

Wisewire Spanish 1—Synchronous Component—6.5: *La naturaleza/Nature*

This lesson has been designed to help students practice their listening and speaking skills. It also meets the ACTFL standards. Students and their tutor watch the Spanish and bilingual versions of the vocabulary and grammar video together. Then, the script guides the teacher to review the vocabulary entries and grammar concepts learned in previous lessons, emphasizing the pronunciation skills.

- Vocabulary: nature, tourism, climate, plants, animals, adventure.
- Grammar: present tense of regular verbs, demonstrative adjectives and pronouns, prefixes, and suffixes.

The group engages in a Dialogue section where the students must demonstrate mastery of the content. The provided script can be used in both online and face-to-face classes or for further practice.

HS Spanish Semester 1A Unit 6
Unit 6: La naturaleza/Nature
Lección 6.5

DAY 5 - Lección 6.5

Day 5 – Introducción

¡Comenzamos!

Today, we will review how to pronounce some words and expressions that you have learned in this unit, so far. We have been learning vocabulary related to nature, including nouns that name elements of the natural world like habitats (**la selva, el bosque**), animals (**el tucán, el mono**), and plants (**el árbol, la orquídea**). We learned some new *-ar*, *-er*, and *-ir* verbs (**saltar, comer, vivir**), and how to form their present tense. We have also added to our vocabulary some words related to tourism. Today we will practice our pronunciation of the vocabulary words and use them in conversation. You and your Spanish tutor will use this script during the session, which will help you improve your listening and speaking skills!

Ready? Let's practice!

Objetivos

- LO 6.1 Demonstrate knowledge of vocabulary related to the natural world, including climate, plants, and animals
- LO 6.2 Demonstrate knowledge of vocabulary related to adventure and tourism
- LO 6.3 Apply understanding of regular *-ar*, *-er*, and *-ir* verbs in present tense
- LO 6.4 Identify prefixes, suffixes, and demonstrative adjectives and pronouns
- LO 6.5 Examine Costa Rican history, culture, and biodiversity
- LO 6.6 Use communication skills (reading, writing, listening, and speaking) to produce meaningful Spanish text and speech



Credit: Scott Wylie

Lesson Vocabulary

Today, we are going to practice the Spanish vocabulary words we have learned so far. Let's watch the following video, Lessons One to Four. Try to remember the meaning of each Spanish word. Let's begin!



Day 5 – Listening and Speaking Skills Practice: Synchronous Component

¡Vamos a conversar!

Now you will practice saying some words and phrases from this unit. You need to pay attention not only to the sounds of the letters, but also to how each word is accented. Listen carefully so you learn to speak like a native!

1. Presentaciones

- 1.1. *Introduce yourself.* “Hello, my name is Mr./Mrs./Ms. _____ and I will be your Spanish teacher for today’s unit. In Spanish, I would be called your “maestro/maestra.” This will be a great opportunity to practice our listening and speaking skills together. Are you ready?
- 1.2. Listen to how I introduce myself in English, then in Spanish: “My name is Mr./Mrs./Ms. _____. Me llamo el señor/la señora/la señorita _____”.
- 1.3. *Model for the students how to introduce themselves.*
- 1.4. **Now it’s your turn! One by one, introduce yourself in Spanish. You should say: “Hola, me llamo _____,”**
(Students introduce themselves. Teacher speaks slowly, monitors pronunciation and provides feedback.)

Repaso del vocabulario

In this unit, we have learned a lot of new vocabulary words. Let's practice saying them in Spanish. First, we will carefully watch the following video. (*Show the video for Vocabulary Lessons One to Four*). Please repeat after me. (*Ask each student to read aloud every vocabulary entry*)



Instructor Script- Directions

- As you have learned, the English vowels each have multiple sounds, while Spanish vowels each have a single sound. Therefore, Spanish is much easier to learn to pronounce! Repeat after me: /a/, /e/, /i/, /o/, and /u/. However, in order to pronounce correctly, you also need to learn where to place the stress in each word.
- Words that end with a vowel or *-n* or *-s* are usually stressed on the next-to-last syllable. After I say each of the following words, clap the rhythm of