

Unit 2 - ¿Preguntas?

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

Unit Overview

Students can independently identify and apply vocabulary and question and response to selected Spanish school-related questions.

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 you ask questions to gain what you need in Spanish and in school?

Content

Questions (Preguntas) – Who? (¿Quién?), What? (¿Qué?), When? (¿Cuándo?), Where? (¿Dónde?), Why? (¿Por qué?), How? (¿Cómo?), What is it? (¿Qué es?), What does it mean? (¿Qué significa?), How do you say? (¿Cómo se dice?), How do you write/spell? (¿Cómo se escribe?), Can I? (¿Puedo?), May I? (¿Me permite?), go to the bathroom? (¿ir al baño?), get a drink? (¿tomar agua?), sharpen my pencil? (¿usar el sacapuntas?), have a tissue? (¿tener un pañuelo?), have a paper? (¿usar un papel?), go to the nurse? (¿ir a la enfermería?), go to the office? (¿ir a la oficina?)

Skills

Apply appropriate Spanish questions to meet needs
Ask and answer questions in Spanish
Create dialogue / story using Spanish questions

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 create written stories and/or dialogues using Spanish questions for presentation

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 questions.

Identify correct verb to use for forming different questions

Total Physical Response (TPR) activities.

Reading and writing short texts and using Spanish questions

Respond to teacher oral directions and questioning

Standards

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.B	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, hobbies, and pastimes.)
FL.PK- 12.7.1.NM.A.C	Observing and participating in culturally authentic activities contribute to familiarization with and understanding of products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
FL.PK- 12.7.1.NM.A.E	Many products and practices related to home and community are shared across cultures; one's home and community are 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 experiences.)

FL.PK- 12.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic 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 appropriate physical response.
FL.PK- 12.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
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 worksheets and activities