La Ciudad-The City

Outline of Unit Themes:

I. Transportation:
   -airplane
   -car
   -bike
   -taxi
   -train
   -motorcycle

II. Stores (not included in this unit, but could be added)
    -shoe store
    -grocery store
    -gas station
    -jewelry store
    -post office
    -book store
    -pharmacy

III. Places
     -police station
     -library
     -park
     -hospital
     -restaurant
     -airport

IV. AR verbs
    -gustar
    -querer
    -caminar (not included)
    -jugar (not included)
    -hablar (not included)

V. IR+a
   -going to _____
Unit Overview:

Students will be learning about items related to the city. In the first week we will be discussing what type of transportation the students have traveled in or have seen before. They will be learning six vehicles in particular: car, bicycle, motorcycle, train, taxi, and airplane. For each vehicle they will learn an action to match with it. For example, a whistle movement for the train. After becoming familiar with the vocabulary, they will learn to say whether they like taking that form of transportation or dislike it. In the second week they will be learning the names of places found in the city such as: police station, library, park, hospital, restaurant, and airport. Students will learn how to say that they want to go to a certain place.

Objectives:

Unit Objective:
By the end of the unit, students will be familiar with six vehicles and six places commonly found in the city. They will be able to say whether they like or dislike each form of transportation and will be able to say that they want to go to a certain place in the city.

Weekly Objectives:
By the end of the first week, students will be familiar with the six forms of transportation and be able to say whether they like or dislike taking that vehicle.

By the end of the second week, students will be able to say where they want to go in the city and say which form of transportation they are going to use to get there.

Vocabulary essential for communication:
- **Transportation**: airplane, car, bike, taxi, train, motorcycle
- **Places**: police station, library, park, hospital, restaurant, airport

Grammar concepts necessary for communication:
- **Verbs**: gustar, querer, caminar
- **IR+a**: Voy a...
Standards addressed:

**Communication: Interpersonal: Conversation**
Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.  
A2: Questions: Students will ask and answer questions.  
A3: Opinions: Students will state personal preferences and feelings.  
A5: Comprehension: Students will ask for repetition and repeat to ensure understanding.

**Communication: Interpretive: Listening and Reading**
Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.  
B1: Listening: Students will understand spoken language on familiar topics that has strong visual support.  
B5: Strategies: Students will use previous classroom experience with the language to understand its spoken and written forms.

**Communication: Presentational: Speaking and Writing**
Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.  
C3: Directions: Students will give simple commands and make requests of another person or group.

**Culture: Products**
Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.  
E4: Geography: Identify countries, regions, or geographic features where the target language is spoken.

**Comparisons: Culture**
Students in Wisconsin will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.  
I1: Cultural Variations: Students will discuss the meaning of perspectives, products, and practices in different cultures.

**Kindergarten Social Studies Standards:**
*Geography: People, Places, and Environments*
Identify locations on simple maps  
Tell how to get to and from school

*Economics: Productions, Distribution, Exchange, Consumption*
Identify wants

*Political Science & Citizenship: Power, Authority, Governance, and Responsibility*
Take turns and share

**Assessments:**
Interpersonal assessments:

- **Hot Potato**: check that students are able to recognize what the object is and pronounce it correctly in the target language.
- **Spin the bottle**: check that students are able to respond with the correct vocabulary word when the bottle points to them.
- **Tic-Tac-Toe/Mystery Box**: check that students are able to identify a vehicle and tell if they like it or not.
- **Concentration**: check that students are able to think of the vocabulary and say whether they like it or not correctly and in the correct amount of time (rhythm).
- **Relay Race**: check that the students are able to identify the object, say whether they like it or not, and use the correct corresponding actions.
- **Hot/Cold**: check that the students can pronounce the vocabulary words.
- **Squeeze hands**: check that students are able to identify the object by saying the correct vocabulary word.
- **Circle/Memory/Basketball**: check that students can identify and pronounce the correct vocabulary word with visual cues.
- **Say in order**: check that students can identify and pronounce vocabulary words in order.
- **Balloon Bounce**: check that students can state where they want to go in a complete sentence.
- **Concentration**: check that students are able to think of the vocabulary and say whether they like it or not correctly and in the correct amount of time (rhythm).
- **Bingo/Cake Walk**: check that students are able to combine vocabulary for places in a complete sentence with the phrase “quiero ir a...”
- **Floor Map**: check that students can combine all that they have learned throughout the unit into complete sentences that would make sense in a real Spanish city.

