Unit 1: Hola Amigos

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. Within the context, students will also learn about body parts and physical wellbeing 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.

* In order for kindergarten units to be successful, it should be taught with small junks of vocabulary at a time with many different activities in each individual lesson. Each week that follows should build onto the lesson that was taught the previous week.

Enduring Understandings

- Students will understand that Foreign Language learning extends beyond the classroom to real-life situations.
- 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.
- Students will understand that the body moves in different ways.

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 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?
- How can I move my body in different ways?
- How can I say different parts of my body in Spanish?
- How do I express what hurts, when I don't feel well or hurt myself?

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 0-10 in Spanish
- Basic expression of emotion in Spanish
- Classroom Objects in spanish
- Important people and titles in a school in Spanish (teacher) (Ms. Miss. Mr.)
- Body parts in Spanish
- How to express what body parts hurt 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 estas?)
- Use appropriate gestures for greetings and leave taking from the target culture
- Pronounce common Spanish names
- Identify various classroom objects in the classroom (pencil, door, desk, paper, chair, crayons)
- Ask and answer some memorized questions based on greetings (¿cómo te llamas?, Me llamo____)
- Identify important people in a school such as the teacher and titles (Mrs, Mr, Miss)
- Identify and count numbers 0-10 in Spanish
- Ask and answer may I use the bathroom? and may I get s drink of water? in Spanish
- Use kind words such as thank you, yes, no, your welcome, sorry etc…
- Identify and state a few body parts of the face in Spanish

- Express what hurts in Spanish

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 estas? and the responses
- Introduce various commands for the year by playing simon says
- 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
- Research computer games/practice on topics in this unit. (ex. kahoot, 123teachmespanish.com)
- Games:
    - Adivina
    - Matamoscas
    - Bingo
    - Concentrate
    - Memory/Concentration
    - What's missing? (whole group or small group)
    - Pictionary

Interpretive:

- Sing a hello and Goodbye song to start and end class (Dr. Jean CD)

- Use practice worksheets on topics in this unit
- Match pictures with vocabulary words
- Sing “Mi Cuerpo hace musica”
- Sing “cabeza, hombros, rodillas, pies”
- Sing number songs
- Read bilingual stories on the topics learned in this unit
- Book: “From Head To Toe” “De la Cabeza a los pies” By Eric Carl
- Teacher and children stand and follow the words and touch correct body parts as they go “toco la cabeza, doblo el cuello, aplaudo con las manos. (play simon dice)
- Students will pick a card from the magic bag then say the name of the correct body part in Spanish

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.
- Practice pronunciation of common Spanish body parts.

Presentational:

- Preform unscripted Role Play Conversations with partners
- Students can draw different faces of their emotions and label how they are feeling in spanish.
- Students can draw a picture of their face and label the parts 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…)
- Body parts Flashcards/ posters/ PowerPoints.
- Mi cuerpo song: https://www.youtube.com/watch?v=tWqodLTjQwI
- Cabeza, hombros, rodillas, pies https://www.youtube.com/watch?v=nUklGzMrHQg

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from previous Unit	Instructional Activity
N/A	N/A	N/A

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).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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

RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.