

2 week unit plan



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2 Week Unit Plan Procedural Knowledge- Lessons Day 1 Previous Knowledge:

Pass out a picture attached to the lesson. Ask students to give examples in English of clauses that express wishes, doubt, advice, reactions, emotions, impersonal expression, and hope. Students should use the picture to guide their reactions. The Spanish language has a different verb form when the above feelings are expressed; this form is called the subjunctive. (10

minutes) Declarative Knowledge: At the end of this lesson, students will understand how to conjugate verbs into the subjunctive present tense. They will also be introduced to the contexts in which subjunctive verbs are used.

Procedural Knowledge: MATERIALS: -laminated cards with subjunctive clauses -laminated cards with the following verbs (10 sets of cards): tener, ayudar, hablar , comer, limpiar , levar, pelear , trabajar , leer, vivir, estar , beber , tomar, asistir, estudiar -list of statements that will be read by teacher as well as be presented on an overhead

1. En vez de estudiar, Jaime fue a la tienda para comprar dulces.
2. Jose recibio una nota mala y no sabe porque.
3. Natalia quiere comprar un auto nuevo pero no tiene bastante dinero.
4. Mario esta enfermo y por eso no puede comer.
5. Jessica tiene un examen manana y esta nerviosa.
6. El cumpleaños de Anita es manana pero sus padres estan en viaje y oyeron que el avion no esta funcionando.
7. Mis padres me dijeron que van a llevar el pastel a mi boda.
8. Me gustaria venir a tu casa pero no se si tengo tiempo.
9. Mis amigos iba a venir a mi casa pero hay mucha trafica en la calle.
10. La mama de Anita esta en el hospital.

1. Overview of present subjunctive -The present subjunctive is used to express advice, reactions, and wishes - We will use the acronym WEIRDO to remember when the subjunctive is used. Wishes, Emotion , Impersonal expressions , Requests , Doubt or denial , Ojala examples (ask students

which category they think the examples will fit in): I hope your mom gets out of the hospital soon Its necessary that you study to get good grades I think that you should clean your room before your parents get home I hope that you come to my party tomorrow -Split the board up into 2 sections , separated by the word que. The present subjunctive can be broken up into a dependent and independent clause. As the different clauses are explained, write the independent in the left column and the dependent in the right.

+The independent clause comes first in a sentence and expresses a wish, emotion, impersonal expressions, requests, doubt, or hope. Examples include: I recommend that ; I hope that ; She wants , You are happy that ; It's unfortunate that etc. + The independent clause is then connected with the word que (that) and is followed by the dependent clause. The dependent clause includes the object of the advice/wish/hope/emotion . The subject MUST change between the dependent and independent clause - Have students brainstorm possible subjunctive sentences in English in pairs. Write the independent clause in the left column and the dependent in the right, decide what category of WEIRDO it can be applied to. (30 minutes) 2.

Regular Verb Forms -On board write out the following: -AR -ER/-IR e emos a amos es eis as ais e en a an -with present subjunctive you take of the -ar or -er/-ir ending and depending on the subject, add the appropriate ending. As already stated, the subjunctive verb in the dependent clause must be a different subject than the verb in the independent clause ex: Creo que debas hablar con el profe. I believe that you should talk with the professor. I and you are different subjects -Put the overhead up of different statements. Have students form pairs and use the laminated cards to create responses to the overhead statements. Remind students that que must go between the

independent and dependent clauses. Give each pair about 1 minute to come up with a sentence, then have a few of the students read their sentences and discuss as a class why or why not the sentence should be subjunctive.

(20 min) Day 2 Prior Knowledge: Show a 5 minute video clip that addresses a problem within society. Have students write 5 sentences using the subjunctive regarding their reactions using what they think are wishes or requests (from WEIRDO) to the video. Have students get into pairs and compare/discuss sentences. These sentences will be turned in so that the teacher will have an idea of the level of understanding. (15 minutes)

Declarative Knowledge: Students will be able to conjugate regular subjunctive verbs in a dependent clause. Students will be introduced to various clauses that can be used to express wishes or requests. Students will understand why it is important to be able to express wishes or requests.

