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Mi heroe

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Carol Passant

Unit: *Mi héroe*

Level: Middle School or High School

Stage 1: Desired Results

Understandings

Students will understand that...

- We imitate that which we value.
- Our values can be influenced by our culture, family, friends, and languages.
- Definición: Persona ilustre y famosa por sus hazañas o virtudes (Real Academia Española)

Essential Questions

Who are your heroes and/or idoles? Why?

What is important to you? Why?

Knowledge

Students will know how to...

Vocabulary:

- Origin, age, name, birthday
- Physical characteristics (height, hair color, eye color, skin tone)
- Personality Traits (funny, shy, hardworking, outgoing, lazy, artistic, talented, smart, successful etc.)
- Express interest, importance, & love (me/le encanta, ¿Qué te importa?/me(le) importa)
- Activities associated with traits (hang out with friends, watch TV, play sports/video games, use social media, read, listen to music, play an instrument, take selfies, etc.)
- What are you like? (¿Cómo eres? ¿Cómo es? /soy/es)
- Who is your hero? (¿Quién es tu héroe? Mi héroe es...)
- Why is s/he your hero? (porque es...)

Skills

Students will be able to...

IN THE TARGET LANGUAGE

- Describe him/herself and others.
- Describe his/her likes and preferences & explain why.
- Ask others about their likes and preferences.
- Describe a person who is heroic & explain why a person has heroic qualities

Stage 2: Assessment Evidence

Integrated Performance Task:

You are going to be interviewed about your hero by a Spanish Teen Magazine called Okapi. Prepare a graphic that you can use to cover information about your hero. You may use as many images as you would like, but no text. Be prepared to talk about your hero's origin, age, birthdate, what s/he is like, what are her/his preferences. You will also explain why s/he is your hero.

Interpersonal Speaking -

Interview teens about their hero. Fill out the GO. You will use these notes in your Presentational Writing. (GO will include: *De donde es? Como se llama? Como es? Cuando es su cumpleaños?, Que le interesa? Que le importa? Por que es tu héroe?*)

Presentational Writing - (Letter to your hero)

Okapi, the Spanish Teen Magazine, was so moved by your interview, that they have decided to coordinate a face-to-face encounter with your hero. Before they can do this, the magazine wants you to write a letter to your hero introducing yourself and including information about your origin, birthdate, what you are like, and what are your preferences. Include why you consider this person to be your hero.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Vocabulary Quizzes
- Practice writing prompt
- Unit Reflection

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1 -

Objective: Describe others

- Hook: Video about everyday heroes. <https://youtu.be/M1C1KyqY3iw> (Short video from Coca-cola with people helping each other)
 - Ask students: What do you think we will be talking about in this unit? Why? Do you think the people who helped her with the bags are heroes?
- Introduce Unit Objectives - ask students, what words or phrases they need in order to master the objectives.
 - Describe him/herself and others.
 - Describe his/her likes and preferences & explain why.
 - Ask others about their likes and preferences.
 - Explain why a person has heroic/idolic qualities
- Introduce Vocabulary Set #1 with Circle of Questions
(http://www.amylenord.net/uploads/2/3/8/2/23820400/circle_of_questions.pdf)
 - Vocabulary Set #1
 1. ¿Cómo se llama?
 2. Se llama...
 3. ¿De dónde es?
 4. Él/ ella de...
 5. ¿Cuántos años tiene?
 6. Él/ ella tiene
 7. ojos claros/ azules/verdes/cafes
 8. pelo largo/corto
 9. ¿Cuándo es su cumpleaños?
 10. Es el ____ de _____
- Brain Break - (For examples, go to <http://brainbreaks.blogspot.com/>)
- Practice with the vocabulary and answer questions in your cuaderno. Look at infographic about Nelson Mandela in Spanish (<http://4.bp.blogspot.com/-qFEPk135aGA/UHEFOeXbl5I/AAAAAAAAAHE/h3S6DM-s6Co/s1600/MANDELA.jpg>)
 - ¿Cómo se llama?, ¿De dónde es?, ¿Cuándo es su cumpleaños?, ¿Cuántos años tiene?, ¿Él tiene ojos

verdes?, ¿Él tiene pelo largo?

- Closing: How would you describe a hero?

Day 2 -

Objective: Describe others' physical traits.

