

## Blended Unit Planning Document (blueprint)

Unit or Topic **Mis Amigos y Yo (My Friends and I)**  
 Title: \_\_\_\_\_

Unit or Topic **TLW know the definitions of and properly use adjectives describing themselves and others.**  
 Standards or **TLW know the definitions of and properly use names and pronouns.**  
 Goals **TLW know the definitions and properly use phrases and words related to the unit and the movie clip.**  
**TLW know the definition, know how to conjugate, and properly use the verb 'ser'.**  
**TLW be able to ask and answer the question, 'where are you from?' using the proper conjugation of the verb 'ser'.**  
**TLW be able to ask and answer the question 'what time is it?' using the proper conjugation of the verb 'ser'.**

Unit Name Mis Amigos Y Yo	Learning Objectives <i>What will students be able to do?</i>	<b>Current Teaching Design</b> <i>List every activity that you currently complete in your traditional classroom situation to teach this unit.</i>	<b>Classroom Activities</b> <i>Based on what you have learned so far, what instruction, activities and assessment will you continue to complete in the classroom? Place an X in this column next to that item.</i>	<b>Online Activities</b> <i>Based on what you have learned so far, what instruction, activities and assessment will you no move to the online environment? Place an X in this column next to that item.</i>	<b>TO-DO</b> <i>What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here. For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.</i>

<p>1. TLW know the definitions of and properly use adjectives describing themselves and others.</p> <p>2. TLW know the definitions of and properly use names and pronouns</p> <p>3. TLW know the definitions and properly use phrases and words related to the unit and the movie clip.</p> <p>4. TLW know the definition, know how to conjugate, and properly use the verb 'ser'.</p> <p>5. TLW be able to ask and answer the question, 'where are you from?' using the proper conjugation of the verb 'ser'.</p> <p>6. TLW be able to ask and answer the question 'what time is it?' using the proper conjugation of the verb 'ser'.</p>	<p>-Hand out comprehensive vocabulary list and have students work in groups to look up the definitions to each of these words/phrases</p> <p>-Short mini-lesson on having adjectives agree in gender and number, talk about how in English we don't have gender agreement</p> <p>-Have students work in pairs to describe themselves and then each other</p> <p>-Hand out images of famous people that students need to write 3-4 sentences describing. They will then read their description out loud and we'll have to guess the celebrity.</p>		<p><b>**MODEL- Include a short video of what a student should be able to do by the end of the lesson. In this case, post a video of myself, describing myself or a celebrity so that students can see what the end goal will look like. Put this video at the beginning of the lesson.</b></p> <p>-Make online vocabulary list available to students, create a discussion board for each student to post the definition of 2 words/phrases that have been assigned to them. Students will also turn in a complete vocabulary list online.</p> <p>-Short online video about adjective agreement, gender and number. Have a discussion board about how this is similar/different to English adjectives</p> <p>-Have students upload a photo of themselves online and describe themselves in Spanish</p> <p>-Have students pick from a bank of celebrity photos. The students will then describe the celebrity in a discussion board. Students will comment on 2 posts adding descriptions or asking where the celebrity is from.</p>	<p>-Create the jeopardy/virtual matamoscas game</p> <p>-Upload vocabulary list online</p> <p>-create mini lesson video</p> <p>-create discussion board</p> <p>-create a bank of celebrity photos: <a href="https://goo.gl/forms/rLnHrD0iLjpeYyDG2">https://goo.gl/forms/rLnHrD0iLjpeYyDG2</a></p> <p>-create example of quality description post: <a href="https://padlet.com/jgipe/be09nmkj2spc">https://padlet.com/jgipe/be09nmkj2spc</a></p>
--	---	--	--	---

<p>-Create a chart going over the different Spanish names and pronouns, as well as articles</p> <p>-Play bingo using the names, pronouns, and articles</p> <p>-Use short movie to discuss/ give examples of articles/ names/pronouns</p> <p>-Create a quizzlet for students to practice using the games provided on the site</p>		<p><b>**Provide a quizzlet link so that students can study/ practice the names and pronouns we learn. Memorizing these pronouns is important, so having a created site where students can practice will be valuable.</b></p> <p>-Have a virtual chart that students fill in while watching a short video mini-lesson</p> <p>-Change bingo to a jeopardy game. Students can submit answers by downloading the Jeopardy board, typing in/ writing in answers, and submitting the filled in document</p> <p>-Upload movie to the course, have students watch it, also include a version of the movie with my commentary on it, then have students post in a discussion board about examples of articles/pronouns/ nouns they saw evident in the movie</p> <p>-Quizzlet can still be used if I include the link in the course.</p>	<p>-Create virtual chart/video mini lesson</p> <p>-Create Jeopardy game</p> <p>-Create quizzlet</p>
<p>-Watch the short movie: La Luna <a href="https://www.youtube.com/watch?v=xaibXFC-Khl">https://www.youtube.com/watch?v=xaibXFC-Khl</a></p> <p>-Discuss useful words and phrases that show up in the movie</p> <p>-Class discussion describing each of the characters in the movie</p> <p>-Have students write out what happens in the movie in 12 scenes, students will draw pictures as well</p>		<p>-Video link can still be included in the course</p> <p>-Upload the video with vocabulary words written over the images in the movie</p> <p>-Have each student upload a video of themselves describing each character in the movie</p> <p>-Students will upload a 12 slide powerpoint describing what happens in the movie. They can draw, use photos, or images from the internet as their visual aid in the PowerPoint</p>	<p>-Create different versions of the video with my commentary on it and leading questions</p> <p>-Create dropbox for students to upload videos</p> <p>-Create an example of 12 slide PowerPoint describing what is happening in the movie, that way students understand what I'm looking for</p>