Students will be able to use the W and R expressions in sentences using the subjunctive. Students will be introduced to the irregular subjunctive verbs and will be able to conjugate the verbs into the 6 forms. Procedural

Knowledge: 1. Ask students to brainstorm situations in which they would wish or request something (write on board) -The present subjunctive is used when expressing wishes or requests. Pass out various pictures of people or tasks and have students express in English, a sentence wishing or requesting something. Students must include a change in subject as well as an independent and dependent clause. Students may do this in pairs. Each pair will read one of their sentences to the class (10min) 2. Independent Clauses for wishes or requests -Have students copy the following list of the most common independent clauses to express wishes or regrets: *desear que* (to wish) *necesitar que* (to need) *recomendar que* (to recommend) *querer*

que(to want) sugerir que (to suggest) -the above verbs will be translated in the present tense in the independent clause while using the subjunctive tense in the dependent clause. Ex: Deseo que tengas el papel. (Deseo is in the present tense, tener is in the subjunctive) -now have students swap pictures and write 5 sentences using the subjunctive as well as the independent clauses. Have students pair up with another person and the new pairs can share their sentences. They will be asked to help their partner correct what is wrong and the papers will be turned in. (15min)

3. Irregular subjunctive verbs -there are six irregular subjunctive verbs. Write each verb on the board and have students repeat after you. (10 min)

Dar: de des de
Haber: haya hayas haya demos deis den hayamos hayais hayan
Ir: vaya
vayas vaya
Estar: Este, estes, este vayamos vayais vayan Estemos , esteis, esten
Saber: sepa sepa sepa sepa
Ser: sea seas sea seamos sepais sepan seamos seais sean

4. Ask students to think about different societal problems and come prepared to share 2-3 with the class (these will be used to create a vocabulary sheet.) Ex: hunger, poverty, disease, politics, drugs

Day 3 Prior Knowledge: The teacher will say a pronoun and a verb in English and will throw a ball to a student. The student must translate the verb to the present subjunctive (in spanish) and then continue the game by giving a pronoun and verb and throwing the ball to another student. All students must have the ball at least once. (10 minutes)

Declarative Knowledge: Students will be introduced to the Spanish words for different societal problems. Students will discuss why they think each issue is important and should be on the vocab list.

Procedural Knowledge: 1. Have students go around the room and say what vocab word they came up with. Write these words on the board (in English) have students look up the words if they have not already and write

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the Spanish translation next to the English word. Clarify that each student knows what each word means. (15min) 2. DISCUSSION: Why is it important to study societal problems? (15 min??) 3. Have each student write out 10 reaction sentences to the discussion using the subjunctive Day 4 MATERIALS -Memory cards. Each card should have a conjugated irregular verb (ex: seas) or the english translation (ex: you are) . Every form of the irregular verbs should be used Prior Knowledge: Have students conjugate the irregular subjunctive verbs. Write these conjugations on the board. Pass out memory cards and have students play memory by matching the conjugated verb with the English translation. (15 min) Declarative Knowledge: Students will become more proficient in using the irregular subjunctive verbs and will be introduced to clauses used to express emotion (E of WEIRDO) and Ojala (O of WEIRDO). Students will also be introduced to the project that will be assigned in the following week. Students will become more exposed to the societal problems on their vocab. List. Procedural Knowledge: 1. Introduce students to the phrases that express emotion and ojala. Use pictures with captions to introduce each phrase. Phrases include: alegrarse de que sentir que esperar que temer que es una lastima que ojala que gustar que -show each picture and read the phrase below. Ask students what they think the phrase means. Have students write these phrases in their notebooks. (15 min) 2. Students will watch a new clip that depicts one of the societal problems discussed in class. News clip will be in Spanish with English subtitles. (3 min) 3. Students will discuss what was shown on the news. First the class should discuss exactly what happened in the news cast so there is a general understanding of what occurred. Then students will be given the opportunity to discuss why they think this problem is on the news, how it

relates to our country, how it relates to the students. Ect. (15 min) 4.

