

Unit 2 – Saludos, Despedidas, y Maneras

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 for greetings, manners, and leave-takings 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.

Essential Questions

What are the many ways to greet and say good-bye to someone in Spanish?

Content

Greetings (Saludos) – hola, buenos días, buenas tardes, buenas noches, ¿qué tal?, ¿qué onda?, ¿qué pasa?, ¿cómo te va?, no mucho, nada

Leave-takings (Despedidas) – adiós, chao, paz, nos vemos, vámonos, hasta luego, hasta la vista, hasta pronto, hasta mañana

Manners (Maneras)

Skills

Apply appropriate Spanish greetings, manners, and leave-takings to oral and written activities

Greet and say good-bye to teacher and classmates in a variety of ways in Spanish

Create dialogue using greetings, manners, and leave-takings in Spanish based on situations given (formal vs. informal, time of day)

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 greet and say good-bye using appropriate formal and informal forms

Students greet and say good-bye based on time of day

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 vocabulary.

Take notes on vocabulary and English translations

Discuss dialect differentials based on country of origin

Discuss difference between familiar and formal
Total Physical Response (TPR) activities.
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, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, etc.)

FL.PK- 12.7.1.NM.A.C	pastimes.) 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 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; or 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.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 with 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