

MP2,3-Colors and Animals

Content Area: **World Language**
Course(s): **Spanish 4**
Time Period: **MP2-3**
Length: **MP2-3**
Status: **Published**

Essential Questions

- How do you say the colors blue, white, red, purple, yellow, orange, green, pink, gray, black, and brown in Spanish?
- How do you say the names of the various animals in Spanish (cat, dog, bird, bear, cow)?

Big Ideas

- People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

Technology Integration

8.1.5.A.1 Select and use the appropriate digital tools and resource to accomplish a variety of tasks including solving problems.

Activity:

Students will be introduced to the colors in Spanish using the SMART TV in a whole class setting. They will listen to a Spanish colors song to understand the pronunciation. Students will then use a chromebook and in pairs take a virtual tour of Frida Kahlo's *casa azul* to see all of the different colors in her home. They will make a list comparing the colors of her home to their own.

8.1.5.A.2 Format a document using a word processing application to enhance text, include graphics, symbols and/or pictures

Activity:

Once students have learned the vocabulary for animals, students will create a word doc in pairs comparing the names of animals in English and in Spanish. Placing the ones that are *cognates* in one column and words that aren't in another, while adding pictures and their own design. (i.e -> elefante/elephant on one side vaca/cow on the other)

Cross-Curricular Integration

Integration Area: Technology

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

Activity:

Students will be introduced to colors and animals in Spanish. Then they will be asked to create a document where they write about their favorite and least favorite animals and colors in Spanish.

Enduring Understandings

7.1 Language

A. Interpretive Mode

7.1.NH. IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH. IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH. IPRET.5: Identify some unique linguistic elements in the target culture.

B. Interpersonal Mode

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

C. Presentation Mode

7.1.NH.PRSENT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

Focus Area

Grammar

- *er, gusta*
- *ser*

Vocabulary

- adverbs of frequency
- Adjective agreement with colors
- expressions to preferences, agreement, disagreement, and quantity

Cultural Content

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)