Unit 1: Getting to know others

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 wellbeing in Spanish. Students will be able to communicate using memorized words and phrases to respond to familiar questions about themselves such as their own name and getting to know their 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.

Communicating in another language allows people to obtain information about people and places.

Essential Questions

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?

Welcome back! 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?

How are introductions made in Spanish?

What are proper gestures to use when meeting someone new?

When do you speak formally and informally?

How do you express how you're feeling?

How is the alphabet in Spanish different from in English?

How do names differ in Spanish from names in English?

What are proper gestures to use when meeting someone new?

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
- The alphabet in Spanish
- Colors in Spanish

Skills - What will students be able to do?

- Follow and give commands 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
- Greet appropriate to different times of the day (buenos dias, tardes, noches)
- Pronounce common Spanish names
- Recognize linguistic difference (alphabet & accents)
- Say the alphabet in Spanish
- Ask and answer may I use the bathroom? and may I get a drink of water? in Spanish
- Use kind words such as thank you, yes, no, your welcome, sorry etc…
- Identify and count numbers 0-30 in Spanish
- Identify colors in Spanish

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

- Use powerpoint presentation to introduce vocabulary
- Songs online/CD's
- 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
- Students should practice counting with objects or singing songs
- Show examples of courtesies words in Spanish
- Research interactive games/activities online
- Read books related to topic
- Review colors with flashcards or song
- Games: Adivina, Matamoscas, Bingo, Concentration, What's missing? (whole group or small group), Pictionary, etc.

Interpretive:

- Teach the alphabet with songs from CD's or online
- 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 estás?
- 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
- Completed written activities

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational Assessment:

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

Key Resources

Teacher made materials (flashcards)

CD s /DVD's on greetings and feelings

Books on feelings

Puppets

Alphabet Songs

Practice worksheets on content in this unit

Magic Box with tangible items

YouTube song: Rosie & Andy- ¿Cómo te llamas? https://www.youtube.com/watch?v=ij5R1YTG48Q

Songs - ex: Yo me llamo……

http://www.bbc.co.uk/schools/primaryspanish/learn_more/

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Greetings Commands Colors Numbers	Previous Year Spiraling: 1st grade Identifying colors Identifying greetings Identifying expressions of emotion Identifying commands 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

RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.