<p>-Create a conjugation chart for the verb 'ser'</p> <p>-Mini lesson on the use of 'ser' DONTP</p> <p>-Practice worksheet, fill in the correct conjugation of 'ser'</p> <p>-“Sí o No”: Students stand up if 'ser' should be used, and sit down if 'ser' shouldn't be used in the given sentence</p> <p>-Have students partner up and describe each other using the adjectives from the previous lesson and the verb 'ser'</p>		<p>-Video mini lesson on conjugation charts and how they work, as well as an example of the conjugation chart of 'ser'</p> <p>-Video mini lesson about the uses of 'ser'</p> <p>-Practice worksheet can be a fill in the blank online</p> <p>-‘Sí o No’ can be changed to “Thumbs up or Thumbs down” and students can like/dislike for when 'ser' should be used</p> <p>-Use the same activity from the adjectives lesson, but have students include the verb 'ser'</p>	<p>-Create video mini lessons</p> <p>-Upload worksheet online</p> <p>-Create a way for students to like/dislike statements regarding the use of 'ser'</p> <p>-Create randomizer to provide student with a random celebrity image to describe</p> <p>-Create virtual quiz</p>
<p>-Mini lesson about questions in Spanish and question words</p> <p>-Sing the question song</p> <p>-Practice worksheet, asking where _____ is from, and answering in a complete sentence</p> <p>-Have a native speaker in class talk about their country. Also have students ask them where they are from.</p>		<p><b>**Post a video with two native speakers modeling the question techniques we'll be learning. Seeing the questions in action will help students understand why we're learning them.</b></p> <p>-Provide mini lesson via video online</p> <p>-Upload the question song onto the website</p> <p>-Have a fill in the blank online that provides immediate feedback for students once they answer the question</p> <p>-See if I can involve a partner class in a Spanish speaking country (my sister) and have the students individually skype/google hangouts with their buddy. Have the students ask each other where they are from and describe themselves.</p>	<p>-Create video mini lesson</p> <p>-Upload the question song with lyrics</p> <p>-Create fill in the blank activity online</p> <p>-Work to contact a partner class/school and set up technology that will work for visual and audio connection</p> <p>-Create time slot sign up for evaluated conversation</p>

	<p>-Mini-lesson about the phrase “What time is it?” and talk about proper responses in Spanish. Talk about vocabulary such as noon, midnight, quarter to, etc.</p> <p>-Have students practice telling time by using clocks that can be easily changed. Have students work in pairs</p> <p>-Have students write out their school schedule and state at what time they go to each class on their schedule. Include extracurricular activities</p> <p>-Discuss Spanish siesta, what it is, cultural significance, time frame</p> <p>-Interview my sister, an American living in Spain, have her talk about the time difference, siesta, school, etc in Spain</p>		<p><b>**MODEL video showing what students should be able to do at the end of the lesson. Seeing and hearing the questions in action will be beneficial to students.</b></p> <p>-Create video mini lesson about the phrase “What time is it?” with useful vocabulary</p> <p>-Provide images of clocks that students need to write out the time. Fill in the blank response.</p> <p>-Students can write out their school schedule in an online discussion board</p> <p>-Create a virtual scavenger hunt using a website that discusses Spanish Siesta</p> <p>-Have my sister do an interview via Skype or Google hangouts. Have my students attend live to ask questions, and if they can’t, record the interview so that they can watch it at a later time</p>	<p>-Create video mini lesson</p> <p>-Create online activity with multiple clocks for students to use for time telling</p> <p>-Create discussion board for students to post their school schedules</p> <p>-Find Siesta website and create virtual scavenger hunt handout to go with it</p> <p>-Create dropbox for students to submit recordings</p> <p>-Create dropbox for students to submit interview questions</p>
<p><b>Classroom Assessment</b></p>	<p><b>TLW 1- Formative Assessment:</b> Play ‘matamoscas’ the fly swatter game with all the vocabulary from the unit. This will serve as a review for the unit.</p> <p><b>TLW 2- Formative Assessment:</b> Students are in teams by seating chart. I’ll read a sentence and students need to translate the sentence into Spanish with the correct conjugation of ‘ser’, word by word. Students will run up to the whiteboard to write out the sentence. It’s a relay type game.</p> <p><b>TLW 3- Summative Assessment:</b> Write what happens in the movie in 12 scenes, using proper grammar. Include pictures. (This will be the final, the draft is the practice in class)</p> <p><b>TLW 4- Summative Assessment:</b> Quiz on ‘ser’ conjugations  <b>-Summative Assessment:</b> Describe the celebrity you’re given using the proper adjective and form of ‘ser’</p> <p><b>TLW 5- Summative Assessment:</b> Have students partner up and have a conversation about where they are from. Each must ask 2 questions and each must answer 2 questions</p> <p><b>TLW 6- Summative Assessment:</b> Have each student record themselves answering 5 questions orally about the time  <b>Formative Assessment:</b> Require each student to write down 3 questions they plan to ask during the interview</p>			