- Opening: Share out responses from yesterday's closing (How would you describe a hero?)
- Add definition of "hero" in Spanish to interactive notebook: *Persona ilustre y famosa por sus hazañas o virtudes* (Real Academia Española)
 - Turn to your partner, do you agree with the definition of a hero?
 - Did any of the descriptions for a hero that you wrote yesterday match up with the definition of a hero?
- Vocabulary practice - Show images of different people on a slide. Give clues in Spanish describing the people. Students match up who is being described. (For example: *Él tiene pelo corto. Él tiene 37 años. Él es de San Antonio.* Answer: Robert Rodriguez http://img.timeinc.net/time/daily/2005/0508/Hispanics/r_rodriguez.jpg)
- Information Gap Activity. Speaking practice with vocabulary. - Put students in pairs. Give each pair a chart which contains information about different influential people. Students interview each other about the heroes using the questions from Vocabulary Set #1. They will use the responses to fill in the missing information on their chart.
- Writing Practice - Answer "Diario" questions in cuaderno (a spiral notebook or journal)
 - Diario #1
 1. *¿Cómo se llama tu mejor amigo/a?*
 2. *¿De dónde es?*
 3. *¿Cuántos años tiene?*
- Closing: What are heroic qualities?

Day 3 -

Objective: Describe others' physical traits and their likes or preferences

- Opening: Share out responses from yesterday's closing (What are heroic qualities?)
- Introduce Vocabulary Set #2 with Circle of Questions (http://www.amylenord.net/uploads/2/3/8/2/23820400/circle_of_questions.pdf)
 - Vocabulary Set #2
 - *¿Cómo es?*
 - *Él/ella es*
 - *valiente*
 - *bajo*
 - *calvo*
 - *artístico/a*
 - *¿Qué le encanta?*
 - *usar las redes sociales*
 - *comer*
 - *tocar un instrumento*
- Brain Break
- Practice with vocabulary: Watch the video twice with students (Video about Dr. Jim Withers from CNN Heroes
 - <http://cnnespanol.cnn.com/2015/10/08/los-10-heroes-de-cnn-de-2015-son/#0> - scroll down to Dr. Jim Withers.
 - Students answer the following questions: *¿Cómo es él?, ¿Qué le encanta?*
- Practice with vocabulary: Look at images of people doing activities. Students answer the following questions: *¿Qué le encanta?*
- Closing: On a slip of paper, write your name and answer the question: *¿Qué te encanta?*

Day 3 -

Objectives: Describe others and their likes or preferences

- Opening: Choose 5-8 statements describing what students love and read them to the class. Students guess: ¿Cómo se llama?
- Writing Practice with on the whiteboard. Project a statement of what the person likes to do, students will write on the whiteboard what s/he is like. (i.e. Le encanta tocar un instrumento. Ella es muy artística.)
- Round 2: Project an image of a person with a description of what they are like. Students will make an inference based on what a person is like and draw something that that person would love to do (i.e. Soy valiente y sociable. Student draws a heart & twitter symbol to represent -Me encanta usar las redes sociales.)
- Writing Practice - Answer “Diario” questions in cuaderno (a spiral notebook or journal)
 - Diario #2
 1. ¿Cómo es?
 2. ¿Qué le encanta?
 3. ¿Cuándo es su cumpleaños?
- Closing: In your journal, answer the following questions: *Can anyone be a hero? Why or why not?*

Day 4 -

Objectives: Describe others and their likes or preferences. Ask others about their likes and preferences.

- Opening: Have students return to the closing prompt from yesterday. They will share it with a partner.
- Introduce Vocabulary Set #2 with Circle of Questions
(http://www.amylenord.net/uploads/2/3/8/2/23820400/circle_of_questions.pdf)
 - Vocabulary Set #3
 - sociable
 - trabajador/a
 - perezoso
 - capaz
 - alto
 - sacar los selfies
 - jugar videojuegos
 - leer
- Brain Break
- Play *Asiento caliente*. Each student has a whiteboard and a marker. One student volunteers to sit at the front of the room facing the class. Behind her/him is a word from the vocabulary sets. The students in the audience write clues circumlocuting the word to help the guesser figure it out. The students read out their clues. The guesser can answer in Spanish or English. Do this for 3 rounds or 3 words. (For more information see: <http://www.creativelanguageclass.com/activities/games/idea-37-30-seconds-a-circumlocution-speaking-game/>)
- Write *Una encuesta* - Create the following survey in your cuaderno. Write a question and include at least three options students can choose from. Interview your classmates using your question and document their response in your chart. Then write out a brief analysis of your findings.

Una encuesta: ¿Qué te encanta?

Nombr e del estudia	(Opcio n #1) jugar	(Opcio n #2) leer	(Opcio n #3) tocar
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<i>n</i> te	deport es		un instru mento

- *Análisis de la encuesta* - A ____ estudiantes le(s) encanta _____. A ____ estudiantes le(s) encanta _____, y a ____ estudiantes le(s) encanta _____.
- Closing: In your cuaderno answer the following questions: *¿Te encanta sacar los selfies? ¿Por qué?*

Day 5 -

Objectives: Describe others and their likes or preferences.

