



40 Years of Inspiring, Educating, Connecting.

Technology Integration Workshop 2016

Unit Title: Lai Familia de Beyoncé (TPRS)

Grade Level: (example: 9, 10, 11, 12 or 7-8) 6-8

Subject Area: (example: Science, Physics; English, Short Stories) Spanish

Duration/Length/Number of class periods: (example: 5 class periods) 4 class periods

Description: I will create an original short story that describes Beyoncé's family as a means of promoting comprehensible input of vocabulary needed to talk about families.

Established Goals (National, State, Local):

- Students use Spanish vocabulary both a range of settings (in the community, in class, online).
- Students demonstrate their awareness of cultural differences and thus show cultural sensitivity.
- Understanding how to describe their personality can lead to greater insight about self and others.
- As future leaders, students need to be able to describe themselves as part of an introduction to a presentation session and such.

What Enduring Understandings are desired?

- Gain the ability to express their likes/dislikes and those of others
- In introducing themselves and making friends from diverse backgrounds students will be able to ask and provide information about their likes and dislikes
- See how our choices/tastes are tend to be closely connected to who we are/ or our personality

What Essential Questions will be considered?

- Why is it important to be able to describe family members, friends, yourself?
- How do family structures differ in most spanish-speaking countries and the U.S.A. ?
- To what extent are grandparents involved in the day-to-day activities of your home? How does this differ from the role of grandparents and how they are viewed in many Spanish-speaking households?

Students will know / be able to:

- Students will be able to apply new vocabulary (primarily adjectives) to describe what members of their family are like (both physical and personality traits)
- Students will understand how effective usage of a verb involves accurate connection of the verb to appropriate pronoun.
- Students will also be able to describe what they themselves and a favorite family member enjoys doing.
- Correctly use contextually-appropriate verbs such as: *ser, gustar, estar, tener*
- Accurately use idiomatic expressions such as “hay mucha gente”; tengo mucha gente, me gusta + infinitive of verb.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
<p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p> <p>Introductory Activity: TPRS “ La Familia Knowles” (FOCUS: use of third-person pronoun to describe other people’s families) Powerpoint/Google slides Sharing my original description and story of Beyoncé Knowles family: “<i>La familia de Beyoncé es muy pequeña. Hay una madre, un padres, una hermana y una mascota. La madre de Beyoncé se llama, Tina. Tina es una persona muy simpática. Ella es alta. Ella no es delgada, pero es regordeta...</i>” Pronouns targeted: Use of third person (“él”, “ella”)</p>			X			X	
<p>Formative Assessment: Quizletlive=> Vocabulary: family members, (e.g. la madre, el hermano etc.), During future sessions students will learn and practice new vocabulary using <i>Quizletlive</i>. Vocabulary focus will be on descriptive adjectives and contextual vocabulary/phrases/verbs (e.g. “hay” “tengo” etc.)</p>	X			X	X	X	1a, 1b, 3c
<p>*Group Activity/ Assessment: Using the internet (ipads/computer lab) students trios will work on describing the family of a celebrity. They will then use draft their description and then use <i>Recap</i> to present it to the class.</p>	X			X	X		2b
<p>Student presentation: Mi Familia (Pronouns targeted: use of first person pronouns (“yo”)</p>		X		X	X		

Over a period of several sessions, students work to come up with a sketch of their family tree, a description of their family members and what their family is like (family size, who lives at home with them...); and then they present their information using *Recap*, *Powerpoint/Google* slides.

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Materials, tools and resources: *Realidades* textbook, *Youtube*, *Powerpoint/ Google* slides, *Quizletlive*, *Recap*

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

Additional credit given to