<p>Online Assessment</p>	<p>TLW 1- Formative Assessment: I think I can create a virtual form of ‘matamoscas’ or maybe just switch it to a Jeopardy game that can be played online by a single person  -UPDATE:  I’ll be creating an online jeopardy game that students will play. I’ll use <a href="http://jeopardylabs.com">jeopardylabs.com</a> to create the game and upload the link to my course webpage.</p> <p>TLW 2- Formative Assessment: Have students pick 5 sentences from the provided sentence bank to translate and upload in a discussion board. Then have students comment on 2 other posts with a score, justifying the scoring  -I’ll use google docs to post the instructions and word bank, and then I’ll have students share their google doc with me that has the original sentence and their translation</p> <p>TLW 3- Summative Assessment: Will be the same, just submitted as a PowerPoint, Google Slide, or Prezi  -Students will submit this using any of the above technologies. I may have students submit via Dropbox or email if they don’t use a Google Slide.</p> <p>TLW 4- -Summative Assessment: virtual quiz on ‘ser’ conjugations  -I will create this quiz using google forms  -Summative Assessment: students will be provided a random celebrity image to write about  -As opposed to being a paper/pencil test, this test will use google forms. The delivery of it will be very similar in that it is a straight forward test that students are familiar with taking; however, students will have some choice in the matter. They will get to choose which celebrity they write about. They will be expected to use proper grammar that has been taught throughout the course.</p> <p>TLW 5- Summative Assessment: Have students sign up for time slots to have a conversation with me about ‘where they are from’  -I will have this conversation via phone, skype, or google hangouts.</p> <p>TLW 6- -Summative Assessment: students can still record themselves answering questions about time and submit the recording online  -Students will send their video files to me via email, or I will create a drop box through my class’ website.  -Formative Assessment: Have students submit these questions online before the interview occurs, that way if they can’t attend, at least their question can be asked  -Students will share their questions with me via google docs</p>
<p>“Begin Here Tab”</p>	<ul style="list-style-type: none"> <li>-Include Syllabus</li> <li>-Blended Learning Survey: <a href="https://goo.gl/forms/t9UWfN.I4sTxljcm82">https://goo.gl/forms/t9UWfN.I4sTxljcm82</a></li> <li>- Course Outline/Discussion Board Expectations</li> <li>- Parent Letter</li> <li>- Padlet Discussion Board Activity</li> <li>- Personal Introductions/Announcement</li> </ul>
<p>Padlet Discussion Board Activity</p>	<p>Link: <a href="https://padlet.com/jgipe/n2vimb7427tq">https://padlet.com/jgipe/n2vimb7427tq</a>  View the link to the Padlet above. Read through student responses and write a short reflection about what you see. Which students followed directions? Who had a quality introduction post? Who needed to put more work into their introduction and why? Post your answers in the submission form provided.</p>
<p>Personal Introduction Discussion/Announcement</p>	<p>Now that you’ve seen what quality discussion board posts look like, take a moment to introduce yourself!  <a href="https://docs.google.com/document/d/1xDCWdDPVPg2N.J3wsSnjF0GYmshnhS1FMwQ5.JW50U694/edit">https://docs.google.com/document/d/1xDCWdDPVPg2N.J3wsSnjF0GYmshnhS1FMwQ5.JW50U694/edit</a>  Use Padlet for discussion: <a href="https://padlet.com/jgipe/p8i1qhqwmmw0r">https://padlet.com/jgipe/p8i1qhqwmmw0r</a></p>

**Media Object 1: Padlet for 'ser' descriptions**

**-Students will upload a video of themselves and describe themselves: <https://padlet.com/jgipe/be09nmkj2spc>**

**Media Object 2: Google form for 'ser' descriptions of celebrities**

**-Students will choose a celebrity photo and describe it using 'ser': <https://goo.gl/forms/rLnHrD0iLjpeYyDG2>**