Interpretive assessments:

- **Mata moscas**: check that students are able to match the vocabulary word they hear to a picture of the item.
- **Pictionary**: check for students ability to listen for vocabulary and correctly draw it.
- **Simon Says**: check that students are able to match vocabulary they hear to corresponding actions.

Presentational assessments:

- **Inside/Outside Circle**: check that students can ask the question “Adoncés quieres ir?” and respond with “Quiero ir a...” correctly.
- **Mobile**: check that students can match the picture to the vocabulary word.
- **Models**: check that students are able to make 3-dimensional models that match verbal cues.
- **Create a Map**: check that students can match the vocabulary words to the pictures.
- **Play with maps**: check that students understand how to move about their maps using vocabulary and grammar that we have studied during the unit.

Cultural Connections:

- Main forms of transportation in other countries
- Maps and how to use them while traveling
- How to flag a taxi

**Unit-La Ciudad (Daily Lessons)**

**Day 1**

**Objective**: By the end of the lesson students will be able to recognize four vocabulary words on transportation (plane, car, train, and bike).
Discussion (4-5 minutes): As a class we will discuss transportation. What do students consider main forms of transportation? What have the students ridden in? What do their parents drive?

Flashcards (4-5 minutes): Flashcards are created with pictures of the four transportation vehicles. I will show the students each picture and have them repeat after me the vocabulary word. After going through the flashcards in this manner a few times, we will add actions to the word and picture. (For example: for airplanes students will put there arms out and move around as if they are flying).

Mata moscas (5-7 minutes): The flashcards will be placed on the board (taped) or made into overheads to make them visible and able to reach with a fly swatter for the students. They will be split into two groups and one student from each team will be up at the board (or white screen for the overhead) and will race to “swat” the correct picture after hearing the vocabulary word.

What’s missing? (5-7 minutes): Keeping the flashcards up on the board or overhead the students will play a new game. Making sure that all the students see the pictures clearly, I will then explain that I will remove something and that they must guess what it is. I will remove one item and hide it while the students’ eyes are closed. *We could also use blindfolds if necessary. The students must then tell me in the target language which item is missing. We will repeat this several times, hiding different pictures.

Charades (5-7 minutes): We will start out the game where I tell the one student from each team (number of teams depend on the number of students in the class) to act out one of the vocabulary words for his/her team. The first team to guess correctly gets the point. *This could also be modified if there isn’t a lot of time at the end of the class to be a game where one person acts for the whole class and the students take turns.

Materials:
- flashcards
- flyswatters
- (blindfolds)

Assessments: Teacher will check comprehension through the following activities:
- Flashcards/Charades: check that students are beginning to match the action with the correct vocabulary word.
- Mata moscas: check that students are able to match the vocabulary word they hear to a picture of the item.

Reflection: Are the students connecting the actions to the pictures and the words?

Day 2
Objective: By the end of the lesson students will be familiar with the four vocabulary words (car, plane, train, and bike) and be able to determine (by listening) which word matches with which picture and action.

Song (1-2 minutes): Introduce the transportation song. (The vocabulary for the vehicles to the
tune “The Wheels on the Bus”.

**Flashcards (3-4 minutes):** We will briefly review the flashcards. Students will repeat the vocabulary terms, see the pictures once again, and use the actions.

**Pictionary (5-7 minutes):** Students will be handed white boards, small blackboards, or simply use blank pieces of paper. I will call out a vocabulary word and students will individually draw out what they believe the word to be.

**Hot Potato (7-8 minutes):** I will pull out props that I will use throughout the unit as mini-versions of transportation. (For example: matchbox cars, toy trains, etc). Students will arrange themselves in a circle sitting on the floor. Music will be played while the students pass the prop around. Whoever ends up with the object when the music stops must say what the object it in the target language. We will do this a few times and then switch the object until we get through all four.

**Simon Says (5-7 minutes):** Students will listen for the words “Simon says” before the vocabulary word for them to act them out. If a student acts out the word without me saying “Simon says” before it, that student is out for the round. The words will start out slow and then be said faster and faster to challenge students’ listening skills.

**Materials:**
- flashcards
- blank paper
- props-matchbox cars, toy trains, toy motorcycle, and toy airplanes
- music

**Assessments:** Teacher will check comprehension through the following activities:
- **Pictionary:** check for students ability to listen for vocabulary and correctly draw it
- **Hot Potato:** check that students are able to recognize what the object is and pronounce it correctly in the target language.
- **Simon Says:** check that students are able to match vocabulary they hear to corresponding actions.

