

Unit 2 – Mi Nombre

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **4-6 weeks**
Status: **Published**

Unit Overview

Students can independently identify, spell, pronounce, and apply his/her chosen Spanish name.

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

What is my chosen Spanish name?

How do I use my new Spanish name in communicating with others orally and in writing?

Content

Spanish names

Skills

Ask classmates their Spanish names in Spanish

Respond to questions about his/her Spanish name

Spell and pronounce his/her chosen Spanish

Create an individual name tag for him/herself

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.

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.

Recite/repeat chosen Spanish names

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, culture, and 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 age-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 or on topics studied in other content areas.
FL.PK-12.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

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

Resources

Teacher created name list and worksheets