

8th grade, Unit #6, World Language, Family and IR - verbs

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

Enduring Understanding

Personal identity is developed through experiences that occur within family, community, and culture.

Essential Questions

Who makes up a family?

Why is family important to a culture?

Common Core Standards

FL.PK-12.7.1.NM.B.A.4	Describe people, places, and things.
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.E	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.)
FL.PK-12.7.1.NM.A.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.A.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.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.PK-12.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
FL.3-12.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
FL.3-12.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
FL.PK-12.7.1.NM.C.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.C.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.3-12.7.1.NH.B.A.1	Ask and answer questions related to everyday life.
FL.3-12.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
FL.3-12.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.

Student Learning Objectives

The students will:

Identify and conjugate a variety of regular and irregular -IR verbs (vivir, describir, salir, venir)

Ask and answer where various people live using the verb vivir.

Discuss family relationships using possessive adjectives

Review and use all -AR, -ER, and -IR regular and irregular verb conjugations in context when describing their family.

Instructional Activities

Introduction to -IR verbs and irregular yo/stem-changer using powerpoint/Prezi, or other format.

Review of family vocabulary by asking and answering questions both orally and in writing about family tree illustrations.

Vocabulary practice games and activities: ball toss with conjugation, dry erase board conjugation practice, flashcards, smart board games, www.quia.com, etc.

Communicative Gap Activity: Students get a card labeled with a Spanish-speaking country and circulate around the classroom asking and answering where they/family members live using the verb vivir. Students fill in information on a blank map and report where various students said they lived.

Identify possessive adjectives using powerpoint/Prezi/united streaming video.

Pass around various objects and have students identify who the object belongs to using possessive adjectives. (Es mi libro/ Son sus plumas)

Possessive adjectives practice worksheets/smart board games.

Write a detailed descriptive essay about several members of their family incorporating correct use of verb conjugation and other previously learned structures and vocabulary.

Family Project:

1. Bring in pictures of at least 6 family members and include an informational essay about each person including: name, age, likes/dislikes, description of physical appearance and character, profession, and relationship to individual. Create a family album with pictures and essay descriptions either electronically or in print/album book.
2. Create a detailed family tree with pictures and captions explaining the relationship of each member to the individual. Choose 5 members of the family to write a detailed essay about including: name, age, likes/dislikes, description of physical appearance and character, profession, and relationship to individual. Create a family album with pictures and essay descriptions either electronically or in print/album book.

Smart board review game- Jeopardy with various categories (family, possessive adjective, -IR verbs)

Interdisciplinary Connections

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

Texts and Resources

Teacher created smart board games and activities

Blank map of Spanish-Speaking world

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

Powerpoint/Prezi

Assessment

Accuracy of graded homework and classwork assignments

Quizzes/Tests on -ir verbs, possessive adjectives, and family members

Rubric for family project and presentation

Writing rubric for family descriptive essay

Speaking rubric during communicative gap activity

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

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