

Unit 2 Alphabet/ Colors

Content Area: **Unified Arts**
Course(s): **World Language 3**
Time Period: **October**
Length: **10 Lessons**
Status: **Published**

Unit Summary

In this unit all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language. Students will learn the names of the letters in Spanish and focus on the double letters and letters with accents that do not exist in the English language. Identify the sounds that are different to the sounds that the students have learned with the English alphabet. They will build on previously-learned vocabulary and language functions to communicate about themselves, their friends, teachers, and classroom at the Novice-Mid level of proficiency.

Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Student Learning Objectives

Students will learn to...

- identify the letters of the Spanish alphabet.
- compare and contrast the similarities and differences between the Spanish alphabet and the English.
- identify and spell colors in the target language

Essential Questions

- How will my knowledge of English grammar help me to understand my knowledge of Spanish Grammar?
- How do practiced conversations and presentations help me become a better speaker and writer in Spanish?
- How do I compare and contrast the Spanish alphabet to the English alphabet?
- What cues do I listen and watch for before I respond to questions and statements about my routine and the activities I take part in?
- How can I improve my communication in Spanish with my teacher and classmates?
- What do I do when I get stuck in a conversation with them when we are speaking Spanish?
- How can I get the things I need when I do not know all the words and expressions to ask the right questions?

Enduring Understandings

Students will understand that

- language learning involves taking risks and learning from one's mistakes.
- an ability to communicate in another language fosters a better understanding of my own language and culture.
- how they prepare for school and their activities reflect their culture and might be similar and/or different from those of a student in a Spanish-speaking country.
- listening and observing are important when learning a language.
- they do not need to know all the words they hear and see in Spanish because they can convey and interpret meaning through the use of gestures and body language.

Application

Students will be able to independently use their learning to...

- understand the sounds each letter makes in the targeted language which will facilitate their reading skills in the targeted language in the future lessons.