Modes of Communication

Content Area: **World Language**
Course(s): **Spanish 6**
Time Period: **MP1-4**
Length: **MP1-4**
Status: **Published**

Interpretive

6U4;7.1.NH.IPRET.1:

- Have students read 10 Ventajas de aprender un nuevo idioma then write their top three reasons for learning Spanish. Ask for volunteers to share their answers with the class. Are their reasons more academic, social or both? Ask students to create a bar graph or pie chart of the most-cited reasons.

6U;7.1.NH.IPRET.7:

- To reinforce the new expressions, have each student complete dialogues below with the appropriate greetings and responses. Then ask the class to write two short dialogues.
    - Maite: Buenos dias, Me llamo Maite
    - Jesus: … dias. Me … Jesus
    - Maite: Encantada
    - Jesus: Mucho gusto

6U1;7.1.NH.IPRET.2

- Introduce vocabulary for classroom objects such as: mesa, libro, pluma, lapiz, papel, lapíz. Ask questions that include ¿Hay/No hay..? and ¿Cuántos/as…? Request students to create their own vocabulary words using Google Docs. Encourage students to make flash cards to help them memorize new vocabulary words. Students can use Quizlet

6U3;7.1.NH.IPRET.4:

- Have students sketch activities they like/dislike while others use those drawings to write complete sentences (use of previous vocabulary will be encouraged as well as idiomatic expressions).

6U4;7.1.NH.IPRET.6:

- Utilize “Araña” diagram to list activities that they like/dislike doing based on the seasons in the USA vs other Spanish speaking countries

6U3;7.1.NH.IPRET.3:

- Identify road signs in Spanish using pictures and words. Then have students practice choral repetition; invite a heritage Spanish student to model for students and to call out different peers (no more than three). Then have students follow the signs by acting up some road signs and/or commands when driving.

Interpersonal

6U1;7.1.NH.IPERS.3:

- Have students work in small groups to write a few mini conversations. Then ask them to copy the dialogues, omitting a few exchange papers. Have groups exchange papers and fill in the blanks. Have students practice the conversations with a partner.

6U3;7.1.NH.IPERS.5:

- In order to practice basic greetings and introductions of family members, ask students to form groups of three or four and introduce themselves in the target language to the rest of the students in the group. To help shy students, join the role play and introduce yourself, acting as a model. For examples students can check Conociendo al nuevo compañero de cuarto - Ejercicios de escucha en español - SpanishLearningLab

6U3;7.1.NH.IPERS.4:

- Have students interview each other about the places they have visited in field trips in/out of New Jersey. Using a map, have students ask each other for directions between point A to point B.

Presentational

6U4;7.1.NH.PRSNT.4:

- Introduce students to the first two minutes of the XV AÑOS DE LOS GEMELOS. #VESTIDOS #QUINCEAÑERAS #OAXACA #FIESTAS # video and one minute at the end of the video. Invite students to think about what they just observed and then invite them to discuss what they observed with a partner.

  Ask students if they have a relative that has celebrated her fiesta de los quince años, or if they have a big celebration for a birthday.

  Ask students: Are there similar traditions that you know of in other cultures?

  Divide the class per group, in group the students discuss their observations and each group then reveals three observations to the whole class.

6U2;7.1.NH.PRSNT.2:

- Make a list of the cognates in the text and guess their English meanings. What do cognates reveal about the content of the document?

6U1;7.1.NH.PRSNT.5:

- Discuss information students might want to include in a self-description of what they do to be environmentally responsible.

6U3;7.1.NH.PRSNT.3:

- In groups of four students, create a brochure on ideal vacation destinations in Spanish speaking countries where they have gone/can go with their families (describing the environment as well as activities to do for young and older children, including prices, pictures). One person will present project and defend this location popularity