

# 6th grade, Unit #1, World Language, Introductory Conversation

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **September**  
Length: **6 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.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 a variety of greetings and leave-takings during interactions.

Imitate cultural practices of the target language during greetings and leave-takings.

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

Practice and perform a basic conversation in small groups.

Identify and use the correct word for "you" when talking to a variety of people in various Spanish speaking countries and in various social settings.

Ask the question, "How are you?" in a variety of singular and plural social settings.

Identify the letters and sounds of the Spanish alphabet.

Utilize the Spanish alphabet to spell their Spanish names aloud to others and to understand and write the correct letters when orally spelled by their classmates.

Ask and answer the question, "¿Cómo se escribe...?"

Compare Hispanic naming practices with those from their own culture.

Compare and contrast an American sweet sixteen with a Spanish quinceañera(o).

Evaluate the customs of a quinceañero(a) by writing a creative piece explaining what their celebration would be like, if they were to have one at all, if they were a Hispanic youth.

Recognize familiar written words and phrases from a culturally authentic quinceañera invitation printed from the internet.

Demonstrate comprehension of brief written messages using an age appropriate, culturally authentic, quinceañera invitation by answering written questions based on their reading.

Present information from age and level appropriate culturally authentic materials orally and in writing.

## **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, or world as students respond orally, in writing, or on dry erase boards with the correct formal or informal phrasing of unit conversational questions.

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.

"Choosing You" game- Teacher hands out worksheet with the 6 ways to ask the question, "How are you?" Students cut out questions, and glue each question on an index card.

Dry erase boards- teacher holds up a name card and country of origin. Students write down the correct pronoun "you" to use in each situation on their dry erase boards and hold it up.

Evaluate pertinent cultural informal gathered from pictures found on the Internet- quinceañera dresses, celebrations, etc.

Watch Quinceañera video streamed from internet.

Authentic Materials- In groups, students will read and analyze 2 examples of quinceañera invitations in Spanish and answer questions on a worksheet by determining the meaning of highly contextualized, level appropriate authentic cultural material.

The students will then listen and repeat the letters of the alphabet after the teacher. The teacher will introduce the Spanish alphabet song by singing it in its entirety, then break the song into teachable chunks which the students will sing back. Finally, the teacher will introduce the vowel sounds made in the Spanish alphabet by teaching a Spanish rhyme, and introduce the vocabulary for capital, lowercase, and with an accent.

The students will practice identifying the letters of the Spanish alphabet in a whole class setting as the teacher spells out some common Spanish words and the students write the letters they hear on dry erase boards. Students will hold up the boards when the word is complete.

Students will play alphabet bingo as a whole class. The teacher will call out both capital and lowercase letters, as well as letters with accents so students can learn to associate the letter sounds with the corresponding letter of the Spanish alphabet.

Students will play the alphabet envelope game in groups of 4's. Each group will receive an envelope containing all the letters of the Spanish alphabet in both capital and lowercase letters as well as vowels with accents. Students will take turns selecting a letter at random from the envelope, and correctly saying the letter sound in Spanish. Group members are responsible for listening for accuracy. If the student says the correct letter sound, the card is kept and counts as a point. If the incorrect letter sound is said, the card is placed back in the envelope and no points are earned. Play continues until the envelope is empty.

The students will listen and repeat as the textbook CD reads the list of common boy and girl Spanish names found on page 3 of their textbook. Students will then make predictions about the translation of the Spanish names to their English counterparts based on the use of cognates and prior knowledge. Students will choose or be assigned a Spanish name to be used for the remainder of middle school. We will then have a whole group discussion on the different naming practices of Hispanic families.

The teacher will spell 2 students' Spanish names slowly to the class using the Spanish alphabet as the students write the names they hear on dry erase boards. Next, students will work in groups of 3's or 4's to practice spelling each

other's names to their classmates by asking and answering the question, "¿Cómo se escribe...?"

Students will complete listening activity 1 as the CD spells eight Spanish names and the students write the names they hear.

## **Interdisciplinary Connections**

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Language Arts: Essays

Social Studies: 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.

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.

Rubric to grade written essay- Is the way Latin American teenagers celebrate their birthdays different from what you and your friends do? If you were a quinceañero or quinceañera in Mexico, how would you choose to celebrate your coming of age? Explain in a 2 paragraph essay.

Authentic material worksheet collected and graded for accuracy