**Reflection:** Can the students recognize these items on their own or are they just following the model (the teacher or their peers)?

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**Day 3**

**Objective:** By the end of the lesson students will be able to recognize two new vocabulary words on transportation (motorcycle and taxi) as well as be able to continue identifying the four they learned earlier in the week.

**Flashcards (4-5 minutes):** Students will see two new forms of transportation, learn the vocabulary words, as well as learn two new actions to match. These two will be practiced alone first, then filtered into the other flashcards and practiced altogether.
I have it (5-7 minutes): Students will each get a copy of a picture of transportation. (the vocabulary word in Spanish will also be included on the card) I will call out a vehicle and the student/students who have the cards will say “Yo tengo”. I will model this with the students before hand.

Models (8-10 minutes): Each student will receive their own Play-Doh and be asked to construct out of clay a model of the vocabulary word. Students will be given 30 seconds to a minute to make their vehicle. *If the process is taking too long, students may be paired to complete the task quicker.

Spin the bottle (5-7 minutes): Students will arrange themselves in a circle sitting on the floor. We will use an empty plastic bottle or pencil (anything that will spin). Students will take turns spinning the item and the student who it points to when it stops must answer with the correct vocabulary word. (We will start out asking for actions only, then add the words to make it more challenging.)

Materials:
- flashcards
- extra copies of flashcards
- Play-Doh
- bottle/pencil

Assessments: Teacher will check for comprehension through the following activities:
- I have it: check that students are able to match verbal cues with pictures
- Models: check that students are able to make 3-dimensional models that match verbal cues.
- Spin the bottle: check that students are able to respond with the correct vocabulary word when the bottle points to them.

Reflection: Is the clay activity going to take too long and will the students get frustrated if they can't easily make the item I ask for?

Day 4
Objective: Students will be familiar with the six forms of transportation that we have studied (car, plane, train, bike, motorcycle, and taxi) and be able to say which they like and which they do not.

Song (1-2 minutes): Sing transportation song. (The vocabulary for the vehicles to the tune “The Wheels on the Bus”.)

Me gusta/No me gusta lesson (2-3 minutes): I will walk around the showing the students items
in the room that I like and items that I don’t like. I will use examples such as flowers on the teacher’s desk or a student’s shirt versus the trash can. This will help familiarize them with the two phrases.

**Tic-Tac-Toe (7-8 minutes):** Students will each have their own tic-tac-toe board created from blank sheets of paper with lines drawn on. In each space will be a student’s name. (Younger students will receive copies ready to be used and will not have to draw their own lines or write the names.) Students will be wearing name tags as well. Students must find a person on their sheet and tell them which form of transportation they like to be able to mark that spot. They must find three people to tell on their board in a row and mark it to win. *To make it more challenging or a longer activity: If the student they go up to likes the same vehicle, they don’t get the space. Then they must find three that like all different forms of transportation.*

**Mystery box (5-7 minutes):** A box will be made containing mini-vehicles that we have studied. (matchbox cars, toy trains, etc.) Students will reach in the box and feel their item and have to guess which form of transportation it is. After they pull it out (whether they are correct or incorrect) they must say that they like it. For example: The student reaches in the box and feels what seems to be a train. The students says “el tren”. Then pulls the item out and says “Oh, me gusta el tren!”

**Vocabulary Concentration (7-8 minutes):** Students will arrange themselves in a circle sitting on the floor. We will begin snapping and slapping our knees: snap, snap, slap, slap. The student who starts will state a vehicle following the rhythm of the snaps and slaps. The next student in the circle will say whether they like it or not following the rhythm as well. Then the next student must say another form of transportation without breaking the rhythm. And the following student will say whether they like it or not. *This could continue until the students make it all the way around without breaking the rhythm.*

**Materials:**
- tic-tac-toe worksheet
- crayons (for marking on the worksheet)
- props

**Assessments:** Teacher will check comprehension through the following activities:
- **Tic-Tac-Toe/Mystery Box:** check that students are able to identify a vehicle and tell if they like it or not.
- **Concentration:** check that students are able to think of the vocabulary and say whether they like it or not correctly and in the correct amount of time (rhythm).

**Reflection:** Are students getting too bored working only with the six vocabulary words or is that enough for this age level? *More could be added to the list for older students or more challenging lessons.*

**Day 5**

**Objective:** By the end of the lesson students will be familiar with all six vocabulary words, be able to identify their pictures and actions and be able to say whether they like them or dislike them with little or no prompting.

