

**Language:** Spanish

**Level:** Grade 6 (International Studies)

**Materials:** Textbook: ¡En Español! 1a, NTE Flashcards, Family Member labels, LED projector, television, VCR, “Westside Story” video, “Mini-Espias” video, Árbol de Familia handout, Colored Index Cards, Construction paper, Colored pencils, Markers, Magazines, Glue, Scissors, etc.

**Websites:** <http://klamath.stanford.edu/~moliner/html/surname.html> Explanation of surnames

<http://www.northstar.k12.ak.us/schools/nph/historias/index.html> Spanish Children’s Stories written by North Pole High School students (some typos and grammatical errors)

<http://www.northstar.k12.ak.us/schools/nph/historias/historias2003/brookesc/titulo.htm> Spanish Children’s Story “Henry El Guimo”

<http://www.businessspanish.com/LECCION/family.htm> audio of Spanish family words

<http://www.bbc.co.uk/languages/spanish/lj/home/family/index.shtml> Introducing someone to your family

<http://www.musicalspanish.com/tutorial/family.htm> List of Spanish Family Words

<http://www.languagegames.org/la/hangman/spanish.asp#> Hangman with Spanish family words

<http://www.uni.edu/becker/Spanish3.html> Website with links to many Spanish sites

### **Objectives:**

1. Students will be able to demonstrate an understanding of double last names used in Hispanic societies.
2. SWBAT demonstrate an understanding of double and triple given names used in Hispanic societies.
3. SWBAT demonstrate an understanding of a family tree.
4. SWBAT identify family members within a family tree.
5. SWBAT describe family members.
6. SWBAT create a three generational family tree (real or imaginary) using double last names and birth dates.

**National Standards:** Indicate which will be addressed, and how

**Communication: Communicate in Languages other Than English**

1.1 - Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

1.2 - Students understand and interpret spoken and written Spanish on a variety of topics.

1.3 - Students present information, concepts and ideas in Spanish to an audience of listeners or readers on a variety of topics.

**Cultures: Gain Knowledge and Understanding of Other Cultures**

2.1 - Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.

2.2 - Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic culture.

**Connections: Connect with Other Disciplines and Acquire Information**

3.1 - Students reinforce and further their knowledge of other disciplines through Spanish.

3.2 - Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

**Comparisons: Develop Insight in the Nature of Language and Culture**

4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 - Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

**Communities: Participate in Multilingual Communities at Home and Around the World**

5.1 - Students use Spanish both within and beyond the school setting.

5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Overview:** My students come from three different elementary schools within our district. The students have had Spanish since kindergarten, but the program is not consistent. I have sixth grade students with a very wide range of Spanish abilities (Novice Low to Intermediate Low).

This is a twelve-lesson unit. The class periods are forty-five minutes in length. The unit deals with family, telling and asking ages, birthdays, giving dates, and expressing possession. The students are given family vocabulary. The unit also includes a quinceañera. This leads to the discussion of birthday parties and other family celebrations. Students know the vocabulary for clothing and colors. Students are also able to do physical descriptions using adjectives. They will be using this skill to create written and oral descriptions of families. Students enjoy this unit as it gives them the opportunity to talk about themselves and their families.

Students will participate actively in oral and written exercises about families, in which they will respond, create with, and apply prior and developing knowledge. The unit will include individual, partner, and small group practice. Work will be reinforced by out of class assignments.

**Day 1:** Prior to students entering classroom, teacher will use NTE flashcards to create an imaginary family tree (using clowns, doctors, nurses, etc.) on the magnetic chalkboard. Identify one of the characters on the chalkboard as “Yo.” Identify all other characters with numbers.

Procedure 1: Put students into pairs or groups of three. To activate prior knowledge have them create two semantic webs. Write *ropa* in the center of one web; *colores* in the other. Allow three minutes for the students to brainstorm vocabulary to complete the webs. Teacher circulates during the activity.

