Unit 2: Los Colores del Arco Iris

Content Area: **World Language**
Course(s):
Time Period: **MP2**
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 this unit, students will learn colors in Spanish. The vocabulary will be appealing to young learners because colors are easy for them to comprehend and observe while connecting the newly acquired vocabulary to familiar objects. The activities in this unit will help students learn ten colors in Spanish and also provide them with practice to use them in context. They will be able to identify the colors of objects/things around them, identify primary/secondary colors and express their favorite color in the target language.

* 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 will understand the basic pronunciation and names of the colors in Spanish.
- Students will understand and follow basic direction about colors in Spanish.

Essential Questions

- What are the names of some of the colors in Spanish?
- How are colors used to create complete sentences in Spanish?
- What are primary and secondary colors?

Content - What will students know?

- The colors of the rainbow (adding in black, white, pink, grey, and brown) in Spanish.
- Respond to commands and directions using colors
- Recognize the colors of things around them

Skills - What will students be able to do?

- Identify colors in Spanish
- Expand the use of colors vocabulary in descriptions
- Sort objects by colors and identify them.
- Identify and recite the colors of the rainbow in Spanish.
- Create their own book of colors labeled in Spanish
- Sing colors songs in Spanish
- Write simple sentences using newly acquired vocabulary

- Talk in simple sentences about colors in Spanish

Instructional Activities - How do we teach content and skills?

- Colors should be taught one or two colors per week, building as many activities/games to help students memorize the colors
- Songs online/CD's
- TPR activities
- Color Posters
- Colors flashcards for students
- Use powerpoint presentation to introduce vocabulary
- Use interactive activities on the computer which can be done individually or as a group. (Example: 123teachmespanish.com)
- Games:
    - Adivina
    - Matamoscas
    - Bingo
    - Memory/Concentration
    - What's missing? (whole group or small group)
    - Pictionary

Interpretive:

- Sing songs about the colors
- Read the story "Oso Pardo Oso Pardo que Ves Ahi)
- Read various bilingual books about colors
- Use practice worksheets on topics in this unit
- Match pictures with vocabulary words
- Using flash cards, have students pick a card from the magic bag then say the name of the color using the vocabulary words that they have learned.

Interpersonal:

- With partners students can practice writing their favorite color in Spanish.
- As a class discuss primary and secondary colors. Have students pick out those colors in Spanish.

Presentational:

- Create their own book of colors labeled in Spanish
- Students will color in handout according to story “Los colores del arcoiris”.

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

- Color flash cards
- Books about colors in Spanish example: “Oso Pardo Oso Pardo que Ves Ahi”
- Spanish Worksheets about colors of the rainbow
- Posters/ Flash Cards/ Different colors objects
- Colors Charts
- Various activities about teaching colors
- Songs about colors
- www.123teachmespanish.com

- https://books.google.com/books/about/Los_colores_del_arco_iris.html?id=LLCLbEf-nYA Colors
- Cancion de los colores: https://www.youtube.com/watch?v=DsRKoZGaoEM
- Vocabulary https://www.youtube.com/watch?v=JQNSU0x3cHo
- Los Colores Game: http://www.bbc.co.uk/schools/primarylanguages/spanish/all_about_me/games/magic_cards_colours/
- Mago Tatatata: https://www.youtube.com/watch?v=N6YqNnm9Fuc

Barney el camion: https://www.youtube.com/watch?v=zKtooRummUI

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.