Unit 1- Para Empezar

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Generic Time Period**
Length: **11 Weeks**
Status: **Published**

Unit Overview

This unit is a review of what students covered in the fourth and fifth grade Spanish curriculum. It includes vocabulary that is essential in helping students succeed in the high levels of Spanish: greetings, classroom objects, numbers, body parts, the date, time and weather.

Standards

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.L.1.a	Make lists.

Essential Questions

How do greetings vary in different cultures?

How does learning a different language benefit your present and future?

How may weather effect a country's culture?

How can Spanish be used to connect with other cultures?

Application of Knowledge: Students will know that...

- ¿Cómo se dice? is used to ask the meaning of a word or phrase
- "Hoy hace..." and "El tiempo..." are vocabulary terms used to describe the weather
- "mano" is a feminine noun and an exception to the masculine and feminine rule
- classroom commands are essential in continuing the flow of instruction
- different vocabulary is used when addressing people throughout the day: Buenos días (good morning), Buenas tardes (good afternoon) and Buenas noches (good night)
- math operations are used to tell time: the right side uses addition, the left side uses subtraction
- most feminine nouns end in "a"
- most masculine nouns end in "o"
- most Spanish numbers repeat numbers 1-9 in the one's place: veintuno, veintidós, veintitrés
- nouns are both masculine and feminine in Spanish
- the days of the week are not capitalized in Spanish
- the essential body parts in Spanish are: cabeza (head), ojos (eyes), nariz (nose), boca (mouth), brazo (arm), mano (hand), pierna (leg) and pie (foot)
- the four seasons in Spanish are, verano (summer), otoño (fall), invierno (winter) and primavera (spring)
- the seasons in the northern hemisphere are the opposite of the southern hemisphere
- the Spanish alphabet has one more letter than the English alphabet, the ñ
- the Spanish days of the week are: lunes (Monday), martes (Tuesday), miércoles (Wednesday), jueves (Thursday), viernes (Friday), sábado (Saturday) and domingo (Sunday)
- the Spanish months are: enero (January), febrero (February), marzo (March), abril (April), mayo (May), junio (June), julio (July), agosto (August), septiembre (September), octubre (October) noviembre (November) and diciembre (December)
- the week in Spanish begins on Monday (lunes)
- there is a formal and informal way of addressing people: usted (formal) and tú (informal)

Application of Skills: Students will be able to...

- ask questions about new words or phrases

- compare seasons in the northern and southern hemisphere
- describe weather conditions
- determine if nouns are masculine or feminine
- determine if phrases are formal or informal
- follow classroom directions and commands
- greet and introduce people at different times of the day
- identify the days of the week and months of the year in Spanish
- interpret body parts vocabulary
- interpret time in Spanish
- recognize Spanish numbers 1-100
- use the Spanish alphabet to spell words

Assessments

- Diagnostic: KWL chart
- Diagnostic: Word Splash
- Formative: teacher-selected Do Now's and Ticket to Leave's
- Formative: classroom oral questions and responses
- Formative: bingo, jeopardy, and I spy
- Formative: "quia" games
- Formative: skit (greetings)
- Formative: body parts project: illustrate a monster and label the different body parts
- Formative: weather project: create a three day weather report in Spanish
- Summative: game project: create a board game that reviews unit vocabulary and grammar
- Summative: practice test: create a test based on the vocabulary and grammar concepts mentioned in this unit

Suggested Activities

- create 3 questions and ask classmates the questions in Spanish; students will record their responses and create a bar chart with the data they obtained
- illustrate themselves and write two sentences, introducing themselves and expressing how they are feeling
- play a game reviewing numbers vocabulary called "Caramba": All student stand and count to 100 by 10's. The person after 100 says "caramba" and is out. The last person standing wins.
- "Simon Says" in Spanish
- "Head, Shoulders, Knees and Toes" in Spanish
- describe the weather being shown on the Smart board in Spanish
- TPR activities (Total, Physical, Response): students respond appropriately to oral expressions
- work with a partner and take turn spelling words
- practice book activities
- Internet review games (quia.com)
- jeopardy

- bingo
- I spy in Spanish (classroom objects)
- students will be given a city in a Spanish-speaking country and will describe the weather for that city in Spanish
- use an interactive clock to give and express the time in Spanish

Activities to Differentiate Instruction

- teacher-designed groups
- tiered activities and homework
- graphic organizers
- activities that appeal to kinesthetic and visual learners
- enrichment worksheets
- challenge questions/activities
- Spanish experts to consult with struggling students

Integrated/Cross-Disciplinary Instruction

- Math- bar graph (question responses), adding and subtracting when telling time
- Art- students illustrate and introduce themselves in Spanish
- Science- seasonal difference between the northern and southern hemispheres
- Social Studies- locating the Spanish-speaking countries and cities (weather unit)

Resources

- weather.com
- quizlet (vocabulary)
- quia.com (vocabulary and grammar)
- Prentice Hall (Pearson)*Realidades I*
- Prentice Hall (Pearson) *Practice Workbook*
- phschool.com (virtual text)
- www.spanishspanish.com/time/clock_web.html (virtual clock)
- exchange.smarttech.com (Smart Board activities)
- zambombazo (authentic material)