

Unit 6- Articles and Plurals

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

Unit Overview

Students can independently identify and apply Spanish articles and create plural forms of Spanish nouns.

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

- How do you make a singular noun plural in English and Spanish?
- What are articles in grammar?
- What are the Spanish articles and how are they used?

Content

Articles (Articulos) – the (el, la, los, las), a/an (un/a), some/a few (unos/as)

3 Rules for making singular Spanish nouns plural

Skills

- Label and apply Spanish articles to given Spanish nouns
- Students apply rules for Spanish plural nouns to given singular nouns
- Students complete written activities
- Students differentiate between Spanish articles
- Students participate in culturally authentic games
- Students respond orally to teacher prompts

Assessments

- Completed written assignments

- Listening comprehension activities
- 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.

Reading short texts and using context clues to determine appropriate Spanish articles and singular or plural nouns used

Writing activities that build word recognition skills and awareness of simple sentence structure in Spanish. Respond to teacher oral directions and questioning.

Play games

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.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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.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 text.
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.G	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should

	include, but are not limited to: history, economics, science, and geography.)
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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, 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 or on topics studied in other content areas.
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 culture(s).

Resources

Teacher created worksheets and activities