Modes of Communication

Content Area: **World Language**
Course(s): **Spanish 2**
Time Period: **MP1-4**
Length: **MP1-4**
Status: **Published**

Interpretive

7.1.NL.IPRET.1:

- Say vocabulary a loud for a listen for choral repetition activity of key phrases for expressing gratitude and courtesy, and vocabulary
  - gracias
  - por favor
  - de nada
  - con permiso
  - perdón
  - disculpe
  - muy bien, gracias
  - no/sí, gracias

7.1.NL.IPRET.3:

- Have students watch a video “Ana y su Familia” and recognize the members of the family in target language by asking “who, what” questions in target language. https://youtu.be/oAwHQX55FB8

7.1.NL.IPRET.1:,7.1.NL.IPRET.2:

- Present authentic videos about domestic and farm animals in Cuba, Puerto Rico y República Dominicana and compare and contrast to domestic and farm animals in the United States of America.

De la Granja a Tu Patio - Pio Pio Farm San Germán

Animales de Granja para niños (con vídeos)

TODO SOBRE LA GRANJA/ sus ANIMALES /sus ALIMENTOS/los CULTIVOS /Y las HERRAMIENTAS./para niños

7.1.NL.IPRET.3:

- Listen to a brief weather report in the target language; note how the reporter greets the viewers. Pause the video and ask the class to indicate which phrases they recognized. Then locate on the map the country and the city mentioned on the report

Interpersonal

7.1.NL.IPERS.2:,7.1.NL.IPERS.5:

- Working in groups of two have the students role play informal versus formal greetings. Students will listen to greetings, farewells and introductions and then identify if the classmate greeting is formal or informal.

7.1.NL.IPERS.2:

- Working in a group, the students will describe their family members by using the descriptive words and applying the forms of the verb “Ser”.

7.1.NL.IPERS.1:

- In pairs, match pictures with the vocabulary words about pets and farm animals and label the pictures about pets and farm animals.

7.1.NL.IPERS.3:

- Have pairs of students or small groups role play dialogue in which tell each other what their favorite month and type of weather is. Project the question on the board or on an anchor chart with the key vocabulary to support the students: “¿Cuál es tu mes favorito? ¿Qué tiempo hace?”

Presentational

7.1.NL.PRSNT.1:

- In a whole group activity students will form two lines, facing each other and take turns introducing themselves and others, stating where they are from and their age. Mi nombre es…/Yo soy de…/Yo tengo ____ años.

7.1.NL.PRSNT.1:

- Have students create and present a portrait of My Family, or My Favorite Family Member. Students should describe the physical traits and personality characteristics of their family members and share with the class in target language.

7.1.NL.PRSNT.1:,7.1.NL.PRSNT.3:

- In a whole group activity, define vocabulary used to talk about domestic and farm animals and present a description about pets.

7.1.NL.PRSNT.1:

- Ask students to describe the weather to their group/class in target language. Provide them with sentence starters and choices, for example: “Hoy hace…y está…” or record via Seesaw