

Unit 3 – Mandatos

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

Students can independently identify, aurally recognize, and apply vocabulary for Spanish classroom commands.

The Novice-mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Through active listening, frequent repetition and practice, students develop a fundamental vocabulary that supports comprehension of thematically based content.

Essential Questions

How do I respond to the Spanish classroom commands I hear?

Content

Commands (Mandatos) – habla, escucha, escribe, lee, mira, para, pasa, siéntate, levántate, levanta la mano, silencio, piensa, estudia, repite, abre, cierra, contesta, complete, saca, traduzca, copia, espera

Skills

Apply appropriate Spanish commands to listening, written, and spoken activities
Respond appropriately to given Spanish commands

Assessments

Teacher Observation
Completed written activities
Dialogues/short skits.

Students respond physically (TPR) and orally to teacher prompts.
Students complete written activities.

Students participate in short dialogues.
Students participate in culturally authentic games

Lessons/Learning Scenarios

Students respond through active listening, repetition, and Total Physical Response (TPR) to develop beginning Spanish vocabulary. Students understand new words through picture prompts, teacher's actions and modeling, and practice. Students respond to teacher prompts during developmentally appropriate activities. Students apply phonemic awareness in English to Spanish letters and vowel sounds as a scaffold to Spanish reading and writing proficiency. Students develop confident oral proficiency through participating in short dialogues and skits using practiced sentences and phrases. Students interpret information from photographs, videos, and Internet resources to gain an understanding of key cultural products, geographic features, tourist attractions.

Total Physical Response (TPR) activities

Writing activities that build word recognition skills and awareness of simple sentence structure in Spanish

Response to teacher oral directions

Skits and dialogues

Standards

SOC.K-4.6.3.4.1	Recognize that people have different perspectives based on their beliefs, values, traditions experiences.
FL.PK- 12.7.1.NM.B.A.1	Respond to learned questions.
FL.PK- 12.7.1.NM.B.A.2	Ask memorized questions.
FL.PK- 12.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in appropriate classroom and cultural activities.
FL.PK- 12.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
FL.PK- 12.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics on topics studied in other content areas.
FL.PK- 12.7.1.NM.A.E	Many products and practices related to home and community are shared across cultures; one culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
FL.PK- 12.7.1.NM.A.G	Maps, graphs, and other graphic organizers facilitate understanding of information on a variety of topics related to the world and global issues. They make complex concepts more accessible to language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, and geography.)
FL.PK- 12.7.1.NM.A.H	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 human experience. (Content that assists in the development of this understanding should include, but are not limited to: all content areas and popular culture.)
FL.PK-	Recognize familiar spoken or written words and phrases contained in culturally authentic

12.7.1.NM.A.1 FL.PK-	electronic information sources related to targeted themes.
12.7.1.NM.A.2 FL.PK-	Demonstrate comprehension of simple, oral and written directions, commands, and requests appropriate physical response.
12.7.1.NM.A.3 FL.PK-	Recognize a few common gestures and cultural practices associated with the target culture.
12.7.1.NM.A.4 FL.PK-	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
12.7.1.NM.A.5 FL.PK-	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate culturally authentic materials on familiar topics.
12.7.1.NM.C.A.1 FL.PK-	Make lists.
12.7.1.NM.C.2 FL.PK-	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
12.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

Resources

Teacher created worksheets and activities