Teacher will introduce project that will be started the following week.

Students will be asked to pick a partner and become “ experts” on a certain issue. They will be given some time to research in class but should

brainstorm over the weekend. (2 min) Day 5 Prior Knowledge: Have students

write in their journals for 5 minutes using the subjunctive. Declarative

Knowledge: Students will be introduced to impersonal expressions (I in

weirdo) used with the subjunctive. Students will be able to apply subjunctive

sentences in different situations. Procedural Knowledge: Each cluster of

desks will contain a stack of pictures of people performing every day tasks as

well as a stack of impersonal expression cards. Groups will use the pictures

and the cards to develop a dialogue between characters. (20 minutes) 1.

Students will be given a newspaper (1 per pair) and will be asked to pick an

article to read. They will then be asked to highlight sentences using the

subjunctive. They will choose 5 sentences and explain what the sentence

contributes to the article and why it was important to use the subjunctive.

(20 minutes) 2. Students will form groups of 4 and discuss what issues they

would like to do for their project. Day 6 Prior Knowledge: Make a list on the

board of all the subjunctive phrases that students can remember without

using a book or notebook. (5 minutes) Declarative Knowledge: Students will

be introduced to the subjunctive phrases expressing doubt. Students will

establish a topic to study and will discuss the importance of the topic.

Procedural Knowledge: 1. The following phrases are used to express doubt.

The opposite of each phrase cannot be used with the subjunctive because it

expresses certainty. Have students write a short paragraph using phrases of

certainty and doubt. (20 min) Dudar que no es evidente que negar que no

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estar seguro de que no creer que no es verdad que no es cierto que no pensar que

2. Groups will get together and decide on a topic they want to research. Students will be asked to create a visual aid that describes the nature of their assigned problem. Groups will go to the computer lab to discuss and start researching (20 min to discuss as a group) Descriptions must be in Spanish and must include at least 10 sentences using the subjunctive. Students may use illustrations, music, poems, stories, etc.. to supplement their 10 sentences. Questions to guide the content may include: Describe the issue Why is it a problem? Is it a problem in both the US and the spanish-speaking country? Are there differences between the nature of the problem in each country? Why do you think this is? What is the future of this problem? Why is this problem important for us to learn about? What are some possible “ solutions" to this problem? Will it involve global discussion and team work? Why might this be challenging?

Day 7: Previous Knowledge: Each pair will get two bags: one filled with a verb and the other filled with a subjunctive phrase. Students can pull one from each and then conjugate the verb to make a subjunctive sentence. EX: BAG 1: Espero que BAG 2: Tener SENTENCE: Espero que tengas la tarea. (10 min.) Declarative Knowledge: Students should start researching their topic. They will be given the rest of the period to research. They will be asked to turn in an outline of their research at the end of the period or the beginning of the period the next day. Procedural Knowledge: Students will go to the library and begin researching their topics. Day 8: Procedural knowledge: Students will complete their research and begin working on their presentation. They will be given the whole class period to work. Day 9: Procedural Knowledge: Students will have 15 minutes to assemble their project for the rest of the class. -Students will

have time to set up their posters. The class will have a poster party and enjoy treats as each student walks around the room and reads about each issue. Students will be asked to write three questions or interesting facts in relation to each project. Day 10: - Four groups will be formed (each group will have one member from each presentation). - Students will discuss their questions and observations in relation to each poster and will be asked to use the subjunctive in order to develop 10 sentences based on their reactions. - The class will then discuss what they learned through this project. I will ask the following questions: - 1. What were some of the topics discussed in your groups? - 2. Were there similarities and differences between cultures in relation to each issue? - 3. Why do you think the similarities and differences were so extreme? - 4. Why is it important to learn about the problems we studied in relation to the US AND a different country? (30 min)