**Flashcards (2-3 minutes):** Students will briefly review the vocabulary words for transportation, practicing their pronunciation and actions.

**Relay race (7-8 minutes):** Students will be in teams of four (or more depending on the class size). They will form a single-file line at one end of the room. At the other end of the room are the props (matchbox cars, toy trains, etc.) The students must walk quickly down to the end of the room, grab a
prop, say whether they like it or dislike it, then use the actions to move back to their team. For example, a student from one team will walk down, pick up a train and say "Me gusta el tren", then "toot the horn" all the way back to his team. He/she will hand over the object to the next runner. That student will say "No me gusta el tren" and he/she will walk down and grab a different object. Perhaps a car. Then that student will say "Me gusta el coche" and pretend he/she is driving back. The process will continue like this until each player on the team has had a turn. The first group to finish and sit down wins.

**Hot/Cold (5-7 minutes):** One student leaves the room and one of the props is hidden in the classroom. The student returns and must find the hidden object. The rest of the class gives clues as to the location of the object by saying "hot" or "cold" in the target language. When a student is near the object they say "hot" and when the student is far away from the object they say "cold". When the student finds the item they must say whether they like it or not. For example: Me gusta la bicicleta. *If the students need extra practice with pronunciation, the game could be altered so that instead of saying "hot" and "cold", students are repeating the name of the hidden object louder or softer based on the distance the student is from it.*

**Mobile (8-10 minutes):** Students will be constructing a mobile that will be hung in the classroom or in the ballroom. The students will receive pictures (pre-cut) of transportation and be asked to color them and glue the corresponding word to the picture. *With the help of a teacher. This can also be done before-hand. Students may receive the picture with the words already on them-for the sake of time. Older students may write the correct vocabulary word as another alternative.* The pictures will already have string attached to them. The other end of the string will be tied to Popsicle sticks that are criss-crossed to form the mobile.

**Song (1-2 minutes):** Sing transportation song. (The vocabulary for the vehicles to the tune “The Wheels on the Bus”.)

**Materials:**
- flashcards
- props
- cut outs of transportation
- string
- Popsicle sticks

**Assessments:** Teacher will check for comprehension through the following activities:
- **Relay Race:** check that the students are able to identify the object, say whether they like it or not, and use the correct corresponding actions.
- **Hot/Cold:** check that the students can pronounce the vocabulary words.
- **Mobile:** check that students can match the picture to the vocabulary word.

**Reflection:** Was this too much to do in one day? Are the students able to put what they learned in context? An easy check might be to all look out the window (towards a road) and name vehicles we see—maybe even tell them the names of others as well.

**Day 6**

**Objective:** By the end of the lesson students will be able to identify and four new vocabulary words dealing with places in the city. (police, park, hospital, and restaurant)

**Flashcards (4-5 minutes):** Students will learn new places by reviewing their pictures and vocabulary words on flashcards. They will repeat after me and get to know the pictures of each place (police, park, hospital, and restaurant).

**Point to it (5-7 minutes):** Students will be put into partners. Each pair will have a sheet of paper containing the pictures of the new vocabulary words. When I call out a word students must point to the correct picture. The student who points the fastest wins.
I have it! (5-7 minutes): Students will each receive a card with a picture of the new vocabulary words. When I call out a word, the student with the corresponding picture must say "I have it" and hold it up.

What's missing? (4-5 minutes): I will place the flashcards on the board or an overhead. Making sure that all the students see the pictures clearly, I will then explain that I will remove something and that they must guess what it is. I will remove one item and hide it while the students’ eyes are closed. (We could also use blindfolds if necessary). The students must then tell me in the target language which item is missing. We will repeat this several times, hiding different pictures.

Squeeze hands (7-8 minutes): Students will be split into two groups. They will each form a single-file line facing me. I will hold the hands of the first person in each group. When I say "go", students at the opposite end will squeeze the hand of the person next to them. Once that person's hand gets squeezed then they may squeeze the hand of the person next down the line and so on. The first team to squeeze my hand gets the opportunity to name an object first for points. If they get it incorrect it goes to the next team. Each correct answer gets one point. The the line shifts-the person at the front by me moves to the end and the game continues. (Stickers for winners)

Materials:
- flashcards (set for one class)
- blindfolds

Assessments: Teacher will check for comprehension through the following activities:
- Point to it/I have it/What's missing?: check that students are able to identify the correct object after hearing the vocabulary word said aloud.
- Squeeze hands: check that students are able to identify the object by saying the correct vocabulary word.

