# Unit 1: La familia

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Week 1**
Length: **4 Weeks**
Status: **Published**

## Unit Overview

In this unit, students will learn the terms for family members and names of various occupations and explore the culture and traditions of Latino families. It will also focus on expanding the students knowledge of adjectives by introducing them to the descriptive and possessive form. With this unit students will continue to practice conjugating previous learned verbs as well as two new "go" verbs. Finally, this unit will teach students to use idea maps when writing and teach them to write a friendly letter.

## Standards

| | |
|---|---|
| WL.7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| WL.7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| WL.7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| WL.7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| WL.7.1.NH.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.NH.A.L.1.b | Understand the gist and some supporting details of conversations dealing with everyday life. |
| WL.7.1.NH.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| WL.7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities. |
| WL.7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| WL.7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| WL.7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| WL.7.1.NH.B.L.1 | The Novice - High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: |
| WL.7.1.NH.B.L.1.a | Ask and answer questions related to everyday life. |

| | |
|---|---|
| WL.7.1.NH.B.L.1.b.3 | Express needs. |
| WL.7.1.NH.B.L.1.b.4 | Give reasons. |
| WL.7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience. |
| WL.7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing. |
| WL.7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| WL.7.1.NH.C.4 | Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing. |
| WL.7.1.NH.C.5 | Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives. |

## Essential Questions

- How are a person's surnames determined in the Spanish-speaking world?
- How do the roles of families and communities differ in societies around the world?
- How do you describe your family and family members?
- How do you describe your family and family members?
- What is a family and what makes up a family?

## Application of Knowledge and Skills...

## Activities

- Students will create a voicethread (www.voicethread.com) about their families to share with the class.
- Using the teachers family as a guideline, ask students questions pertaining to the relationships between two people. Help students identify the relationships between members. Entire conversation should be done in target language.
- Have students create a celebrity family tree to present to the family.
- As a TPR activity, create a "live" family tree by assigning students different roles as family members. Have the students physically get in the form of the family tree as if it was written on paper.
- Give students 5 sets of pictures, ask them to work in partners to create sentences for each picture. Students will then share their sentences with the class.
- Ask students to bring in a family-related photo of their own or a photo from the Internet or a magazine. Have them write a fill-in-the-blank sentence to go with the picture. Working in pairs, have them guess what is happening in each other's photo and complete the sentence.
- Students will watch the Fotonovela Un domingo en familia, as they watch the students will raise their right hand when they hear family-related vocabulary and their left hand when they hear vocabulary pertaining to the professions.
- Have students translate the written Fotonovela to English for comprehension.
- Have groups of three interview each other about their families. Assign one person as the interviewer, one the interviewee, and the third person as the note-taker. At the three minute interval have the

students switch roles until they are all done.
- Give students a random nationality card then have them circulate the classroom interviewing the other students until they find the one that shares their nationality.
- Students will write brief descriptions of themselves: where they are from, their personalities and what they look like. Teacher will collect the descriptions and share them with the class while students try to guess which classmate is bring described.
- In pairs, students will take turns making true/false statements about the locations of objects in the classroom using the possessive adjectives. The other student will identify if they are true or false.
- Have students write a brief e-mail describing their family. They should include names and relationships, physical characteristics and hobbies and interests. The students will then share the e-mail with the class.

## Activities to Differentiate Instruction

- Ask native speakers to tell the class any other terms that they use to refer to members of their families including terms of endearment.
- When completing true or false activities from the textbook have students correct the false to make them true.
- Have students research a famous English-speaking family (such as the Kennedys) and write a brief comparison with the Spanish Royal Family.
- When completing a writing assignment students will use an idea map to gather their thoughts.
- Choice of working alone or in partners.
- Provide skeleton notes for presentations.
- Provide opportunities for students to work together in teacher designed groups.
- Provide tiered activities and homework.
- Assign Spanish "experts" to assist with each lesson.

## Integrated/Cross-Disciplinary Instruction

- Social Studies - Royal families in Spanish-speaking countries
- Language Arts - Descriptive and Possessive Adjectives
- Geography - Ecuador
- Technology - SuperSite activities (vhlcentral.com)

## Resources

- *Descrubre* 1 Textbook
- Descubre SuperSite Resources (vhlcentral.com)
- Fotonovela

- Flashcultura
- Flashcards
- exchange.smarttech.com (SmartBoard activities)
- Audio exercises
- PowerPoint
- Spanish-English Dictionary
- Internet
- SmartBoard
- Cuaderno de práctica
- Cuaderno de actividades comunicativas