

8th grade, Unit #5, World Language, Irregular yo

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **January**
Length: **2 weeks**
Status: **Published**

Enduring Understanding

There are differences and separate categories of present-tense verb conjugation.

Essential Questions

Are all verbs conjugated the same way?

Common Core Standards

FL.3-12.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
FL.3-12.7.1.NH	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
FL.3-12.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
FL.3-12.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
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.F	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
FL.3-12.7.1.NH.A.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.J	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Student Learning Objectives

The students will:

Identify and conjugate a variety of irregular "yo" -ER verbs (ver, saber, tener, hacer, poner, querer, estar, ser, dar, ir, conocer)

Recognize salir and venir as similar irregular verbs.

Use the personal "a" with the verb ver.

Instructional Activities

Teacher introduces concept of irregular "yo" and stem-changing shoe/boot verbs tener and querer in a whole class presentation.

Identify and point out the use of the personal "a" with the verb ver.

Students complete practice worksheets/partner activities (ball toss, dry erase board conjugation practice, battleship, connect 4, etc) to practice irregular verb conjugation and use of the personal "a".

Take a picture of each student or have the students bring in a picture of themselves. Create and present a short description about themselves using the irregular "yo" form of each verb. Presentations can be electronic (Prezi/Google Doc) or written/poster.

Interdisciplinary Connections

ELA: English grammar and usage

Texts and Resources

Teacher created games and worksheets

Powerpoint/Prezi for Irregular Yo presentation

Assessment

Accuracy of completion of homework and classwork assignments

Graded homework and classwork assignments

Accuracy of verb forms during asking and answering activities

Rubric to grade irregular "yo" presentation project.