Reflection: Have students seen these places in their own cities before? Can they name a few specific restaurants they like or parks they go to?

Day 7
Objective: By the end of the lesson students will be familiar with the four vocabulary words for places in the city and be able to match the picture to the vocabulary word (either heard for verbal learners or written for visual learners).

Flashcards (3-4 minutes): We will briefly review the flashcards for the places of the city, making sure the students understand which picture serves as a visual for each word.

Match Picture to the Word (5-7 minutes): I will give the each student a set of pictures and a set of the vocabulary words. They will have to match the correct word to the picture. *For students that have trouble with this activity, it could be altered to be done in pairs, or as a group. I will then hold up a picture and the students will have to hold up which word they matched to the picture as well as say what it is. (whether they read it-for upper grades- or memorize the word through repetition-kindergarten, first grade)
**Circle (5-7 minutes):** The students will arrange themselves in a circle, all of them sitting on the floor. I will hold up a picture to a student and they must tell me what it is in the target language. If they get it correct, we move on to the student on their right. We continue around the circle as long as each student answers correctly. If a mistake is made, we start back at the beginning and try again.

**Memory (7-8 minutes):** As a class we will play memory. I will place the cards for each place upside-down on the floor or a table. (Students will gather around). The matching word will also be placed upside-down. Students must match the picture to the correct vocabulary word and say it in order to get the pair. They will try to find these pairs by picking cards at random and turning them over. If it is not a match, they flip the cards back over. It is a game of memorization as well as tests their knowledge of the material.

**Basketball (4-5 minutes):** Students will be split into two teams and be competing against each other for points. Each student will be shown a picture. *Could show just the vocabulary word to make it harder for kindergarten if the students are too good at telling which picture is what. If they answer it correctly, they get to choose whether they wish to shoot for one, two, or three points. If they get the ball into the basket, they earn those points for their team. The team with the most points at the end of the time limit wins. (Stickers could be for winners)

**Materials:**
- flashcards
- pictures of places
- vocabulary words
- ball
- basket

**Assessments:** Teacher will check for comprehension through the following activities:
- *Match picture to the word:* check that students can identify the correct vocabulary word with visual cues.
- *Circle/Memory/Basketball:* check that students can identify and pronounce the correct vocabulary word with visual cues.

**Reflection:** Are the flashcards a good routine to stick to for starting each class or are the students becoming bored of them?

**Day 8**

**Objective:** By the end of the lesson students will be able to identify a total of six places that you would find in the city and will begin to learn how to say they want to go there. (police, park, hospital, restaurant, library, and airport. The last two are new.)

**Flashcards (4-5 minutes):** Students will review the four places in the city that they have already learned the vocabulary for in Spanish. Two additional places will be added today. We will practice the pronunciation for the library and airport as well as match their vocabulary words to the picture.

**Mata-moscas (4-5 minutes):** The flashcards will be placed on the board (taped) or made into overheads to make them visible and able to reach with a fly swatter for the students. They will be split into two groups and one student from each team will be up at the board (or white screen for the overhead) and will race to “swat” the correct picture after hearing the vocabulary word.
Say in order (5-7 minutes): Students must make it through the line of pictures-labeling each correctly in the right order. If they make a mistake with any of the objects they must go to the end of the line and try again.

Balloon Bounce (7-8 minutes): Students will each receive a balloon already blown up. Around the room will be larger pictures of the places. Students will have to choose which place they want to go. (Quiero ir a.....) They must say where they want to go and then bounce their balloon, saying the place with each bounce, to that part of the room. Once they are there they can go to another place, but first must say where they “want to go to”.

Concentration (7-8 minutes): Students will arrange themselves in a circle sitting on the floor. We will begin snapping and slapping our knees: snap, snap, slap, slap. The student who starts will say which place they want to go: “Quiero ir al restaurante” to the beat. The next student will say where they want to go and so on around the circle.

Materials:
- flashcards
- flyswatters
- balloons

Assessments: Teacher will check for comprehension through the following activities:
- *Mata moscas*: check that students are able to match the vocabulary word they hear to a picture of the item.
- *Say in order*: check that students can identify and pronounce vocabulary words in order.
- *Balloon Bounce*: check that students can state where they want to go in a complete sentence.
- *Concentration*: check that students are able to think of the vocabulary and say whether they like it or not correctly and in the correct amount of time (rhythm).

