

# Unit 6 - Formas

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

## Unit Overview

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Students can independently identify and apply vocabulary and simple sentences and phrases to label and describe 2-D and 3-D shapes and sizes.

Students apply previously learned vocabulary to making a plan for a picnic in one target country. Through scaffolded learning activities in this unit, students strengthen their interpretive, interpersonal, and presentational skills.

## Essential Questions

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How do you identify, label, and describe 2-D and 3-D shapes in Spanish?

How do you describe the size of shapes and objects in Spanish?

## Content

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Shapes (Formas)

Sizes (Tamaños) – huge (grandísimo/a), big/large (grande), medium (mediano/a), small (pequeño/a), tiny (pequeñito/a)

## Skills

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Label and describe 2D and 3D shapes in Spanish

Describe sizes of shapes and objects in Spanish

Draw shapes based on Spanish description of shape and size

## Assessments

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Teacher observation.

Completed written assignments

Listening comprehension activities

Students label and describe shapes and sizes in Spanish orally and through writing

Students create pictures / drawings using Spanish shape and size descriptions

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

Students complete written activities.

Students participate in culturally authentic games

## **Lessons/Learning Scenarios**

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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 respond to questions about shapes and sizes

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

Respond to teacher oral directions and questioning.

Play games

Create pictures based on spoken and written description

## **Standards**

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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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, greetings, and daily interactions.
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.A	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 the communication.
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 the culture's products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: food, clothing, customs, traditions, and social interactions.)

FL.PK- 12.7.1.NM.A.G	include, but are not limited to: authentic celebrations, songs, and dances.) Maps, graphs, and other graphic organizers facilitate understanding of information on a w topics related to the world and global issues. They make complex concepts more accessibl language learners who have limited proficiency in the language. (Content areas that assist development of this understanding should include, but are not limited to: history, economi and geography.)
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 reques 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.5	Demonstrate comprehension of brief oral and written messages using age- and level-appro culturally authentic materials on familiar topics.
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.
FL.PK- 12.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target cu

## Resources

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Teacher created worksheets and activities