Modes of Communication

Content Area: **World Language**
Course(s): **Spanish 5**
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?
- ¿Qué tal?
- ¿Cómo te va?
- ¿Cómo le va?
- ¿Cómo les va?
- Señor
- Señora
- Señorita
- muy bien, gracias
- o muy bien, gracias
- mal/más o menos

Expressions of courtesy:

- gracias
- por favor

7.1.NM.IPRET.2:

- Looking at paintings of families, extended families and blended families from Hispanic artists, have students respond to commands for example such as “Señala la palabra cuñado. Encuentra la foto del tío. Separa las fotos de los hermanos y hermanas de tu mamá” The students should point to the word of brother in law, find the photo of uncle, and separate the photos of the brothers and sisters of mother.

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

- Present authentic videos about pets, farm animals, zoo animals and wild animals, by native speakers

and discuss similarities and differences between the animals.

Mikey Visits Austin Zoo | Learn Zoo Animals In Spanish | Spanish Vocabulary| Learn With Mikey

7.1.NM.IPRET.1:

- Have students watch the video "How to Describe Common Places in Town in Spanish" How to Describe Common Places in Town in Spanish - Los Lugares, practice the pronunciation of the vocabulary, and create sentences applying the correct form of the verb "ser" in target language.

7.1.NM.IPRET.4:

- Listen to and recognize as native speakers tell about their favorite type of weather and necessary clothing for such, followed by "¿Qué le gusta a Juan? A Juan le gusta el invierno." Have students answer in writing or speaking via an educational platform such as Seesaw

Interpersonal

7.1.NM.IPERS.1: 7.1.NM.IPERS.4:

- In pairs, students will ask and respond to simple questions such as: ¿Cómo te llamas?, ¿Cuántos años tienes? ¿De dónde eres? ¿Cómo eres? ¿Qué te gusta hacer?

7.1.NM.IPERS.4:

- Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- Working in pairs, have the students role play a dialogue where they have to follow instructions to describe specific characteristics of their nuclear and extended family members in target language.

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

- In small groups of 2-4, ask and respond to simple questions such as:
  ¿Cuál es tu animal favorito? Mi animal favorito es el/la ____¿Cómo es tu animal favorito? Es _____
  ¿Dónde vive el/la_____? ¿Cómo se mueve ___?

7.1.NM.IPERS.1:

- In a group, the students will discuss the different places of employment in their community and who works there, for example: "En el correo trabaja el cartero" in target language.

7.1.NM.IPERS.4:

- In a writing activity, the students will complete a short paragraph by filling in the blank with the vocabulary used to talk about rooms of the house and community places and workers in target language.

7.1.NM.IPERS.4:

- Have students review key vocabulary with their small group by providing them with flash cards and have their peers identify it in the target language.

For example:

"¿Qué tiempo hace? Está soleado o nublado?Está soleado"

Presentational

7.1.NM.PRSNT.1:

- Students will present how to use formal and informal greetings and farewells within the classroom setting and in other settings such as formal gatherings using google slides or any similar form of media.

7.1.NM.PRSNT.4:

- Ask students to create a list of adjectives that describe the physical appearance and personality traits and then share with their small group/class or record via an educational platform such as Mote or Seesaw

7.1.NM.PRSNT.1: 7.1.NM.PRSNT.2:

- Present one's favorite pet/animal and describe its physical characteristics using the form of the verb ser: es
  __to tell what the physical characteristics of animals is or son
  __to tell what the physical characteristics of two or more animals.

7.1.NM.PRSNT.5:

- Have students create a poster or a brief recording about their favorite season of the year, describing the typical weather and naming some holidays in a Spanish-speaking country on an educational platform, such as Seesaw, for example