

5th grade, Unit #5, World Language, Body and Health

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **February**
Length: **4 weeks**
Status: **Published**

Enduring Understanding

Awareness of self and proper vocabulary is essential when speaking to a medical professional.

Essential Questions

How do I talk about and describe my body and what pains me?

How can my body help me play different games?

Common Core Standards

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.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.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.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.C.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.C.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.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

The students will:

Identify basic parts of the body and social activities.

Label parts of the body on a diagram.

Utilize the phrase me duele/n with a body part to express minor health concerns.

Ask and answer questions related to parts of the body and health concerns.

Role play/dramatize a doctor's office visit utilizing unit vocabulary.

Memorize and recite songs/chants related to parts of the body.

Instructional Activities

Identify parts of the body and social activities through TPR/flashcards/bingo/realia, Mr. Potato Head, Sr. Cabeza, etc.

Introduce grammar concept of me duele/n with the song "Dolor de Cabeza" or other appropriate method. Students take turn asking and answering basic health questions.

Whole class and small group game of Simon Dice.

Vocabulary building activities and games such as labeling diagrams, TPR directives, small group games such as Operation, etc.

Students practice and perform a teacher created dialogue or conversation role-play a visit to a medical office.

Interdisciplinary Connections

Social Studies: World connection of basic needs through expressing minor health concerns

Health: Discussion of body parts and illnesses

Texts and Resources

Google images/ flashcards/ posters/ fake of parts of body

CD of "Sing, Dance, and Eat Taco's" (Vol. 1 and 2)

Teacher created matching and labeling worksheets and activities

Teacher created dialogue/conversation for role-play

Other authentic games/activities (Operation, Mr. Potato Head, etc.)

Assessment

Appropriate response and identification of body part and social activity vocabulary during TPR activities

Observation of accuracy in completion of teacher-created worksheets

Observation of recognition of basic vocabulary associated with body parts and social activities

Anecdotal notes of accuracy of grammar structure me duele/n in conversation or writing

Teacher observation during asking/answering of questions and discussions related to body parts, health conditions, and social activities

Rubric for performance of medical office visit