Spanish I Unit 2

Puerto Rico

**Lesson plans (50-minute classes)**

| **Day** | **Objectives** | **Sessions** | **Activities** | **Time** | **Standards** | **Practice /  Assessment** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | To introduce  Puerto Rico and to discuss the pairs’ challenges | ***Puerto Rico* / *La llegada*** (86–91)  ***•*** Warm-Up: Country orientation  ***•*** Puerto Rico  ***•*** Images and functions  ***•*** Presentation: *En San Juan*  ***•*** *Expresiones útiles* and *Pronunciación* | 1  2–5 | 5 m.  5 m.  10 m.  10 m.  20 m. | Interpretive Communication,  Presentational  Communication | Fans Online Activities  Cuaderno de práctica  eCuaderno de comunicación |
| **2** | To introduce Old San Juan | ***Desafío 1 – La casa más colorida*** (92–93)  ***•*** Warm-Up  ***•*** *Punto de partida: La casa más colorida*  ***•*** *Cultura:* *Las calles del Viejo San Juan* | 6–8  9 | 5 m.  20 m.  25 m. | Interpersonal Communication,  Relating Cultural Products to Perspectives | Fans Online Activities |
| **3** | To speak about parts of a home | ***Desafío 1 – Vocabulario***(94–95)  ***•*** Activating Prior Knowledge  ***•*** Vocabulary: *La vivienda*  ***•*** *Comunidades:* *Apartamento disponible* | 10–12  13–14 | 5 m.  30 m. 15 m. | Interpretive Communication,  Interpersonal Communication,  Presentational Communication,  School and Global Communities,  Cultural Comparisons | Fans Online Activities  Cuaderno de práctica |
| **4** | To speak about people, animals, places, and things | ***Desafío 1 – Gramática***(96–99)  ***•*** Warm-Up  ***•*** Grammar: *Identificar lugares. Los nombres*  ***•*** *Comparaciones: Los techos tropicales*  ***•*** Grammar: *Indicar objetos y personas. Los artículos* | 15–18  19  20–24 | 5 m.  20 m.  5 m.  20 m. | Language Comparisons,  Interpretive Communication,  Relating Cultural Products to Perspectives,  Cultural Comparisons,  Presentational Communication | Fans Online Activities  Cuaderno de práctica |
| **5** | To integrate vocabulary and grammar and to assess student proficiency | ***Desafío 1 – Comunicación* / *Evaluación***(100–101)  ***•*** Warm-Up  ***•*** *Comunicación:* Review  ***•*** *Final del desafío*  ***•*** Quiz on *Desafío 1* | 25  26 | 5 m.  20 m.  10 m.  15 m. | Interpersonal Communication, Interpretive Communication, Presentational Communication | Fans Online Activities  Cuaderno de práctica  eCuaderno de comunicación  Assessment |
| **6** | To introduce *coquíes* and the second challenge | ***Desafío 2 – Los coquíes en la casa***(102–103)  ***•*** Activating Prior Knowledge  ***•*** *Punto de partida:* *Los coquíes en la casa*  ***•*** *Cultura: Los coquíes* | 27–29  30–31 | 5 m.  35 m.  10 m. | Interpretive  Communication,  Presentational Communication, Relating Cultural Products to Perspectives,  Cultural Comparisons | Fans Online Activities |
| **7** | To speak about furniture and objects  in the home | ***Desafío 2 – Vocabulario***(104–105)  ***•*** Activating Prior Knowledge  ***•***Vocabulary: *Muebles y objetos de la casa*  ***•*** *Cultura: La Casa Blanca* | 32–34  35 | 5 m.  35 m.  10 m. | Presentational Communication, Interpersonal Communication,  Interpretive Communication,  Cultural Comparisons | Fans Online Activities  Cuaderno de práctica |
| **8** | To express existence and to say where things are | ***Desafío 2 – Gramática***(106–109)  ***•*** Activating Prior Knowledge  ***•*** Grammar: *Expresar existencia. El verbo ‘haber’*  ***•*** Grammar: *Expresar lugar*  ***•*** *Conexiones: El Yunque* | 36–40  41–44  45 | 5 m.  20 m.  20 m.  5 m. | Language Comparisons,  Presentational Communication,  Interpretive Communication,  Interpersonal Communication,  Cultural Comparisons, Making Connections | Fans Online Activities  Cuaderno de práctica |
| **9** | To integrate vocabulary and grammar and to assess student proficiency | ***Desafío 2 – Comunicación* / *Evaluación***(110–111)  ***•*** Activating Prior Knowledge  ***•*** *Comunicación:* Review  ***•*** *Final del desafío*  ***•*** Quiz on *Desafío 2* | 46–47  48 | 5 m.  20 m.  10 m.  15 m. | Interpersonal Communication,  Interpretive Communication, Presentational Communication | Fans Online Activities  Cuaderno de práctica  eCuaderno de comunicación  Assessment |
| **10** | To introduce Mosquito Bay and the third challenge | ***Desafío 3 – ¿Quién prende la luz?***(112–113)  ***•*** Warm-Up  ***•*** *Punto de partida: ¿Quién prende la luz?*  ***•*** *Cultura:* *La Bahía de Mosquito* | 49–51  52 | 5 m.  35 m.  10 m. | Interpretive Communication,  Making Connections | Fans Online Activities |
