

6th grade, Unit #7, World Language, Describing Myself and Others

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **February**
Length: **9 weeks**
Status: **Published**

Enduring Understanding

Everyone's family and heritage are different.

Essential Questions

Who makes up a family?

Common Core Standards

FL.PK-12.7.1.NM.B.A.1 FL.PK-12.7.1.NM.B.B	Respond to learned questions. 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.B.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.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.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
FL.PK-12.7.1.NM.A.4 FL.PK-12.7.1.NM.A.5	Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.A.3 FL.PK-12.7.1.NM.C.B	Describe people, places, and things. 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.C.2 FL.PK-12.7.1.NM.C.3 FL.PK-12.7.1.NM.C.4	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. Copy/write words, phrases, or simple guided texts on familiar topics. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Student Learning Objectives

The students will:

Utilize family member vocabulary.

Identify the meaning of various descriptive adjectives in Spanish.

Identify and apply the singular forms of ser when describing themselves and others.

Apply correct adjective endings when describing themselves and others.

Identify and use plural forms of ser with plural adjective forms to describe groups of people.

Substitute proper names for pronouns in Spanish and apply appropriate verb forms.

Apply adjective and forms of the verb ser by creating a description of a picture of a singular person and a group of people.

Create sentences using both singular and plural forms of ser and correct descriptive adjective endings.

Instructional Activities

Introduce family member and descriptive adjective vocabulary through flashcards, TPR, felt boards, paper dolls, etc.

Independently cut and paste family tree worksheet explaining how all of the people are related.

Teacher models and narrates a family tree using an online example of a famous historical person or any example of a family tree and describes/asks questions about the family relationships.

TPR review of me gusta/no me gusta with basic verb/noun vocabulary (i.e. la escuela, jugar, leer, nadar, etc.).

Students bring in a picture of a family member and write a sentence describing the person, their relationship with the person, and the person's likes/dislikes.

Students create, label, and present their own family trees.

Introduce and practice a family song such as Tengo una Familia Grande, from "Sing, Dance, Laugh, and Eat Tacos."

Smart Board matching activities and games to practice gender agreement.

Students complete an individual or cooperative activity in which they read or listen to a description of a person and illustrate what they read/hear.

TPR adjective vocabulary.

Piccionario to practice adjective vocabulary.

TPR adjective vocabulary in small groups.

Charades to practice adjective vocabulary.

Adjectives board game to identify and practice adjective vocabulary.

¿Quién Soy Yo? Activity.

Singular forms of Ser sentences activity describing other people in the class.

¿Quién Es? (Guess Who?) board game.

Plural ser sentences with adjective endings as a whole class.

Venn diagram for nosotros form comparing themselves and another student, and using the yo, el/ella, and nosotros form.

Grammar worksheets to apply ser and adjective endings.

Magnetic poetry activity.

Meet my friend activity: Students select a picture of one person and a group of people and describe them in writing. Pictures are put into a powerpoint slide and given as a whole class presentation.

Dry erase board pronoun replacement practice- teacher holds up proper names and students write the pronoun that would replace each person.

Ser powerpoint game on smartboard.

Interdisciplinary Connections

Social Studies: Genealogy, Diagram/chart reading, Description of family structure within various cultures

Texts and Resources

Teacher created smart board games and activities for gender agreement

Online family tree resources: (Charles II of Spain) http://www.genomesunzipped.org/wp-content/uploads/2011/04/Carlos_segundo80.png, (Simpson's)

<http://spanishplans.files.wordpress.com/2011/10/simpsonfamilyspanish.jpg>, (Juan Carlos of Spain) http://www.proprofs.com/quiz-school/user_upload/ckeditor/32867735.jpg

CD of Sing, Dance, Laugh, and Eat Tacos (Vol. 1 and 2) or other family vocabulary song download

Flashcards/google images/felt board images of unit vocabulary

Assessment

Observation of appropriate response and identification of family vocabulary during TPR and family tree reading activities.

Observation of accuracy in smart board gender matching activities.

Observation of accuracy in completion of teacher-created worksheets.

Checklist of recognition of basic vocabulary associated with family member vocabulary.

Teacher observation during asking/answering of questions and discussions related to family member vocabulary.

Rubric assessment of family tree project and presentation

Collected worksheets

Graded venn diagram

Magnetic poetry graded assignment

Picture description

Ser test