

Unit 5- School Objects

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 3**
Length: **6-8 lessons**
Status: **Published**

Unit Overview

Students can independently identify and apply Spanish vocabulary for objects found in a school.

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

- What are the objects found in a school in Spanish?

Content

Objects (Objetos) / Materials (Materiales) – pencil (lápiz), pen (bolígrafo), paper (papel), backpack (mochila), desk (pupitre / escritorio), table (mesa), scissors (tijeras), glue (pegamento), tape (cinta), chair (silla), computer (computador/a), pencil sharpener (sacapuntas), notebook (cuaderno), book (libro), dictionary (diccionario), shelf (estante), board (pizarra/pizarrón), marker (marcador), crayon (crayón), chalk (tiza), eraser (goma/borrador), clock (reloj), window (ventana), floor (suelo/piso), door (puerta), wall (pared), poster (cartel),

Skills

- Apply appropriate Spanish object vocabulary to oral and written descriptions
- Students color and label objects
- Students complete written activities
- Students respond orally to questions about school objects in Spanish

Assessments

- Completed written activities

- Oral and listening comprehension strategies
- Picture descriptions
- Teacher Observation
- Written assessments

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 identify school objects

Play culturally authentic games

Complete written assignments

Illustrate school objects by description

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.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using 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 through 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.
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 cultural 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.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-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 or on topics studied in other content areas.
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.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
FL.PK-12.7.1.NM.C.A.1	Make lists.

Resources

Teacher created worksheets and activities