

7th grade, Unit #4, World Language, Locations and Prepositions ¿Adónde Vas?

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **December**
Length: **6 weeks**
Status: **Published**

Enduring Understanding

Locations and prepositions are needed for navigating at home and abroad.

Essential Questions

How do I use language to get where I need to go?

Common Core Standards

FL.3-12.7.1.NH.B.4 FL.3-12.7.1.NH.C.2	Ask and respond to questions, make requests, and express preferences in various social situations. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
FL.3-12.7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
FL.3-12.7.1.NH.A.A	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
FL.3-12.7.1.NH.A.A.3 FL.3-12.7.1.NH.A.1	Infer the meaning of some unfamiliar words when used in familiar contexts. Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
FL.3-12.7.1.NH.B.G	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
FL.3-12.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
FL.3-12.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.

Student Learning Objectives

Identify locations in a city.

Conjugate the verb ir to answer the question, ¿Adónde vas?

Use the contraction al with city vocabulary and the verb IR

Use the contraction del with the verb venir and the question ¿De donde vienes?

Ask and answer the questions, ¿Adónde vas? ¿Como vas?, and ¿De donde vienes?

Identify and explain appropriate methods of transportation.

Use the verb IR to discuss locations of places they will go.

Use prepositions to describe location.

Use the verb *estar* to describe location with prepositions.

Use the verb *venir* to discuss places you have recently been.

Instructional Activities

Vocabulary game: How many city locations can you recognize using cognates and background knowledge?

Vocabulary flashcards/warm-up charts to practice vocabulary

Recognizing monuments major city locations/buildings in a major Hispanic city

Identify conjugation of the verb *IR*, and introduce the structure of *IR+A*. Review of contraction *al*

Communicative gap: students ask and answer where each person is going on a city map

Identify methods of transportation with TPR

Picture prompts: students stand in groups of 3 to string together and translate a sentence to discuss where they're going and how they're getting there.

Card game: students play in groups of 3 or 4. They have to ask for cards and draw cards like go fish. To lay down a sentence, they need a subject/verb, location, and method of transportation.

Information sharing activity: ask and answer the questions *¿Adónde vas?*, *¿Cómo vas?*, and *¿Dónde vienes?* to fill in information about where each person is going, where they're coming from, and how they are getting there.

Review *estar* and introduction of basic prepositions (*derecha*, *izquierda*, *cerca de*, *lejos de*, *al lado de...*) Review of the contraction *del*.

Map Partner Activity: Give and follow directions based on a Hispanic city map to find a secret location.

Create a treasure hunt map using unit vocabulary and monument/building vocabulary for a given Hispanic city. Have a partner follow the directions to determine which monument holds the treasure.

Using a metro map of a large Hispanic city, students determine which metro stop to take for various monuments/buildings.

Review of telling time and schedules by asking and answering pertinent cultural questions about train, plane, bus schedules/ business hours of operation.

I am lost Activity - Have students create and role-play a tourist help line - I am here and I need to get to...

Describe on a city map how to go from one place to another.

Describe navigation of a metro system in a Hispanic city using unit vocabulary.

Interdisciplinary Connections

Social Studies: Map reading skills, Reading a schedule, Learning about world cities and monuments

ELA: Giving and following directions, Interviewing skills

Texts and Resources

Online map printouts or links to Hispanic city metro system

Google Earth to view monuments in various Hispanic cities

Flashcards of unit vocabulary

Teacher created interview worksheets/index cards

Online printouts or links to various transportation schedules

Assessment

Tests and quizzes for unit vocabulary and grammar

Rubric to evaluate I am lost activity

Accuracy in asking and answering questions during games and partner activities

Accuracy in map partner activity using teacher observation

Accuracy in collected and graded classwork and homework assignments

Rubric to evaluate treasure hunt activity