





EntreCulturas® 1 Unit 1 Lesson Plans (50 minute) Sampler

Key: Activities that have this icon  next to them indicate the critical learning path. The Can-Do statements associated with that activity also appear with the formative assessment for that unit section. TE (Teacher Edition) notes provide instructional support and are located in the margins of the TE book.

Day 1	Day 2	Day 3
<p>Essential Questions</p> <ul style="list-style-type: none"> How does who I meet affect how I communicate? How does where I live influence who I am? How do my interests and talents shape who I am? <p>Can-Do Statements Investigate: I can identify some similarities and differences between Paraguay and my own community.</p>	<p>Can-Do Statements Investigate: I can identify some similarities and differences between a teen in Paraguay and myself.</p>	<p>Can-Do Statements Interpretive: I can understand when people introduce themselves. Interpersonal: I can ask and answer questions to meet and greet someone in an appropriate manner.</p>
<p>Suggested Warm-up/Opener (10 minutes)</p> <ul style="list-style-type: none"> Introduce the <i>Tema</i> and <i>Metas</i>, p.2 Have students predict what types of information they will learn in this unit Preview TE notes throughout the unit, including discussion questions, strategies, and resources such as Appendix A Can-Do Statements/Learning Site® Portfolio 	<p>Suggested Warm-up/Opener (10 minutes)</p> <ul style="list-style-type: none"> Review the information learned about Paraguay from Day 1 Introduce students to Can-Do statements and uploading evidence of their progress in their Portfolio 	<p>Suggested Warm-up/Opener (10 minutes)</p> <ul style="list-style-type: none"> Review homework Revisit the information on 6 <i>Práctica cultural: Los saludos</i>, p. 9
<p>Segment 1 (20 minutes) <i>Encuentro intercultural</i></p> <ul style="list-style-type: none"> Introduce <i>Encuentro intercultural</i>, pp. 4-7 by guiding students in a discussion about the map and the pictures of Paraguay and Texas. Guide students using the <i>Think-Pair-Share</i> and other strategies found in the Instructional Strategies Toolkit online <ul style="list-style-type: none"> See Challenge TE note, p. 4 1.1, p. 5 (Graphic organizer) 1.2, p. 5 Introduce the <i>Reflexión Intercultural</i> and the importance of making connections between Spanish-speaking cultures and the students' home cultures 2 <i>Reflexión intercultural</i>, p. 5 (Forum) <ul style="list-style-type: none"> See Scaffold TE note, p. 4 	<p>Segment 1 (15 minutes) <i>Encuentro intercultural</i></p> <ul style="list-style-type: none"> 3.3, p. 7 (Video) <ul style="list-style-type: none"> See College and Career Readiness TE note, p. 7 3.4, p. 7 4 <i>Reflexión intercultural</i>, p. 7 (Forum) 	<p>Segment 1 (20 minutes) <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> Introduce vocabulary, pp. 10–11 (Audio) <ul style="list-style-type: none"> See Differentiate and Supporting Heritage Learners TE notes, pp. 10–11 Guide students in brainstorming what they already know about this topic 7, p. 11 <ul style="list-style-type: none"> See Scaffold and AP® Strategies TE notes, pp. 10–11
<p>Segment 2 (20 minutes) <i>Encuentro intercultural</i></p> <ul style="list-style-type: none"> Introduce videoblogger Jazmín and the information provided about her, p. 6 <ul style="list-style-type: none"> See Challenge and Supporting Heritage Learners TE notes, pp. 6–7 	<p>Segment 2 (10 minutes) <i>Comunicación 1: ¡A presentarse!</i></p> <ul style="list-style-type: none"> Introduce <i>Pregunta esencial 1</i>, p. 8 (Forum) 5, p. 8 <ul style="list-style-type: none"> Guide students in a discussion about the image, p. 8 	<p>Segment 2 (10 minutes) <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> 8.1, p. 12 (Audio)  8.2, p. 12 (Audio) <i>Detalle lingüístico: Los números del 1 al 100</i>, p. 12