- Opening: Students use yesterday's question to go around and interview at least three other students. Check in about responses as a class. (*¿Te encanta sacar los selfies? ¿Por qué?*)
- Interpretive Reading Activity with -Infographic about selfies.
 - http://4.bp.blogspot.com/-1boTT8yg_3k/U_qBtEm3WHI/AAAAAAAAAVg/oJPCHFcsWsY/s1600/Infografi%CC%81a-El-Selfie.png
 - Students read the infographic on an iPad or computer. Students fill out comprehension questions and reflection questions related to the infographic.
- Practice with vocabulary: Watch the video twice with students (Video about Monique from CNN Heroes)
 - <http://cnnespanol.cnn.com/2015/10/08/los-10-heroes-de-cnn-de-2015-son/#0> - scroll down to Monique Pool.
 - Students answer the following questions in their interactive journals: *¿Cómo es él?, ¿Qué le encanta?*
- Closing - Rank the following activities in your cuaderno. 1= most love to → 5 least like to do
 - Leer, jugar videojuegos, comer, sacar los selfies, tocar un instrumento

Day 6 -

Objectives: Describe others and their likes or preferences.

- Opening: Students look in their cuadernos for the activity ranking they completed yesterday.
- Interview a partner: *¿Qué te encanta? & ¿Qué no te encanta?. Be prepared to describe your partner's preferences to the class. (i.e. A _____ le encanta **sacar los selfies**, pero no le encanta **leer**)*
- Introduce Vocabulary Set #2 with Circle of Questions (http://www.amylenord.net/uploads/2/3/8/2/23820400/circle_of_questions.pdf)
 - Vocabulary Set #4
 - ¿Quién es tu héroe?
 - Mi héroe es ____ porque ____
 - inteligente
 - chistoso
 - atletico/a
 - jugar deportes
 - ¿Qué le importa?
 - Le importa(n)
 - escuchar música
 - pasar tiempo con amigos

Practice with vocabulary: Watch the video twice with students (Video about Kim Carter from CNN Heroes

- <http://cnnespanol.cnn.com/2015/10/08/los-10-heroes-de-cnn-de-2015-son/#0> - scroll down to Kim Carter).
- Students answer the following questions in their interactive journals: *¿Cómo es ella?, ¿Es un héroe? ¿Por qué?*
- Writing Practice - Answer "Diario" questions in cuaderno (a spiral notebook or journal)
 - Diario #3
 1. *¿Cómo te llamas?*
 2. *¿Cómo eres tú?*
 3. *¿Te encanta usar las redes sociales?*

Turn to your partner and interview them using the questions listed above.

Closing - Rank the following qualities in a hero in your cuaderno. 1= most important → 5 least important

- *Valiente, artístico/a, trabajador/a, inteligente, atlético*

Day 7 -

Objectives: Describe others and their likes or preferences. Ask others about their likes and preferences. Explain why a person has heroic/idolic qualities

- Opening: Turn to your partner and interview them about what they find important.
 - *¿Te importa ser _____ valiente, artístico, etc.)*
 - *¿Te importa jugar deportes o pasa tiempo con amigos?*
- Play *Asiento caliente*. Each student has a whiteboard and a marker. One student volunteers to sit at the front of the room facing the class. Behind her/him is a word from the vocabulary sets. The students in the audience write clues circumlocuting the word to help the guesser figure it out. The students read out their clues. The guesser can answer in Spanish or English. Do this for 3 rounds or 3 words. (For more information see: <http://www.creativelanguageclass.com/activities/games/idea-37-30-seconds-a-circumlocution-speaking-game/>)
- More vocab practice with reading. Match up the people with their descriptions. Fill out the worksheet that has information about each person. Post the images of these people around the room. Students match up the description with the name
 - Quien es? Matchup Activity

<i>¿Cómo es? (Descripción de la persona)</i>	<i>¿Cómo se llama?</i>	<i>¿Qué le importa?</i>	<i>¿Es un héroe? (Sí o no)</i>

- Follow up: Writing prompt. *¿Quién es tu héroe? ¿Cómo es? ¿Qué le encanta?*
- Closing - Share your writing prompt responses with a partner.

