Unit 1: Todo Sobre Mi

Content Area: **World Language**
Course(s):
Time Period: **MP1**
Length: **10**
Status: **Published**

NJSLS World Language

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Rationale & Transfer Goals

In the first unit of the year, children become acquainted with their teacher, classmates, and classroom. They begin the year by developing interpretive skills by listening and responding physically to the teacher's direction, commands and instructions. Students will learn to convey appropriate greetings and farewells and basic expressions of emotion and physical well being in Spanish. Students will be able to communicate using memorized words and phrases to identify familiar objects and respond to familiar questions about themselves such as their own name, their classroom, and school friends.

Enduring Understandings

Students can help classmates and the teacher understand them by actions and pictures as well as words.

Students will understand words of praise and simple classroom commands.

Students will understand that they will need to do more than answer questions in order to have a conversation.

Essential Questions

How can I better understand when I do not know everything I hear?

How would you say hello and goodbye in Spanish?

How would you ask someone their name in Spanish?

How would you tell someone their name in Spanish?

How do you greet someone in Spanish?

How can we get to know each other better?

How can you greet classmates that you already know?

How can you greet new classmates?

How do names differ in Spanish from names in English?

What are proper gestures to use when meeting someone new?

When do you speak formally and informally to someone?

How do I ask how someone is feeling in Spanish?

Content - What will students know?

- Commands and instructions for basic classroom procedures in Spanish
- Greetings and leave-taking expressions in Spanish
- Introduction of self/others in Spanish
- Spanish Names
- Structure questions/responses in Spanish
- Courtesies in Spanish
- Numbers 0-20 in Spanish
- Basic expression of emotion in Spanish
- Classroom Objects in Spanish
- Colors in Spanish

- Important people in a school in Spanish

Skills - What will students be able to do?

- Follow and give commands in Spanish
- Sing a hello and goodbye song in Spanish
- Say hello and goodbye in Spanish
- Request someone else's name and respond to a request for their own name in Spanish
- Differentiate between the use of formal and informal greetings
- Request and express degree of physical well being in Spanish (bien mal, asi-asi) (¿Cómo estás?)
- Use appropriate gestures for greetings and leave taking from the target culture
- Pronounce common Spanish names
- Identify various classroom objects in the classroom (pencil, book, door, desk, paper, chair, crayons)
- Identify the colors in Spanish
  State their favorite color in Spanish
- Identify shapes in Spanish
- Ask and answer some memorized questions based on greetings (¿cómo te llamas?, Me llamo____)
- Identify important people in a school such as the teacher, students, and nurse
- Identify and count numbers 0-20 in Spanish
- Ask and answer may I use the bathroom? and may I get some water? in Spanish
- Use kind words such as thank you, yes, no, your welcome, sorry etc.

Activities/Strategies - How do we teach content and skills?

- Songs online/CD's
- TPR activities
- Use powerpoint presentation to introduce vocabulary
- Use pictures of people meeting from Spanish Countries
- Demonstrate a typical encounter with someone from a spanish country showing common gestures, different greetings based on time of day, and using formal and informal when addressing people. (use puppets with dialogue)
- Discuss common Spanish names
  Flashcards or use powerpoint presentation to introduce the question ¿Cómo estás? and the responses
- Introduce various commands for the year by playing simon says
- Review colors and shapes together
- Students should practice counting with objects or singing songs.
- Use flashcards and label the classroom objects in the room
- Show examples of courtesies words in Spanish
- Games: Adivina; Matamoscas; Bingo; Memory/Concentration; What's missing? (whole group or small group); Pictionary

Interpretive:

- Sing a hello and Goodbye song to start and end class
- Use practice worksheets on topics in this unit
- Match pictures with vocabulary words

Interpersonal:

- Pair Activity: Students take turns miming different feelings and other students interpret his/her feelings using the question ¿Cómo estas?
- Pair Activity: Give students various command words and have them act it out to one another.

Presentational:

- Perform unscripted Role Play
- Conversations with partners
- Students can draw different faces of their emotions and label how they are feeling in Spanish.

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Oral Presentation
- Completion of practice worksheets

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational:

- Perform an unscripted Role Play
- Conversations with partners
- Students can draw a picture of how they are feeling labeled in Spanish

Key Resources

Teacher made materials (flash cards, visuals, powerpoint presentations)

CD"s /DVD's on greetings and feelings

Youtube song: Rosie & Andy https://www.youtube.com/watch?v=ij5R1YTG48Q

Bilingual Books on colors, numbers, greetings, and feelings

Teacher generated worksheets: colors, numbers, greetings, and feelings

Puppets

Magic Box with tangible items

Songs - ex: Yo me llamo……

Classroom based activities using technology tools (flip camera, smartboard etc…)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Greetings Expression of emotion Shapes Colors Numbers	Previous Year Spiraling: Identifying shapes Identifying colors Identifying greetings Identifying expressions of emotion Identifying Numbers	Continual practice of the content/skill until students have mastered the vocabulary.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections

L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).