

6th grade, Unit 10, World Language, Time and Schedules

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

Enduring Understanding

Numbers and counting patterns are a universal language.

Essential Questions

How do I state the time in a different language?

How do I count in a different language?

Common Core Standards

FL.PK-12.7.1.NM.B.A.1

FL.PK-12.7.1.NM.B.5

FL.PK-12.7.1.NM.A.A

FL.PK-12.7.1.NM.A.E

FL.PK-12.7.1.NM.A.1

FL.PK-12.7.1.NM.C.2

FL.PK-12.7.1.NM.C.5

Respond to learned questions.

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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.

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Student Learning Objectives

The students will:

Identify and use numbers to 100.

Utilize numbers to 100 to ask/answer questions about phone numbers.

Accurately ask for and state the time when asked.

Tell time in quarter and half past increments.

Accurately use *es la/son las*.

Recognize the use of the 24 hour/military clock in other countries.

Recite a song/chant/skit related to time and numbers.

Identify class/subject vocabulary

Discuss class times of their daily schedule.

Discuss times of various authentic cultural events.

Instructional Activities

Identify counting patterns of numbers 1-100.

Identify patterns for telling time using a large teaching clock or other materials.

Introduce and memorize numbers, time rhyme, or song.

Vocabulary practice games and activities using a ball toss with counting patterns, numbers bingo, telling time bingo, dry erase boards in a whole class or small group setting.

Students practice telling time on individual mini-clocks by showing the time they hear or see.

Ask and answer the question ¿Cuál es tu número de teléfono? in popcorn or ball toss activity.

Ask and answer the question ¿Qué hora es? or ¿A qué hora es...? in partner or whole-class activity.

Toca- various numbers from 1-29 will be displayed on the board. Students will be divided into 2 teams and given a flyswatter. The teacher will call a number and a student from each team will compete to be the first person to slap the correct numeral on the board.

Numbers Bingo- Students will work in small groups and take turns calling numbers from 1-39.

Ball Toss- Students toss a beach ball around the room and quickly say the next number in order from 0-39.

Identify class/subject names based on cognates. Create your schedule in Spanish.

Communicative activity- Discuss class times of your daily schedule.

Discuss movie times for a local movie theater in Argentina.

Interdisciplinary Connections

Math: Creation of schedules

Texts and Resources

Time rhyme (A la una, miro la luna. A las dos, miro el reloj. A las tres, no me ves. A las cuatro, miro el sapo. A las cinco, pego un brinco. A las seis, tarde es. A las siete, sale un cohete. A las ocho, como un bizcocho. A las nueve, voy a la nieve. A las diez, comienzo otra vez.)

Large teaching clock

Student mini-clocks

Numbers/time posters or charts

Assessment

Observation of appropriate response and identification of numbers and telling time during TPR activities and vocabulary building games.

Observation of accuracy in mini-clock or dry erase board activities.

Observation of accuracy in completion of teacher created worksheets.

Checklist of recognition of basic vocabulary associated with numbers and time vocabulary.

Teacher observation during asking/answering of questions and discussions related to numbers and time vocabulary.