Day 8 -

Objectives: Describe others and their likes or preferences. Ask others about their likes and preferences. Explain why a person has heroic/idolic qualities

- Opening: Review chart responses with a partner for the Quien es? Matchup Activity. Did you agree on: **¿Es un héroe?**
- Slap Card Game:
 - Every group will have sets of cards with vocab words from this whole unit
 - Teachers will call out a vocab word **in English**
 - Groups of 3 → roles rotate every round!
 - 1 observer → keeps score on whiteboard
 - 2 “slappers” → first person to **SLAP the card** with that Spanish word on it will get 1 point;
 - Then **use the word correctly in a complete sentence** for 2 additional points.
 - If you don't think your partner used the word correctly, you can **raise your hand and say, “I contest!”** A teacher will come listen to the sentence to determine the point.
- Keep the conversation going - review strategies for when the conversation gets stuck.
 - (Can you repeat that? I don't understand. Can I have more information? Can you ask another way?)
 - Practice re-wording questions to get across same meaning (i.e. What are you like? Are you outgoing or shy?)
- Diario #4 - rephrase & rewrite the following questions in Spanish
 - ¿De dónde es tu héroe?
 - ¿Cómo es tu héroe?
 - ¿Le encanta jugar deportes?
- Closing: What would you say if you did not understand a question in a conversation?

Day 9 -

Objectives: Describe others and their likes or preferences. Ask others about their likes and preferences.

- Opening: What are the key parts of a letter or an email you are writing to someone?
- Show samples of emails in Spanish. What do you notice? (address, greeting, good-bye, date, etc.)
 - <http://recursostic.educacion.es/observatorio/web/images/upload/jmaa0052/12-.JPG>
 - <http://www.monografias.com/trabajos26/correo-electronico/Image501.gif>
- Video: <https://youtu.be/mSyFp02-fmA>
 - Answer the following questions in your cuaderno
 - ¿Cómo es el?
 - ¿Es un héroe? ¿Por que?
- Practice email writing format (introduction, date, good-bye). Write an email to a new Spanish speaking student from Panama. Make sure to introduce yourself and ask them a few questions to get to know him/her.
- Closing: Share your email with a partner.

Day 10 -

Objectives: Describe others and their likes or preferences. Ask others about their likes and preferences. Explain why a person has heroic/idolic qualities

- Opening: What are the key parts to an email?
- Vocabulary Quiz
- Song of the week: **Antonio Orozco - Mi Héroe.** <https://youtu.be/chm79IPVekU> . Students will write three

sentences describing the song and share with a partner.

- Closing: What other vocabulary do you need to describe your hero?

Day 11 -

Objectives: Describe others and their likes or preferences. Ask others about their likes and preferences. Explain why a person has heroic/idolic qualities

- Opening: Review any vocabulary that students requested to describe their hero. This can be done by creating a class list to share. These are self-selected words. They will not be used on assessments.
- **Introduce Interpersonal Speaking PBA.**
 - *You are going to be interviewed about your hero by a Spanish Teen Magazine called Okapi. Prepare a graphic that you can use to cover information about your hero. You may use as many images as you would like, but no text. Be prepared to talk about your hero's origin, age, birthdate, what s/he is like, what are her/his preferences. You will also explain why s/he is your hero.*
 - Option 1 - Create a poster with images of your hero
 - Option 2 - Use a digital poster of your hero, such as www.glogster.com or PicCollage App.
 - Option 3 - Student proposes a media format for the presentation to be approved by the teacher.
 - *Remember, you may not write any words on your presentation, except for the name of your hero. You may have as many images as you need. Choose them wisely.
 - Begin filling out Graphic Organizer and designing presentation poster.
 - Reminders: You will not be reading any information off of your graphic organizer. It must be memorized.

Day 12 -

- Continue work on posters and presentations.

Day 13 -

- Review Rubric Expectations:
 - <https://opi-adrenaline2012.wikispaces.com/file/view/JCPS%2BRubric%2BColor.pdf/372207424/JCPS%2BRubric%2BColor.pdf>
- Review Scenario for Interpersonal Speaking:
 - You are representing the Okapi Spanish Teen Magazine as a interviewer. Choose three teens in your class to interview in Spanish about their hero. Fill out your graphic organizer with their information.
- Review Graphic Organizer
- Students Turn in GO at end of class.

Day 14 -

- Complete **Presentational Writing**
 - Okapi, the Spanish Teen Magazine, was so moved by your interview, that they have decided to coordinate a face-to-face encounter with your hero. Before they can do this, the magazine wants you to write a letter to your hero introducing yourself and including information about your

origin, birthdate, what you are like, and what are your preferences. Include why you consider this person to be your hero.

- Unit Reflection

- What are you most proud of in this unit?
- Where do you think that you could improve your Spanish skills?
- If you could create a hashtag for this unit in Spanish, what would it be?