

Cognates lesson plan

National Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

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

Illinois State Standards 28C Students who meet this standard can understand written passages in the target language.

28.C.1b Infer meaning of cognates from context.

Beginning Stage B -Demonstrate understanding of cognates.

Beginning Stage C - Use cognates to decode meaning of a passage.

Objectives:

- I can tell what a cognate is.
- I can recognize cognates in context.
- I can use cognates to help me understand a reading passage.

Exploring cognates

Handout: cognates1.pdf

Have students work independently on worksheet

Go over it together

Culture connection: Many U.S. place names are Spanish. Give examples and how they translate. Spanish was the first European language in the U.S.

Have them try to define what a cognate is.

Instruction

Youtube video – “Los cognados- cognates”

Have students take notes

Reading

Handout: Cognates Reading and alphaboxes

Have students highlight words that they think are cognates and record them on an alphabox sheet

Listening and Reading along - read the first section aloud. Have students highlight/underline words they may have missed when they read to themselves.

Ask questions about words they thought were cognates and what they thought the cognate meant. How did hearing them make a difference (or not)? Ask some comprehension questions either orally or make up a work sheet. How did the cogates help them to understand the readings? How can they build their vocabulary using cognates?

Formative assessment-

Frayer model