

## Unit 3 Plan: Así es mi Día

Teacher(s)	Adrian Rios	Subject group and course	IB Spanish al	b initio SL-1	
Course part and topic	Chapter 3 - Habits and Daily Routines Theme: Experiences	SL or HL/Year 1 or 2	SL	Dates	Nov-Dec (6 Weeks)
Unit description and texts		DP assessment(s) for unit			
At the end of this unit, students will talk about daily routines and will work on a number of aspects related to those topics such as telling the time, calendar events, meals of the day, days of the week and weekends. Texts: Diary, Article, Informal Letter and eMail.		Multiple Choice Test (Vocal Comprehension Test (Read Production Test (Speaking	ling - Listening	,	

## INQUIRY: establishing the purpose of the unit

## **Transfer goals**

List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to "transfer" or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.

Students will be able to ask and give information related to their habits and daily routines.

Students will be able to ask and give information related to a variety of such as telling the time, calendar events, meals of the day, days of the week and weekends.

Students will be able to ask and give information related to the effect of the technological development in daily domestic chores and the plans to do those tasks at home.



## ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process		
	Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.		
Students will know the following content:	Learning experiences and strategies/planning for self-supporting learning: Lecture		
Days of the week and months of the year The calendar in Spanish The weekend Household chores Telling the time The day meals	<ul> <li>Socratic seminar</li> <li>Small group/pair work</li> <li>PowerPoint lecture/notes</li> <li>Individual presentations</li> <li>Group presentations</li> <li>Student lecture/leading</li> </ul>		
Students will develop the following skills: Vocabulary and Grammar Knowledge Skills Comprehension Skills: Listening and Reading	<ul> <li>Interdisciplinary learning</li> <li>Details:</li> <li>Other/s: Game Based Activities for Vocabulary</li> <li>Game Based Activities for Grammar</li> </ul>		
Productive Skills: Speaking and Writing	Formative assessment: Classwork activities Daily Exercises (Listening, Reding, Speaking & Writing) Homework		



Students will grasp the following concepts:			
"Hay" to talk about existence The Simple Present Tense Telling the time Regular and Irregular Reflexive Verbs and Pronouns	Summative assessment: Multiple Choice Test (Vocabulary & Grammar) Comprehension Test (Reading & Listening) Production Test – Interview (Speaking – Writing)		
The personal verb "Hacer" Adverbs of Time	Differentiation: Affirm identity—build self-esteem Value prior knowledge Scaffold learning Extend learning Details:		
<b>Approaches to learning (ATL)</b> Check the boxes for any explicit approaches to learning connections made during the unit	it. For more information on ATL, please see <u>the quide</u> .		
<ul> <li>☑ Thinking</li> <li>☑ Social</li> <li>☑ Communication</li> <li>□ Self-management</li> <li>☑ Research</li> <li>Details:</li> </ul>			



Language and learning	TOK connections	CAS connections	
Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see <u>the guide</u> .	Check the boxes for any explicit TOK connections made during the unit	Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.	
Activating background knowledge	Core theme	Creativity	
Scaffolding for new learning	Optional themes	Activity	
Acquisition of new learning through practice	Areas of knowledge	Service	
Demonstrating proficiency	Details: TOK connections will be focused on:	Details:	
Details:	<ul> <li>How does culture affect daily routine?</li> <li>What effect does technological development have on domestic work and the division of tasks in the house?</li> </ul>		
Resources			
List and attach (if applicable) any resources used in this unit			

Human Resources: Teacher and Students.

**Instructional Resources:** Smart Board, ActiveInspire App, Power Point Presentations, Audios, Videos, Books and Workbooks, Worksheets, White Board, Markers, Game Based web pages such as Kahoot, Quizlet and Blooket, among many others.



Stage 3: Reflection-	-considerina the p	lannina. proce	ss and impact	of the inquiry

What worked well	What didn't work well	Notes/changes/suggestions:
List the portions of the unit (content, assessment, planning) that were successful	List the portions of the unit (content, assessment, planning) that were not as successful as hoped	<i>List any notes, suggestions, or considerations for the future teaching of this unit</i>