Reflection: Are students understanding what they are saying? Do I make it clear that “Quiero ir a” means “I want to go to”? Or are they just repeating me?

Day 9
Objective: By the end of the lesson students will be able to connect information from last weeks transportation lessons to this weeks places in the city. They will be able to use transportation in a sentence with where they want to go in the city.

Flashcards (3-4 minutes): Students will review the vocabulary from both the transportation lessons and the places in the city. We will go over pronunciation and review the pictures (and actions for the transportation).

Bingo (7-8 minutes): Students will choose a transportation to match with each place in the city. They will put each pair in a spot on a Bingo board (the middle space is free). I will say a sentence including a place and a form of transportation. If a student has that combination on his/her board, they may mark it. Once a student gets “Bingo”, he/she must read all the vocabulary words in a sentence (of the row that one) in order to “win”.

Inside/Outside Circle (5-7 minutes): Students will arrange themselves in two circles, one inside the other with the students facing each other. The inside circle students will have a transportation
item and the outside circle will have the places of the city. They will ask each other: “Adonde quieres ir?” and will have to answer using their form of transportation and the place that they have in front of them “Quiero ir a...” Then the circles will move so that they have new partners and new sentences to construct.

**Cake Walk (7-8 minutes):** Students will each have a transportation picture in their hand, but will walk around on the pictures of places on the floor. They will walk while music is playing. When the music stops, I will draw a card from a hat with the pictures of places on it and the student(s) standing on that picture must say that they want to go there and then add their form of transportation that they holding in their hand. (For example: Quiero ir al restaurante por bicicleta).

**Materials:**
- flashcards
- props
- bingo sheets

**Assessments:** Teacher will check for comprehension through the following activities:
- *Bingo/Cake Walk:* check that students are able to combine vocabulary for places in a complete sentence with the phrase “quiero ir a...”
- *Inside/Outside Circle:* check that students can ask the question “Adonde quieres ir?” and respond with “Quiero ir a...” correctly.

**Reflection:** Are students remembering and connecting information from last week’s lessons into current material? Do we need to review more?

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**Day 10**

**Objectives:** By the end of the lesson students will be familiar with both transportation vehicles and places in the city and be able to say where they want to go and whether they like it or dislike it.

**Flashcards (3-4 minutes):** We will briefly review the flashcards for all of the transportation vehicles and the places in the city. Students will be familiar with the actions and the pictures.

**Discussion (1-2 minutes):** Discuss with the students the purposes of maps. How are maps used? Why do we use them? Why would it be good to have a map with you while you are traveling. Etc.

**Floor Map (8-10 minutes):** I will blow up a picture of a Spanish-speaking city (Mexico city for example) so that it is big enough to put on the floor and have the students walk on it. I will then place the pictures of the places on certain parts of the map. Students will have to say where they want to go, how they are getting there, and then act out the actions to get to that place. After that they will have to say whether they liked the place or disliked it. Students will take turns moving around the floor map. (The floor map could be made by enlarging a picture of an actual city, or by taking a Twister board and covering the colored circles with pictures of places and labeling it
after a Spanish city. Then the white spots of the board could serve as roads.)

**Create a Map (7-8 minutes):** Students will receive their own maps (a sheet of paper with roads already formed). The students will then get copied pictures of the transportation and places of the city that we have been working on. The vocabulary word for the places will be on the map and students will have to glue the places where they belong in the city. (Each student map is different) (The places could be colored before-hand or the students could be allowed to color them.)

**Play with the maps (6-7 minutes):** Students will then move about the room checking out each others maps. They will sit at a seat other than their own and take their transportation and move it about the city, telling a partner where they are going, with what transportation they are using, and if they like it or dislike it. (I will be coming around and assessing the students as they do this, asking them questions about where they want to go, etc.)

**Materials:**
- flashcards
- floor map
- worksheet maps
- pictures of transportation and places in the city

**Assessments:** Teacher will check for comprehension through the following activities:
- Floor Map: check that students can combine all that they have learned throughout the unit into complete sentences that would make sense in a real Spanish city.
- Create a Map: check that students can match the vocabulary words to the pictures.
- Play with maps: check that students understand how to move about their maps using vocabulary and grammar that we have studied during the unit.

**Reflection:** How are the students retaining the vocabulary words? Is it too much for them to be asked to say several complete sentences in the target language about their maps? (on their own?)
Lotería
Transportation
Places in the City
Tres en raya
Mi ciudad

la escuela

el aeropuerto