

Unit 4 - Colores

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 3**
Length: **4-6 weeks**
Status: **Published**

Unit Overview

Students can independently identify and apply vocabulary and simple sentences and phrases describe colors in Spanish.

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. Through a series of scaffold learning activities, students strengthen their interpretive, interpersonal, and presentational skills.

Essential Questions

How do you label and describe colors and objects in Spanish?

How do you describe the shade of colors in Spanish?

Content

Colores (Colores)

Shades (Sombras)

Skills

Apply appropriate Spanish color vocabulary
Illustrate and label a variety of colors and shades in Spanish
Correctly color Spanish pictures

Orally describe the color and shade of pictures and objects

Assessments

Teacher Observation
Completed written activities
Dialogues/short skits
Color by number pictures

Oral and listening comprehension activities

Students respond physically (TPR) and orally to teacher prompts.
Students complete written activities.
Students participate in short dialogues

Students color and label pictures and objects

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 unfamiliar text using context clues, picture prompts, and prior knowledge. By applying new vocabulary and phrases in real life applications, students strengthen their interpretive, interpersonal, and presentational skills.

Total Physical Response (TPR) activities.
Reading short texts and using context clues to describe colors and shades of objects/pictures
Play culturally authentic games
Complete written assignments
Color by number pictures
Writing activities that build word recognition skills and awareness of simple sentence structure in Spanish.
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 and 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 family, community, and culture.)

	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 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; others 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.)
FL.PK- 12.7.1.NM.A.F	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
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 by providing an appropriate physical response.
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.
WORK.5-8.9.2.8.B.1	Construct a simple personal savings and spending plan based on various sources of income.
WORK.5-8.9.2.8.B.5	Evaluate the relationship of cultural traditions and historical influences on financial practices.
FL.PK- 12.7.1.NM.C.A.1	Make lists.
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