

MP4-Parts of the Body

Content Area: **World Language**
Course(s): **Spanish 4**
Time Period: **Marking Period 4**
Length: **MP 4**
Status: **Published**

Essential Questions

- What are the words for the parts of the body?
- How do I know if a word is masculine or feminine?
- How do I make a singular word plural?
- How does Spanish grammar differ from English grammar?

Big Ideas

- Similarities and differences exist between the syntax, morphology, and phonology of Spanish and those of English.
- 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.2 Format a document using a word processing application to enhance text, include graphics, symbols and/or pictures.

Activity:

Students will be introduced to body parts in Spanish using the SMART TV in a whole class setting. They will listen and see to head, shoulder, knees, and toes in Spanish to help with pronunciation and memorization. Once students are familiar with the parts of the body vocabulary students will create a document – they will be asked to design their own monster and label the body parts in Spanish.

Cross-Curricular Integration

Integration Area: Language Arts

SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts, and relevant, descriptive details to support main ideas and theme; speak clearly at an

understandable pace.

Activity:

Students will be introduced to parts of the body in Spanish. Then they will be able to recite a song about the body parts while correctly identifying each part.

Enduring Understandings

7.1 Language

A. Interpretative Mode

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

7.1.NH. IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

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

B. Interpersonal Mode

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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

C. Presentational Mode

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Focus Area

Grammar

- *er, ir, gusta*
- *ser*

Vocabulary

- Body parts

- Recycle numbers
- Recycle animals
- Singular and plural
- Adjectives to describe food

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.
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)