



Benchmark 1: (after 2.2) **MY TYPICAL DAY (individual presentation)**

(By end of first semester)

STUDENT

Describe what you do on a typical day. Speak for a minimum of one minute, but no more than two minutes, about your daily routine.

Begin by describing your morning activities, from the time you wake up until when you leave for school. Conclude by describing your after school activities and evening routine at home. Make sure to use sequencing words such as *first, next, finally, later, etc.*, as well as frequency words such as *sometimes, always, never, etc.*

In order to help you remember what to say you may use a visual. Here are some options:

1. Create a visual including drawings/pictures of the activities you are describing. Please do not write words on the visuals.
2. Create a Power Point presentation with no words.
3. Make a video of your day (with no speaking). You will narrate the video in class.

*If using technology, a hard copy will be required for practice.

FOR THE TEACHER.

1. Let students know that they can briefly mention what they do at school, but shouldn't be focusing on class schedules, we want to hear stem-changing and reflexive verbs.
2. You may wish to ask your students to use a minimum number of stem-changing verbs or daily routine words in their presentation.
3. Carousel practice: NOTE – if students do a power point, they must bring a hard copy so they can practice. If they do a video they must bring drawings of each scene in order to practice.

Expected essentials:

- Textbook: 2.2 (stem-changing verbs in 1st year book in unit 4.1 and 4.2)
- 3-4 Curriculum guide: p. 5-6

Expected key functions:

- Use reflexive and stem-changing verbs to describe your daily routine

Expected key vocabulary:

- daily routine (p. 133)
- personal care and hygiene (p. 133)
- sequencing words (*primero, luego, entonces, después, finalmente*)
- frequency words (*a veces, siempre, nunca*)
- adverbs with “-mente” (p. 133)