



Grade 1 Spanish - Unit 3 - Naymlap - Dan dan dannnnn!

Unit Focus

In this third unit of first grade, students will learn about the significance of the Naymlap via a movie talk. Here, students will experience a postal nightmare that leads them on a journey of cultural exploration where the main character's connection to the historical Naymlap and its mystical powers unite.

Students will learn a new set of vocabulary skills and apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).

At the culmination of this unit, students will assist Naymlap in returning a special letter to a family in the capital of Peru, Lima, by creating a map for him to use to get to his final destination.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) - Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2) - Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) - Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1) Madison Public Schools Profile of a Graduate - Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U4 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 What am I trying to say and how do I say it? Q3 How do I use my target language to work with others to achieve a common goal?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 High Frequency Words: Naymlap, avión, sol, carta, casa, cielo, bien, mal, triste, feliz K2 Verbs: pintar/pinta, está (feelings), hace (weather) K3 Cognates: montañas, rocas, piloto, papeles, un problema	<i>Students will be skilled at...</i> S1 Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate images and appropriate gestures. S2 Identifying high frequency words in context.