. Exercise 5 “Las familias” p 170. Due 02/13

\_\_\_\_\_\_ 8. Exercise 6 ? Que hacen? page 147. Due 02/14

\_\_\_\_\_ 9. Exercise 7 “Unos portorriqueños famosos” page 171.. Due 02/15

\_\_\_\_\_\_10. Exercises 8? Como son? page 172 Due 02/16

\_\_\_\_\_\_11. Exercise 10 page ? Cual és tu fecha de nacimiento? Page 173 .Due 02/17

\_\_\_\_\_\_12 . Exercise 11 “Tu familia” page 173 Due 02/23

\_\_\_\_\_\_13. Exercise 12 “ Sus familias “ page 175. Due 02/24

\_\_\_\_\_\_14. Exercise 13 “Comparaciones” page 175. Due 02 28

**Group work**

**QUARTER 3- Part 3** – Reading Comprehension and related exercises assignments. All the assignments in part 3 are due in February 28th.

Do the following:

\_\_\_\_\_\_1 . In your group read the text “Telehistoria completa“, page 177, take turns, search for translation, and answer the questions of the exercises 18. Each participate must turn in a copy of the work in the Google classroom.

\_\_\_\_\_2. Draw portrait of a person from Peru or Puerto Rico. The portraits need to show cultural characteristics.

**Assessment**

\_\_\_\_\_1. Online vocabulary quiz , Feb, 10th

\_\_\_\_\_2. Online Grammar quiz ( – Possessive Adjective) March 17th.

\_\_\_\_\_3. Read Comprehension test, March 28th