

# **A Long Time Ago, Right Here at Home En Aquellos Días, Aquí en Texas**

## **Spanish Language Levels II, III**

Created by Kim Fryman

### **Objectives:**

The learner will practice and apply the use of the imperfect tense while discovering more about life in early Texas. This will be most effective after students have been introduced to the regular and irregular form of the imperfect in er, ir, and ar verbs.

### **§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).**

(c) Knowledge and skills.

(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;

(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and

(C) present information using familiar words, phrases, and sentences to (3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and

(B) use the language to obtain, reinforce, or expand knowledge of other subject areas..

### **§114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).**

(c) Knowledge and skills.

(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

(A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;

(B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and

(C) present information and convey short messages on everyday topics to listeners and readers.

(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and

(B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

**Focus:** Ask students how different they think their lives would have been 100 years ago. Discuss many of the changes that took place in the 20<sup>th</sup> century. Tell them they will compare the past with the present in the lesson.

**Procedure:**

- The teacher will review the forms of the imperfect tense in ar verbs- aba, abas, aba, abamos, aban; er and ir verbs-ía, ías, ía, íamos, ían as well as common irregular forms like ser, and ir.
- The teacher will then guide students as they view the artifacts. The students then select one item they are interested in and can describe using a simple imperfect sentence.

Example - En aquellos días, las casas eran pequeñas.

- The students should then write their sentence, having two other students proof –read it for correctness. The students will then type their sentences into word documents and insert the picture of the example of early East Texas life into the document.

- The students will then print their documents and share with the class, reading their descriptions aloud. The printed documents will be displayed in the classroom.

**Evaluation:**

The student generated description can be counted as a daily or quiz grade.

**Extension:**

Provide advanced learners with a copy of a yearbook from the fifties or sixties from the school. Have the students write a compare and contrast of the school in the past and how the school is now. This can include the students themselves.

**Modification:**

Pre-select the photos for struggling learners, and provide them with a word bank of nouns, verbs, and adjectives as well as a guide for imperfect conjugations. This will give the student a framework for creating sentences.

**Materials:**

Photos of early Texas artifacts.

Computer and printing access for students

Created August 2007