

Unit 1: ¿Quién Soy Yo?

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

NJSLS World Language

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

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. In addition, students will develop oral and written communication skills to describe physical descriptions and their body.

Enduring Understandings

- Students will understand that listening for familiar words like cognates will give them clues to help them figure out what the speaker is saying.
- Learning a different language/culture leads to greater understanding of one's own culture.
- Language learning involves taking risks and learning from one's mistakes.

Essential Questions

- What is communication? What do you need to be able to do in another language to communicate?
- How can I better understand when I do not know everything I read and hear?
- How do you greet someone in Spanish?
- 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 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 I ask how someone is feeling in Spanish?
- How can I describe what someone looks like using adjectives in Spanish?
- How can I say my body parts 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
- Parts of the body in Spanish
- Adjectives to give physical descriptions
- Express emotions/feelings
- Cognates
- Classroom objects in Spanish
- Numbers 1-100 in Spanish

Skills - What will students be able to do?

- Follow and give commands in Spanish
- Identify cognates
- Sing a hello and goodbye song
- 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, book, door, desk, paper, chair, crayons)
- Ask/Answer memorized questions related to physical characteristics (¿Cómo eres?)
- Identify adjectives to describe their physical descriptions in Spanish
- Describe self and others using oral or written text
- Identify body parts in Spanish
- Describe actions that they can do with their bodies
- 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...
- Identify numbers 1-100

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
- Introduce body parts by playing Simon Says and singing songs.
- Pictures of physical descriptions. (¿Cómo eres? Soy alta/o etc...)
- Introduce (¿Cómo eres? Soy alta/o etc...) and adjectives with a powerpoint presentation or flashcards
- Research interactive games/activities online
- Games: Adivina, Matamoscas, Bingo, Memory/Concentration, Pictionary
- What's missing? (whole group or small group)

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
- Give students a list of cognates and see how many they can translate on their own.

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.
- Pair activity: Give students pictures of different types of people and have them identify using adjectives to describe what the people look like in Spanish.
- Give students flashcards to go around the room and label Spanish classroom objects, as a review.

Presentational:

- Perform unscripted Role Play Conversations with partners
- Students can draw different faces of their emotions and label how they are feeling in Spanish.
- Write sentences in target language based on photos, using adjectives to describe physical characteristics.
- Orally describe physical characteristics of your family members to partner, using photos from home.
- ¿Cómo eres? project: Students can draw themselves and write the adjectives that best describe them around the picture in Spanish. (use rubric)
- Body Parts Project: Students can create a funny monstruo (monster). The monstruo should have a name, be creative, and have numerous body parts labeled in Spanish. (use a rubric)

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:

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Key Resources

Magic box

Puppets

Flashcards

Authentic Songs & Rhymes

Creative & Interactive activities/games

Games: Fly swatter, Simon Says, Interactive game

Power Points

Smart Board

Bilingual Books on colors, numbers, greetings, and feelings

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

CD's /DVD's

www.calicospanish.com

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Greetings Expression of emotion	Previous Year Spiraling: Identifying greetings	Continual practice of the content/skill until students have

Body parts Numbers Commands	Identifying expressions of emotion Identifying classroom objects Identifying numbers Identifying commands	mastered the vocabulary.
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Career Readiness, Life Literacies, and Key Skills

TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary Connections

ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.