Standards: 1.1, 1.2, 3.1, 5.1

Procedure 2: Allow students to use the webs for reference. The students (one at a time) will go to the board and label clothing items and/or colors for each member of the imaginary family. Each family member needs to have at least one clothing item labeled. If students do not self-monitor, the teacher asks questions, such as, “¿Pantalones verde?” or “¿Se escribe blousa?” with emphasis to elicit student corrections as needed.

Standards: 1.1, 1.2, 1.3, 5.1

Procedure 3: Teacher will pass out family relationship cards to students. Using the clothing labels teacher begins round robin session by asking questions, such as, “¿Quién lleva pantalones verdes?” The student volunteer labels the correct family member using her or his card. The student volunteer will ask the next question “¿Quién lleva ...?” to elicit the next response. The respondent asks “¿Quién lleva ...?” to elicit the next response. This is done until each student has a chance to ask and answer at least once, and all family members have been labeled.

Standards: 1.1, 1.2, 4.1, 5.1

Procedure 4: Teacher will read “Henry El Güimo” to the class. The LED projector will be needed to display the story on the screen. Teacher will include questions about the story to check for comprehension.

<http://www.northstar.k12.ak.us/schools/nph/historias/historias2003/brookesc/titulo.htm>

Standards: 1.2, 3.1, 5.1

Procedure 5: Using pairs or groups of three from procedure one, teacher will give students the story out of sequence. Student groups will put the story back into sequence. The groups will predict other possible employees and other family members for Henry using the family tree from the chalkboard. Collect all homework and in-class papers.

Standards: 1.1, 1.2, 3.1, 4.1, 5.1

Procedure 6: Time permitting, class will be divided into two random teams. Using the LED projector class will play Hangman with Spanish family words.

<http://www.languagegames.org/la/hangman/spanish.asp#>

Standards: 3.1, 5.1

Homework: Students are to ask mother’s father’s (mother’s maiden) name. If available ask grandmothers their surnames before marriage. Write down these names. In addition, write a list of five Hispanic surnames.

Standards: 2.1, 5.1

**Day 2:** Prior to students entering classroom, teacher will use NTE flashcards to re-create the imaginary family tree (using clowns, doctors, nurses, etc.) on the magnetic chalkboard. Identify one of the characters on the chalkboard as “Yo.”

Procedure 1: The students will view two brief video segments from “Westside Story” and “Mini-Espias” dealing with nombres y apellidos. The segments will be repeated as necessary. The teacher will ask questions that are pertinent to the film segments, such as “¿Quiénes tienen dos apellidos?” “¿Cuántos nombres tiene la mujer Anita?”

Standards: 1.1, 1.2, 2.1, 3.1, 5.1

Procedure 2: Put students into pairs or groups of three. To activate prior knowledge have them create two semantic webs. Write nombres in the center of one web; apellidos in the other. Allow three minutes for the students to brainstorm as many nombres y apellidos (español) as they can to complete the webs. Teacher circulates during the activity.

Standards: 1.1, 1.2, 2.1, 3.1, 5.1

Procedure 3: Allow students to use the webs for reference. The students (one at a time) will go to the board and write either nombre o apellido. Using nombres from the list individual students will give nombres to the members of the family tree. After the nombres are written, students will give los abuelos (and possibly any maridos sin padres) apellidos.

Standards: 1.2, 1.3, 2.1, 3.1, 5.1

Procedure 4: The teacher will pass out the *Árbol de familia* worksheet to students. Using *Árbol de familia* the teacher will ask questions about apellidos. Students will label the worksheet with family relationship words.

Standards: 1.1, 1.2, 1.3, 2.1, 3.2, 5.1

Procedure 5: Teacher will model double surnames using her own parents’ surnames. Using information from previous evening’s homework students will create their own double surnames. Volunteers will share their double surnames with the class. Using the apellidos list on the chalkboard and the *Árbol de familia* worksheet as a reference, the class will give apellidos to the members of the family tree.