| **11** | To speak about household tasks | ***Desafío 3 – Vocabulario***(114–115)  ***•*** Warm-Up  ***•*** Vocabulary: *Las tareas domésticas*  ***•*** *Conexiones:* *Una encuesta* | 53–56  57 | 5 m.  35 m.  10 m. | Interpersonal Communication,  Interpretive Communication,  Presentational Communication,  Making Connections | Fans Online Activities  Cuaderno de práctica |
| **12** | To express certain actions in the present | ***Desafío 3 – Gramática***(116–119)  ***•*** Activating Prior Knowledge  ***•*** Grammar: *Verbos regulares en -ar. Presente*  ***•*** *Cultura:* *Asopao*  ***•*** Grammar: *Verbos regulares en -er y en  -ir. Presente* | 58–61  62  63–67 | 5 m.  20 m.  5 m.  20 m. | Language Comparisons,  Interpretive Communication,  Interpersonal Communication,  Relating Cultural Products to Perspectives,  Cultural Comparisons,  Presentational Communication | Fans Online Activities  Cuaderno de práctica |
| **13** | To integrate vocabulary and grammar and to assess student proficiency | ***Desafío 3 – Comunicación* / *Evaluación***(120–121)  ***•*** Warm-Up  ***•*** *Comunicación:* Review  ***•*** *Final del desafío*  ***•*** Quiz on *Desafío 3* | 68–69  70 | 5 m.  20 m.  10 m.  15 m. | Interpretive Communication,  Presentational Communication,  Interpersonal Communication | Fans Online Activities  Cuaderno de práctica  eCuaderno de comunicación  Assessment |
| **14** | To introduce the *Río Camuy* Caves | ***Desafío 4 – Las cuevas de Camuy***(122–123)  ***•*** Warm-Up  ***•*** *Punto de partida:* *Las cuevas de Camuy*  ***•*** *Cultura: Las cuevas de Camuy* | 71–73  74 | 5 m.  45 m. | Interpersonal Communication, Interpretive Communication,  Cultural Comparisons | Fans Online Activities |
| **15** | To express leisure Activities | ***Desafío 4 – Vocabulario***(124–125)  ***•*** Warm-Up  ***•*** Vocabulary: *Actividades de ocio* | 75–79 | 5 m.  45 m. | Interpretive Communication,  Presentational Communication,  Interpersonal Communication | Fans Online Activities  Cuaderno de práctica |
| **16** | To express an obligation and to express frequency | ***Desafío 4 – Gramática***(126–127)  ***•*** Warm-Up  ***•*** Grammar: *Expresar obligación* | 80–84 | 5 m.  45 m. | Language Comparisons,  Interpretive Communication,  Presentational Communication,  Interpersonal Communication | Fans Online Activities  Cuaderno de práctica |
| **17** | To integrate vocabulary and grammar and to assess student proficiency | ***Desafío 4 – Comunicación* / *Evaluación***(128–129)  ***•*** Warm-Up  ***•*** *Comunicación:* Review  ***•*** *Final del desafío*  ***•*** Quiz on *Desafío 4* | 85–86  87 | 5 m.  20 m.  10 m.  15 m. | Interpretive Communication, Presentational Communication,  Interpersonal Communication | Fans Online Activities  Cuaderno de práctica  eCuaderno de comunicación  Assessment |
| **18** | To integrate language in context | ***Todo junto* / *El encuentro***(130–133)  ***•*** Activating Prior Knowledge  ***•*** *Todo junto*  ***•*** *Conexiones: Las casas de los indígenas de Puerto Rico*  ***•*** *Vocab video activity*  ***•*** *El encuentro: En el Viejo San Juan*  ***•*** *VideoMundo* | 88, 90  89  91  92  93–95 | 5 m.  5 m.  10 m.  10 m.  5 m.  15 m. | Interpretive Communication, Interpersonal Communication,  Relating Cultural Products to Perspectives,  Making Connections,  Acquiring Information and Diverse Perspectives,  Presentational Communication,  Lifelong Learning | Fans Online Activities  Cuaderno de práctica  eCuaderno de comunicación |
| **19** | To learn about Puerto Rican customs and traditions and to learn about *El Morro* | ***Mapa cultural* / *Lectura***(134–137)  ***•*** Warm-Up  ***•*** *Mapa cultural: Puerto Rico*  ***•*** *Lectura: El Morro*  ***•*** Read Project Outline (142–143) | 96–97  98–100 | 5 m.  20 m.  20 m.  5 m. | Interpersonal Communication, Interpretive Communication,  Presentational Communication, Relating Cultural Products to Perspectives,  Acquiring Information and Diverse Perspectives,  Cultural Comparisons | Fans Online Activities  Cuaderno de práctica |
| **20** | To create a guided tour of *La Casa Blanca* | ***Proyecto***(142–143)  ***•*** Warm-Up: Prepare project presentations  ***•*** Project presentations |  | 5 m.  45 m. | Interpretive  Communication,  Presentational  Communication,  Relating Cultural Practices to Perspectives,  Acquiring Information and Diverse Perspectives,  School and Global Communities | Practice Workbook  ***Repaso – Vocabulario***  (138–139)  ***Repaso – Gramática***  (140–141) |
| **21** | To assess student proficiency | **Assessment**  ***•*** *Autoevaluación* (143)  ***•*** Test |  | 10 m.  40 m. |  |  |