<ul style="list-style-type: none"> • 3.1, p. 6 • 3.2, p. 7 (Video, graphic organizer) <ul style="list-style-type: none"> ○ See Differentiate TE note, p. 6 	<p>Segment 3 (15 minutes) <i>Comunicación 1: ¡A presentarse!</i></p> <ul style="list-style-type: none"> • <i>Conexión cultural: Los saludos</i>, p. 9 <ul style="list-style-type: none"> • See Supporting Heritage Learners TE note, p. 9 • 6.1, p. 9 <ul style="list-style-type: none"> • See Differentiate and Cultures TE notes, pp. 8–9 • 6.2, p. 9 (Forum) <ul style="list-style-type: none"> • See Challenge TE note, p. 8 	<p>Segment 3 (10 minutes) <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> •  8.3, p. 13 <ul style="list-style-type: none"> • See Scaffold and Challenge TE notes, p. 12
<p>Additional Activities/Homework</p> <ul style="list-style-type: none"> • Teacher-selected activities 	<p>Additional Activities/Homework</p> <ul style="list-style-type: none"> • Teacher-selected activities 	<p>Additional Activities/Homework</p> <ul style="list-style-type: none"> • Digital flashcards

Day 4	Day 5	Day 6
<p>Can-Do Statements Interpersonal: I can exchange information about how I and others are feeling. Interpretive: I can understand when people introduce themselves. Interpersonal: I can ask and answer questions to meet and greet someone in an appropriate manner.</p>	<p>Can-Do Statements Interpretive: I can understand when people introduce themselves. Investigate: In my own and other cultures I can identify ways to solve community-wide problems.</p>	<p>Can-Do Statements Investigate: In my own and other cultures I can identify social practices such as greetings, introductions, and leave-taking.</p>
<p>Suggested Warm-up/Opener (10 minutes)</p> <ul style="list-style-type: none"> • Revisit 8.3, p. 13 • See College and Career Readiness, p. 13 to practice the numbers 	<p>Suggested Warm-up/Opener (10 minutes)</p> <ul style="list-style-type: none"> • Have students practice in pairs <i>los saludos, las presentaciones y las despedidas</i> • Guide students in asking each other how they are feeling 	<p>Suggested Warm-up/Opener (5 minutes)</p> <ul style="list-style-type: none"> • Ask for volunteers to present the posters they created in 14.2, p. 17
<p>Segment 1 (15 minutes) <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> • 9.1, p. 13 • 9.2, p. 13 <ul style="list-style-type: none"> • See Supporting Heritage Learners TE note, p. 13 	<p>Segment 1 (15 minutes) <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> • 12.1, p. 16 • 12.2, p. 16 <ul style="list-style-type: none"> • See Scaffold TE note, p. 16 •  12.3, p. 16 (Video) <ul style="list-style-type: none"> • See Challenge TE note, p. 16 	<p>Segment 1 (20 minutes) <i>Comunicación 1, Observa 1: Greeting Others Appropriately - Formal vs. Informal Language</i></p> <ul style="list-style-type: none"> • Introduce grammar topic, p. 18 (Audio) <ul style="list-style-type: none"> • See Differentiate, Challenge, and Supporting Heritage Learners TE notes, pp. 18–19 • 15, p. 18 (<i>Observa</i> graphic organizer) • 16, p. 19 <ul style="list-style-type: none"> • See Cultures TE note, p. 19
<p>Segment 2 (15 minutes) <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> • 10.1, p. 14 <ul style="list-style-type: none"> • See Scaffold TE note, p. 14 • 10.2, p. 14 <ul style="list-style-type: none"> • See College and Career Readiness TE note, p. 15 • 10.3, p. 14 	<p>Segment 2 (10 minutes) <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> • 13 <i>Reflexión intercultural</i>, p. 16 (Forum) 	<p>Segment 2 (10 minutes) <i>Comunicación 1, Observa 1: Greeting Others Appropriately - Formal vs. Informal Language</i></p> <ul style="list-style-type: none"> • 17.1, p. 20 • 17.2, p. 20 • 17.3, p. 20 <ul style="list-style-type: none"> • See Differentiate TE note, p. 20