

## Spanish 3

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### Essential understanding

In Spanish 3, students build upon the fundamentals learned in Spanish 1 and Spanish 2. The students review the present tense and preterit past tenses. They are introduced to direct and indirect object pronouns and the Future Tense of Regular and Irregular verbs. The students will also interact with formal commands. Special emphasis is placed on conversations, composition, and reading literacy. Spanish and Hispanic culture continues simultaneously as a cornerstone of learning and celebrating the cultural diversity of the Spanish-Speaking world. The student will be transported from the classroom to authentic locations through presentations of art, celebrations, the environment, fashion, food, geography, historical sites and places of interest, history, language, literature, music and dance, pastimes and leisure, people, sports, technology, television, traditions, and customs. The goal is to motivate the students to think critically with essential questions and set clear goals for each unit of study in order to make learning more manageable and long lasting.



“The world is a book, and those who do not travel read only one page” ~Saint Augustine

## Overview

Students will learn how to describe travels and adventure, such as a camping trip, as well as future trips with friends and family in nature. Students will also learn language surrounding sports. They will participate in oral and written activities, reflecting the future and the past. At the end of this unit, students will be able to write short, organized compositions in the Future Tense, prepare and present original essays, poetry, skits or stories in Spanish.

## Guiding question 1:

How do leisure activities reflect Hispanic culture?

How are irregular verbs conjugated in the preterite used in leisure activities?

## Lessons

\_\_\_\_ Future Tense of Regular verbs

\_\_\_\_ Irregular Verbs

\_\_\_\_ Geography of the Spanish speaking World

\_\_\_\_ Weather expressions

\_\_\_\_ Preterite Tense of Regular and Irregular Verbs

\_\_\_\_ Ir a + infinitive

## Individual work: **Week of January 24th— Feb 1st**

\_\_\_\_ **Thursday, Jan 24th & Friday, Jan 25th**

- Daily Warm Up: Write in your Cuaderno
- Vocabulary: Camping, hiking, and other outdoor activities. Pg. 32-33
- Culture: Compare the nature and geography of Mexico and the US Pg. 28-29
- Practice vocabulary: Make a mind-map: In the center, write **el campamento**.

- In attached circles, write key phrases from the vocabulary (ex; la tienda de campar, el saco de dormir, el equipo, hacer caminatas). See Pg. 35

\_\_\_\_\_ **Monday, Jan 28th & Tuesday, Jan 29th**

- Daily Warm Up: Write in your Cuaderno
- Efraín and Sarita are planning a camping trip with several friends to El Yunque, a tropical rainforest in Puerto Rico. Review & read their telephone conversation, then answer the following questions. (*see handout*)

**Thursday, Jan 31st & Friday, Jan Feb 1st**

- Daily Warm Up: Write in your Cuaderno

\_\_\_\_\_ **Lesson** on Future Tense of Regular verbs

\_\_\_\_\_ **Conjugation Chart:** Cut and glue verbs in your cuaderno

\_\_\_\_\_ **Visual Matching:** Cut and glue pictures from magazines that accurately describe the future tense verbs. Use the verbs in future tense properly in a sentence with picture.

**Group work... complete the following activities: Week of Feb 4th—Feb 8th.**

- Daily Individual Warm Up: Write in your Cuaderno

\_\_\_\_\_ **Correo electrónico:** Read (in pairs or individually): After reading the handout about Javier' announcement answer the questions (*see handout*)

\_\_\_\_\_ **Perfect and Fun camping trip (group of 3):** Describe your perfect and fun camping trip itinerary. Make sure include vocabulary you learned about to describe camping & nature activities.

\_\_\_\_\_ **Fantasy Trip (pairs):** Prepare an interview to find out about your a classmates' fantasy trip. What would you would want to do if you could go anywhere and money was not a problem?! Who would you go with? Where would you go? How would you get there? Interview each other in Spanish using *interview questions handout*.

\_\_\_\_\_ **Brochure (group of 3):** Create a brochure for a camping trip in Spanish, incorporating the vocabulary from the chapter. Be prepared to answer clarifying/follow up questions from the teacher and/or your peers

**Individual work: Week of Feb 11th—Feb 15th****Monday, Feb 11th & Tuesday, Feb 12th**

- Daily Warm Up: Write in your Cuaderno
- **Grammar Lesson:** Future Tense of Irregular Verbs. Place your lesson information in your Spanish notebook and choose a way to demonstrate how you will learn and study the lesson (Example choices: Create flashcards, create a conversation using future perfect of Regular verbs with a classmate, or create a conjugation chart).
- Demonstrate in front of the class how you learned Future Tense
- Create a Future Tense Foldable Interactive Notebook for Activities (I will have an example for you in class)

**Tuesday, Feb 14th & Friday, Feb 15th**

- Daily Warm Up: Write in your Cuaderno
- Future Tense Verbs Handout
- Taco Tuesday game: Future Tense Verb Matching

**Group work: Week of February 25th—March 1<sup>st</sup>. In groups of 3, complete both of the following activities.****Monday, Feb 25 & Tuesday Feb 26<sup>th</sup>**

- Daily Warm Up: Write in your Cuaderno
- **¡Al volcan!** You are on a study abroad trip for two weeks in Costa Rica. The family that you are staying with is planning a camping trip to the beautiful tropical forest el Parque Nacional Volcán Póas. It is two days before the trip and you all are finalizing the plans. Have a conversation with your family discussing who will bring and do what, what the weather will be like and what you will do once you get there *using Future tense of Regular verbs.*
- **Cocinar al aire libre cooking Outdoors:** You and a group of friends have planned a camping trip to Selva Negra in Nicaragua and you are in charge of the cooking and the food. Plan three simple meals— breakfast, lunch, dinner—a day for a three-day camping trip. Your friends have given you \$120 to shop for the items on your list. Using the store

ads from this week's newspaper, go shopping. Keep track of what you spend and on what items. Use your list. How much did you actually spend?

- Create and illustrate a book about camping or design a safety poster for camping

\_\_\_\_\_ **Thursday, Feb 28<sup>th</sup> & Friday, March 1<sup>st</sup>**

- Daily Warm Up: Write in your Cuaderno
- Group presentations: Choose one of the group projects from the previous day to share with the class.

### Assessment-

- Vocabulary test
- Grammar test
- Final project

### Final Project (individual), choose 1 of the following to complete in class:

\_\_\_\_\_ **Newspaper Advertisement:** You have obtained a summer job as a Camp Counselor for Great Adventures Summer Camp in the Red Top Mountains of North Georgia. Your boss has just informed you that because you are bilingual he would like for you to create an advertisement in Spanish that will recruit Spanish speaking students for your camping trip. Your advertisement should provide information about the climate, the geography, activities provided, the cost and age groups. Don't forget the contact information and a couple of pictures of last year's campers.

\_\_\_\_\_ **Las vacaciones de verano han llegado!** It's the last day of school and you are excited. You have just finished your sixth period final exam and there are 45 minutes left in the period so, you decided to write a "cartita" to your best friend that describes your plans for the summer. In your letter you ask him/her about taking a camping trip before school begins again in the fall.