

Name:	Period:

Chapter 1 Guide (Daily Life)

<u>Process</u>					
Homework/Cla	sswork				
	DC-1: Chapter 1 drawings				
	WS 1: Chapter 1 Practice				
	WS 2: Ser vs. Estar				
	WS 3:				
	WS 4: Crucigrama palabras nuevas	DC = Dibujos del Capitulo			
	SB-1: Potato head story.	WS = Worksheet			
	IS-1	SB = Storyboard			
	W1: Write a 1 paragraph essay "En mi escuela hay"				
	W2:	IS = Internet search			
	Spanishnow.com #3: Go to Spanishnow.com and revi	ew reflexive verbs			
	Open:				
	Open:				
Above and Bey	rond				
	A and B #1: Make a short story using potato heads				
	A and B #2: Act out a TPRS story from Chapter 1.				
	A and B #3: Video Project				
	A and B #4:				
	A and B #5:				
Process Grade	Teacher Student				

Mastery

Assessments and Projects

Evidenc	e of learning	Teacher	Student
		Presentation w	rith partner using 15 commands
		Video Project Commercial	
		Test written	
		Quiz body	
		Quiz: Picture quiz with Capítulo 1 vocabulary.	
		Oral command	s (partner)
		Model 10 Word	ds from Capítulo 1 read by a partner. (10 pts.)

Essential goals: To be able to discuss your daily routines at school, home, and around town.

- that adjectives must agree with the nouns they modify (personality vocabulary descriptions)
- that verbs are conjugated according to the subject pronoun
- that in Spanish there are two verbs for to be, and they are used differently
- that with certain verbs in Spanish, including the verb *gustar*, an indirect object pronoun must be used

Essential questions:

- What ideas does the present tense convey?
- What is the difference between regular and irregular verbs in the present tense?
- In what situations are ser and estar used?
- What ideas do reflexive verbs convey?
- When and how are reflexive verbs used?
- What are differences and similarities between schools in the United States and schools in Mexico?

Source: Fernando Campos, Evanston Township High School