Modes of Communication

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

Interpretive

7.1.NM.IPRET.1: 7.1.NM.IPRET.2:

- In a student lead activity, listen to key phrases for expressing gratitude and courtesy, and related unit vocabulary for choral repetition.

Greetings and Farewells:

- buenos días
- buenas tardes
- buenas noches
- hasta luego
- adiós
- nos vemos
- ¿Cómo estás?
- ¿Cómo está?
- ¿Cómo están?
- Señor
- Señora
- Señorita
- muy bien, gracias
- no muy bien, gracias
- mal/más o menos

Expressions of courtesy:

- gracias
- por favor
- de nada
- con gusto
- es un placer
- con permiso
- perdón
- disculpe
- no/sí gracias

7.1.NM.IPRET.3:

- Present scenarios in which native speakers talk about the roles of the family members in Spanish-speaking countries. Then ask them simple questions such as " ¿Quiénes trabajan fuera de casa en tu familia? ¿Cómo ayudas a tus padres?

7.1.NM.IPRET.1:7.1.NM.IPRET.2:7.1.NM.IPRET.5:

- Present authentic videos about pets, farm animals and/or zoo animals, by native speakers. Discuss similarities and differences between pets, farm animals and zoo animals.
  zoo animals.

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.NM.IPRET.3:

- Present vocabulary related to house, rooms of the house and community places in target language.

House / Rooms of the House:

  - ¿Dónde vives?
  - yo vivo en..
  - mi ciudad es..
  - vivo en un apartamento/vivo en una casa
  - en mi hogar hay
  - una sala
  - un comedor
  - una cocina
  - el/los dormitorio/s
  - el jardín
  - el baño
  - hay/no hay garaje
  - el ático
  - el jardín
  - un piso
  - dos pisos
  - tres pisos

Community Places:

  - mi comunidad tiene…
  - el parque
  - el supermercado
  - la estación de policías
  - la estación de bomberos
  - el hospital
  - la escuela.
  - El/la policía trabaja en ...
  - El/la bombero trabaja en...
  - El médico/a trabaja en…
  - El/la panadero/a trabaja en...
  - El/la cajero/a trabaja en...

- Yo compro en.

7.1.NM.IPRET.1:

- Have students to echo read the captions of images on multimedia presentations about the months of the year. Ask students to describe the typical weather during various months. Contrast the seasons with some Spanish-speaking countries in South America, Argentina, for example, where the seasons take place at different times of the year in comparison to North America.

Interpersonal

7.1.NM.IPERS.1: 7.1.NM.IPERS.5:

- In a sing along activity students will sing songs about greetings, farewells and introductions. Hola canción | Canciones para niños| saludando a la gente canción | KidsSong | Hello Song For Kids

7.1.NM.IPERS.3:

- Working in a group, have students describe the preference of the immediate family members and some extended family members by expressing the things that their relatives like or dislike to do in target language.

7.1.NM.IPERS.1:7.1.NM.IPERS.2:7.1.NM.IPERS.3:7.1.NM.IPERS.4:

- In a whole group activity, complete the sentences: Mi animal favorito es el/la ____, Mi animal favorito es ___, Mi animal favorito vive en __
  Mi animal favorito come ___, es___.

7.1.NM.IPERS.1:

- Have the students participate in different activities that explain the different rooms of the house and what they are used for in target language.

7.1.NM.IPERS.1:

- Have students talk in small groups of 3-4 to each other after the question is posed “¿Qué tiempo hace?” about an image on the board “Hace calor, está soleado y la temperatura es de..grados” for example. Encourage students to provide more details, if possible, like describing the clothing people are wearing and make an estimate of the temperature based on the image.

Presentational

7.1.NM.PRSNT.1:7.1.NM.PRSNT.4:

- In pairs, students will introduce oneself and tell age by applying the form of the reflexive verb llamar: me llamo to introduce oneself and apply the form of verb tener: tengo___años to express one's age.

7.1.NM.PRSNT.4:

- Ask students to fill out their family tree in the target language as key vocabulary is given to them or projected on the SmartBoard.

7.1.NM.PRSNT.1:

- Describe and classify pets, farm animals and zoo animals applying the form of reflexive verb llamar: se llama to identify a pet or se llaman to identify two or more pets or animals. Use the singular and plural in the nouns and the definite article agreement with gender and number of the nouns.

7.1.NM.PRSNT.1:

- The students will classify the rooms in a house according to the activities they are used for such as cooking, reading, painting, playing, sleeping, watching television and playing video games in target language.

7.1.NM.PRSNT.1:

- Have students write four sentences introducing themselves, saying what their favorite season is, what clothes they wear and what activity they enjoy during that time. Provide them with sentence starters and key vocabulary. They may record their response on an educational platform such as Seesaw