Standards: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 5.1

Procedure 6: Student pairs will be given one blue (señor) and one red (señorita) card with apellidos. The partners will create a married couple with children. All people in the family will have apellidos (double surnames). Collect all homework and in-class papers.

Standards: 1.1, 1.2, 1.3, 2.1, 4.2, 5.1

Homework: List family members, celebrities, political figures who use double last names. List two advantages and two disadvantages to using double last names.

Standards: 2.1, 5.1

**Day 3:** Prior to students entering classroom, teacher will use NTE flashcards to re-create the imaginary family tree (using clowns, doctors, nurses, etc.) on the magnetic chalkboard. Identify one of the characters on the chalkboard as “Yo.” There will be no apellidos.

Procedure 1: Students will be given a worksheet, *Árbol de familia*; some of the apellidos will be blank. Students will fill in with the correct apellidos and label with family relationship words.  
Standards: 1.2, 2.1, 3.2, 5.1

Procedure 2: As students finish the worksheet they will be given construction paper, colored pencils, markers, magazines, glue, and scissors. The students are to create a three generational family tree with double last names and birth dates. The tree is to have a minimum of twelve family members. The family tree may be real or imaginary. The students will have a grading rubric for the project.  
Standards: 1.3, 3.1, 4.2, 5.1

Procedure 3: For any students who complete the family tree early, there is a *buscapalabras* (courtesy of Puzzlemaker) of family relationship words and months. The worksheet may be done as an extra credit and turned in the next class day. Collect all in-class papers.  
Standards: 4.1, 5.1, 5.2

#### **Day 4:**

Procedure 1: Students will be given their *Árboles de familia* to review and prepare. The class will be spent on presentations of the *Árboles de familia* to the class. During presentations the other students will be taking notes to be used in a question and answer segment if time permits. Collect all in-class papers.  
Standards: 1.2, 1.3, 4.1, 5.1

**Extensions:** These lessons can be a lead in to family celebrations. The A lesson on the Spanish Royal Family can follow. This lesson may allow for a cross-curricular assignment to compare the Spanish and British Royals.

**Assessment strategies:** The four days of plans provide many opportunities for assessment. The students are assessed on oral communication throughout the class. The *Árboles de familia* has a rubric that I use. Class presentations also have a rubric for assessment. Students are assessed on participation.

## Appendix

### Henry El Güimo

Henry es un mono güimo y él está curioso sobre las profesiones que tenga cuando él crezca y sea grande.

Hay muchas profesiones para güimos, pero Henry no conoce nada sobre ellas. Decide preguntar a su padre.

Su padre dijo que sus parientes tienen empleos interesantes.

“Tú tío es un trabajador de construcción, el ayuda construir rascacielos.”

Henry se sintió muy impresionado. “Construir rascacielos es una profesión honorable,” dijo el padre de Henry.

“Tu madre es enfermera. Ella ayuda a las personas enfermas. Tú tienes que ser muy inteligente y simpático para ser un enfermero,” él dice.

“Tu hermano es mecánico. Él repara los carros y camiones. Si tu hermano no trabaja, las personas no pueden ir a trabajar,” dijo el padre de Henry.

“Tu tía Sally juega al vóleibol para su universidad. ¡Ella estudia y juega todo el día,” exclamó el padre de Henry.

“¿Qué profesión debo escoger, padre?” Henry preguntó.

“Bien Henry, tú eres honesto ...”

“...valiente...”

“...guapo...”

“...y muy simpático.”

“Cualquiera que tú decidas hacer, Henry, tú tienes todos los rasgos de un padre perfecto, semejante a mí.”

“¡Gracias padre!” dijo Henry. Ahora Henry no puede esperar hacerse más grande y trabajar, semejante a su familia.

El Fin

This is the story with corrections.

