

**World Languages
Spanish IV**

Unit 2: Writing a Children's Book

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the themes appropriate for children's genre? ▪ What grammatical structure is needed in writing a children's book in the Spanish culture? ▪ What agreement is needed in writing in Spanish?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Correct noun, adjective, and verb agreement will be employed in writing in Spanish. ▪ Appropriate illustrations will be used to visually depict the story.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ vocabulary consistent with the theme of the book
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Use correct verb conjugation and time to reflect the subject. ▪ Write in Spanish using noun-adjective agreement.
<p>Related Maine Learning Results</p>	<p><u>World Languages</u> A. Communication A1. Interpersonal Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning. A2. Interpretive Students comprehend conversations, narratives, and recoded material in familiar contexts that are longer and/or more complex than those in the 6-8 span. a. Identify main ideas, topics and specific information in a variety of authentic written materials.</p>

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Related Maine Learning Results	<p>A3. Presentational Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation. b. Relate a story about a personal experience or event orally. d. Write brief narrative compositions and expository/informational compositions. <p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ol style="list-style-type: none"> a. Compare a variety of grammatical structures and syntax between languages. b. Identify examples of vocabulary in both languages that do not translate directly from one language to another. c. Use idiomatic expressions and/or proverbs in the target language. d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ View at least five children’s books that have been professionally published ▪ Laptop usage and activities
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Writing assessment
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ Variety of children’s books ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Recycled Life</u>