

# 5th grade, Unit #1, World Language, Introductory Conversation

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **September**  
Length: **8 weeks**  
Status: **Published**

## Enduring Understanding

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Making small talk is an important activity in most cultures.

## Essential Questions

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What does it mean to be polite in a Hispanic nation?

How can I communicate and make small talk with speakers of other languages?

## Common Core Standards

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FL.PK-12.7.1.NM.B.H	Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
FL.PK-12.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
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.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.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.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.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## Student Learning Objectives

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Students will:

Use appropriate time of day greetings and leave-takings both formally and informally.

Identify and apply appropriate titles for various people.

Identify familiar people as tú or usted.

Ask and answer a variety of conversational questions in both formal and informal contexts.

Memorize and recite songs/chants related to greetings, introductions and farewells, and conversational questions and

answers in a variety of cultural contexts.

Read and understand unit vocabulary presented in age appropriate contextualized conversations.

Recognize and apply formal and informal speech in a language other than English.

Practice and perform a basic conversation in small groups.

## **Instructional Activities**

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Using a blank Spanish vocabulary list of greetings/ farewells, and simple questions and answers, students can work cooperatively or independently to identify as many as they can within a given time frame.

As a whole class, identify the remaining phrases and questions through TPR, Q/A, ball toss activities, etc.

Students practice asking and answering simple questions through ball toss, circle responses and structured partner Q/A activities, partner sharing activities, etc.

List and identify familiar people in the school/community/world as students respond orally, in writing, or on dry erase boards with the correct formal or informal phrasing of unit conversational questions.

TPR game of Simon Says with unit vocabulary.

Students create and string together statements either orally or in writing to make appropriate greetings for various people in both formal and informal situations and during various times of the day.

Students can pass around a beach ball containing a different conversational question on each color. When each student catches the ball, he/she will ask the question, respond aloud with an appropriate response in Spanish, then pass the ball to another classmate. Play continues until all students have asked/answered a question.

Students will role play an interview situation in partners in which they ask each other and record answers to basic conversation questions.

On a smart board, students will rearrange pieces of a question in the proper grammatical order practicing both formal and informal sentence construction.

Teacher created worksheets to practice formal and informal situations at various times of day.

Students will practice and perform a dialogue in small groups using all unit vocabulary and conversation questions.

## **Interdisciplinary Connections**

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Social Studies: Explain cultural norms when addressing people in different countries

## **Texts and Resources**

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Smart Board matching activity

Flashcards of vocabulary phrases

Teacher created dialogue/conversation

Teacher created worksheets and activities

Beach ball game

## **Assessment**

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Speaking rubric during question and answer activities.

Teacher observation of appropriate student response during TPR activities and question/answer activities.

Observation of accuracy of student writing and illustrations.

Observation of comprehension of contextualized conversations, vocabulary and cultural differences through oral response.

Checklist of accuracy of student responses to unit questions.