# Familia y Meses

E O L E U B A O S A D Z H S H A  
 U R I P Y H C A R E N X E O I G  
 K M B T K T B T H A R A R M J O  
 F A K M U U S A S E S D M I O S  
 E Y I B E A N O E E R E A R S T  
 B O R L R I P G P R O M N P E O  
 R E A D R S V T O B N A A E S H  
 E E A B E Q I O I M A R S N R A  
 R M O A T E I N N E M Z T F O O  
 O S R I M A I T U I R O R E L S  
 A S O B R I N O J C E A A J I H  
 M S R E S P O S O I H L I R B A  
 I E J U L I O P A D R A S T R O  
 R S N S O L E U B A E R D A M A  
 P N I E T O H I J O N P R I M O  
 O R T S N A M R E H F F V B D V

ABRIL  
 ABUELA  
 ABUELO  
 ABUELOS  
 AGOSTO  
 DICIEMBRE  
 ENERO  
 ESPOSA  
 ESPOSO  
 FEBRERO  
 HERMANA  
 HERMANASTRA  
 HERMANO  
 HERMANOS  
 HERMANSTRO  
 HIJA  
 HIJO  
 HIJOS  
 JULIO  
 JUNIO

MADRASTRA  
 MADRE  
 MARZO  
 MAYO  
 NIETA  
 NIETO  
 NOVIEMBRE  
 OCTUBRE  
 PADRASTRO  
 PADRE  
 PADRES  
 PRIMA  
 PRIMO  
 PRIMOS  
 SEPTIEMBRE  
 SOBRINA  
 SOBRINO  
 TIA  
 TIO  
 TIOS

## Familia y Meses Solution

O R T S A R D A P E + O H O J  
 H E R M A N S T R O O S E I U  
 P + E R D A P B R D R O R N L  
 O A + + L + M E M I E P M U I  
 J + D E + E N A A C R S A J O  
 I + U R I E D R D I B E N O +  
 H B N T E R + T R E E + O T +  
 A E P O A S E S E M F + + S S  
 M E R S V R O A A B U E L O S  
 S A T M B I O N T R A + B G P  
 T R R U A Y E A A E M R S A R  
 A I T Z A N I M + M I + O B I  
 + C O M O T A R B N R N J R M  
 O N I R B O S E A R P E I I O  
 A S O P S E + H + + E + H L S

(Over,Down,Direction)

ABRIL(14,11,S)  
 ABUELA(1,8,NE)  
 ABUELO(9,9,E)  
 ABUELOS(9,9,E)  
 AGOSTO(14,11,N)  
 DICIEMBRE(10,3,S)  
 ENERO(6,6,NE)  
 ESPOSA(6,15,W)  
 ESPOSO(12,6,N)  
 FEBRERO(11,8,N)  
 HERMANA(1,7,SE)  
 HERMANASTRA(8,15,N)  
 HERMANO(13,1,S)  
 HERMANOS(13,15,NW)  
 HERMANSTRO(1,2,E)  
 HIJO(1,7,N)  
 HIJOS(13,15,N)  
 JULIO(15,1,S)  
 JUNIO(14,5,N)  
 MADRASTRA(9,4,SW)  
 MADRE(9,4,S)  
 MARZO(1,9,SE)  
 MAYO(4,13,NE)  
 NIETA(12,13,NW)  
 NOVIEMBRE(3,7,SE)  
 OCTUBRE(1,14,NE)  
 PADRASTRO(9,1,W)  
 PADRE(7,3,W)  
 PADRES(1,3,SE)  
 PRIMA(11,14,N)  
 PRIMO(15,10,S)  
 PRIMOS(15,10,S)  
 SEPTIEMBRE(1,10,NE)  
 SOBRINA(15,8,SW)  
 SOBRINO(7,14,W)  
 TIA(6,13,NE)  
 TIO(1,11,SE)

