

Novice-Low Year 2

Content Area: **World Language**
Course(s): **Spanish 1**
Time Period: **MP1-4**
Length: **MP1-4**
Status: **Published**

Core Topics

- Greetings/Farewells
- My name is.../What's your name?
- Titles (Señora, Señorita, Señor)
- Colors
- Numbers 1-20
- Simple addition/simple subtraction in Spanish

Technology Integration

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

Activity:

Using internet practice numbers 1-10 at https://www.abcya.com/games/spanish_word_bingo

Cross-Curricular Integration

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.6. Produce complete sentences when appropriate to task and situation.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

I.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good
- 6.1.2.CivicsPR.4 Explain how individuals can work together to make decisions in the classroom
- 6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history
- 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences
- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2 Demonstrates originality and inventiveness in work.
- 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data.
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.
- 9.3. 12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 1.NBT.A. Extend the counting sequence.
- 1.G.A. Reason with shapes and their attributes.

Enduring Understanding

7.1 World Languages

7.1.NL.IPRET.1: Identify 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.

- Identify and name colors, numbers and shapes in Spanish.
- Sing Los Colores song
- Sing Numbers song

- Read aloud Spanish stories to model familiar words and phrases.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

- Respond to classroom commands such as Come to the carpet, Stand up, Sit down, Listen

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- Spanish greetings and farewells: hola, buenos días, buenas noches, hasta luego, hasta mañana, and adiós.
- Buenos Días Song
- Adiós Amigos song
- Paper Cempasuchil: Spanish Paper Flowers

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.

- Recognize climate words such as sunny, rainy, snowy, cloudy in relation to the day's weather

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.

- ¿Cómo te llamas? (What's your name?)
- ¿De que color es...? (What color is...?)
- ¿Qué tiempo hace? (What is the weather like?)

7.1.NL.IPERS.2: Share basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. Often the speaker uses gestures and/or visuals to convey meaning.

7.1.NL.IPERS.3: Express a few basic preferences and/or feelings using memorized words and phrases that are often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

- Respond to classroom commands such as Come to the carpet, Stand up, Sit down, Listen

7.1.NL.IPERS.5: Imitate a few culturally authentic gestures when greeting others and during leave takings

- Spanish greetings and farewells: hola, buenos días, buenas noches, hasta luego, hasta mañana, and adiós.
- Buenos Días Song
- Adiós Amigos song

7.1.NL.IPERS.6: Share names of a few memorized and practiced words and phrases related to climate change in target culture(s) and in students' own cultures.

- Practice using climate words such as sunny, rainy, snowy, cloudy in relation to the day's weather

7.1.NL.PRSENT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced. Often the information is supported by gestures and visuals.

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.

- Familiar people, places, and objects
- ¿Qué es? (What is it?)
- Es un(una)... (It is a/an...)
- Yo prefiero... (I prefer [blue])

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

- Spanish greetings and farewells: hola, buenos días, buenas noches, hasta luego, hasta mañana, and adiós.
- Buenos Días Song
- Adiós Amigos song

7.1.NL.PRSNT.4: Express names of a few memorized and practiced words and phrases related to climate change in target culture(s) and in students' own culture.

- Practice using climate words such as sunny, rainy, snowy, cloudy in relation to the day's weather