

Unit 3 - Nombres

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 2**
Length: **4-6 weeks**
Status: **Published**

Unit Overview

Students can independently identify and apply vocabulary and questions about names and titles.

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 scaffolded learning activities, students strengthen their interpretive, interpersonal, and presentational skills.

Essential Questions

How do you ask an adult his/her name in Spanish?

How do you ask a child/peer his/her name in Spanish?

How do you respond when asked your name in Spanish?

How do you ask a person about someone else's name in Spanish?

Content

Names (Nombres) – What is his name? (¿Cómo se llama él?), His name is (Él se llama), What is her name? (¿Cómo se llama ella?), Her name is (Ella se llama), What are their/your names? (¿Cómo se llaman?), Their/Our names are (Se llaman), the pleasure is mine (el gusto es mío/mía), delighted (encantado/a), it's a pleasure (es un placer)

Skills

Apply appropriate Spanish name question based on to whom you are talking to or about

Answer questions about your name and the names of your classmates

Create and present brief conversations in Spanish both orally and in writing

Assessments

Teacher Observation

Completed written activities

Dialogues/short skits

Listening comprehension – question answering

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

Students complete written activities.

Students participate in short dialogues (oral and written).

Students answer questions about personal name and names of classmates

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.

Recite Spanish questions

Total Physical Response (TPR) activities.

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

Respond to teacher oral directions and questioning.

Participate in culturally authentic games

Write and present brief conversations focused on names

Standards

FL.PK- Respond to learned questions.

12.7.1.NM.B.A.1

FL.PK- Ask memorized questions.

12.7.1.NM.B.A.2

FL.PK- Give and follow simple oral and written directions, commands, and requests when participating in appropriate classroom and cultural activities.

12.7.1.NM.B.2

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, 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.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 following appropriate physical response.
FL.PK- 12.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate materials on familiar topics.
HE.K-2.	Choosing a balanced variety of nutritious foods contributes to wellness.
HE.K-2.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HE.K-2.2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.
HE.K-2.2.1.2.B.3	Summarize information about food found on product labels.
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