I. Goal: What do you want the student to learn (long-term)?

* Talking about daily routines and responsibilities using reflexive verbs
* Talking about hobbies and pastimes
* Using possessive nouns and negative expressions

II. Objectives: What do you want the student to learn (short-term)?

* Students will take notes on daily routines
* Students will match vocabulary with pictures and say what they "did" in the morning

III. Materials: What will the teacher/student need?

* Día a día ppt (print out for handout)
* DVD tutor
* daily routines posters doc
* daily routine listening activity doc

IV. Instructional Strategies: How will you teach the information?

a) Opener –

    (1) **BRR #1:** ¿Dónde fueron para las vacaciones and qué hicieron? **(10 min)**

b) Body –

    (1) **Introduction:** Give a brief introduction into Chapter 5 – Día a Día **(5 min)**

        * Have students brainstorm all the things they do in the morning in English/Spanish
        * Talking about daily routines and responsibilities using reflexive verbs
        * Talking about hobbies and pastimes
        * Using possessive nouns and negative expressions

    Video: http://www.youtube.com/watch?v=XXXXXXXXX (kid doing routine)
        http://www.youtube.com/watch?v=XXXXXXXXX (Mister Rob Black)
        http://www.youtube.com/watch?v=XXXXXXXXX (Fanny Black parody)

    (2) **New Words:** Pass out to students the Día a día ppt handout. Go through the Daily Routines vocab PowerPoint presentation. Have students take notes and write down key vocabulary. Ask students questions using the new vocabulary to help reinforce the words **(15 min)**

    (3) **DVD:** Play for students the DVD tutor for the new vocabulary **(5 min)**

    (4) **Concentration:** Pass out to students the daily routines posters doc cut up into squares and have students play concentration, having them say a sentence if they get a match – ¿Qué hacen en esta mañana? **(15 min)**

Spanish 2 Expresate Chapter 5

F Rizvi

Spanish 2 Expresate Chapter 5:

Pre-AP Instruct Res Holt Spanish 1 2008 Holt Rinehart & Winston,2008   Pre-AP Instruct Res Holt Spanish 3 2008 Holt Rinehart & Winston,2008   **?Expr?sate!** Holt Rinehart & Winston,2006   **Con bro! Beginning Spanish** Maria C. Lucas Murillo,Laila M. Dawson,2009-12-09 Con br o Second Edition celebrates the rich diversity of the Spanish speaking world This 12 chapter Introductory Spanish program designed to address the needs and life circumstances of a broad audience takes a highly practical approach that focuses on useful vocabulary presented through each chapter s unique visual escenas functional grammar of high frequency usage situational and contextual activities and cultural selections relevant to everyday life and everyday interactions   *Books Out Loud* ,2007   Children's Books in Print, 2007 ,2006   **Spanish for Oral and Written Review** Mario Iglesias,Walter Meiden,1975   *Joyce in the Belly of the Big Truck; Workbook* Joyce A. Cascio,2005-05   **Exprésate** Nancy A. Humbach,2008   **An Evaluation of Communicative Activities in First-year High School Spanish Textbooks** Marcella C. Martínez,2010 The study analyzed activities of Spanish Level 1 textbooks used in high school to determine the extent to which they incorporate some of the most respected theories of communicative language learning in particular the theories of Krashen Swain Long and Nunan Five well known Spanish books were chosen Realidades Expr sate As se dice Avancemos and Aventura For each book Chapter 2 and Chapter 5 were chosen to be evaluated by two raters The activities in these chapters were analyzed according to four criteria derived from the abovementioned theories Results suggest that textbooks may not be in alignment with major theories of how language is acquired The majority of the activities may fall under the category of meaningless drills which it is claimed do not contribute to acquisition of a second language   *Holt Spanish 2 Expresate! para Hispanohablantes* Holt Rinehart & Winston,2007-01-01   Expresate Holt Rinehart & Winston,2006   **Exprésate!** Nancy A. Humbach,Holt, Rinehart, and Winston, inc,2006

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