

DELETE Unit 4: Alphabet

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **1 weeks**
Status: **Published**

UNIT RATIONALE

Students will learn the phonetic and "spelling" of the Spanish alphabet, including the additional letters that English does not have. This will help the students understand why certain letters are pronounced differently in Spanish (ex: j). Additionally, it is important for students to understand that some grammar rules are not present in Spanish (ex: words that end in "e" do not have long vowel sounds (dime)).

ESSENTIAL QUESTIONS

How would you use the Spanish alphabet to pronounce unfamiliar words?

How do the Spanish and English alphabets differ?

Are there "rules" in Spanish spelling and pronunciation like there are in English? Does that help read and write in Spanish?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

WL.K-12.1	Communicate
WL.K-12.2	Cultures
WL.K-12.3	Connections
WL.K-12.4	Comparisons
WL.K-12.5	Communities

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
-------------------	--

PRE-ASSESSMENTS

Students are asked to spell words that I am saying out loud to emphasize the different sounds that certain Spanish letters take. For example: jalepeno (pepper) - halapenyo.

INSTRUCTIONAL PLAN

Learning Activities/Unit of Study:

- Students will be introduced to the Spanish alphabet. They will learn the new letters that are not present in the English alphabet and instances they may have heard them already without knowing.
- Learn to ask and to spell names in Spanish.
- Create visual presentation for students to view, hear, and read the phonetic spelling of letters. They will then recite each letter independently.
- Using a dictionary (online/paper), students will develop a list of vocabulary for each letter of the alphabet with a new word and translation. For example, A = arbol - tree (way to remember: Arbor day, arbologist)
- Students will race to complete a game in which they must figure out the spelling of a word by its phonetic/letter sounds. They must start at A and end at Z in order to complete it. For example, hache - e - tay = hat.

Resources:

- Blank alphabet list
- Dictionary

- "Corre en círculos" competition game.
- Chromebooks/Internet

MODULE 1

MODULE 2

MODULE 3

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.K-12.4

Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

ELA.L.SS.6.1.F

Recognize spelling conventions.

REFLECTIONS

Through this unit, students should better understand the difficulty of learning a new language, especially foreign people trying to understand the rules that certain letters and words utilize (ex: ph = f, read (present) vs. read (past)).