Unit 1: ¿Cómo? - Grade 3

Content Area: **Spanish**
Course(s): **Gifted and Talented, Spanish**
Time Period: **Marking Period 1**
Length: **Weeks**
Status: **Published**

Unit Overview

This unit focuses on how to form different questions using the word *¿Cómo?* (how/what) and various possible responses to these questions. This unit will help students engage in conversations and exchange information with others. It will include both physical descriptive vocabulary and personality traits. It will also introduce grammar concepts such as noun/adjective agreement, conjugating the verb "ser" and question order.

Standards

WL.7.1.NM.A	Interpretive Mode
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.L.1	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.
WL.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.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Essential Questions

- How would you go about formulating a question?
- How would you be able to interpret and respond to a question?
- How is the verb "to be" used in the question and responses?

Application of Knowledge: Students will know that...

- adjectives must change depending on the gender and number of the thing or person it describes
- different forms of "ser" will be used when forming and responding to questions (focusing on I, you, he/she, they forms)
- personalty descriptions may be used when responding to questions using the interrogative "¿Cómo?"(gracioso, inteligente, atrevido, simpático)
- physical descriptions may be used when responding to questions using the interrogative "¿Cómo?"(alto, bajo, grande, pequeño)
- to form a question in Spanish you would use the following order: interrogative/verb/subject
- to make adjectives plural a "s" is added to words that end in vowels and "es" to words that end in consonants
- when describing a female the "o" at the end of the adjective must become an "a"

Application of Skills: Students will be able to...

- change the adjective in both gender and number to match the object it describes
- form questions using the following order: interrogative/verb/subject
- use physical descriptions or personalty traits to respond to questions using "¿Cómo?
- use the correct form of the verb "ser"

Assessments

- descriptive vocabulary quiz (formative)
- grammar quiz -"ser", noun/adjective agreement (formative)
- question/response unit test (summative)
- skits (summative)

Suggested Activities

- formulate questions and interview each other
- describe a famous character or person and the class will have to determine who it is based on the description given
- write a description about themselves
- create a poem using descriptions in Spanish
- read basic text and have students respond to questions
- formulate questions that they would ask a famous person or historical figure
- play jeopardy reviewing unit grammar and vocabulary
- play bingo to review vocabulary
- describe their hero
- come up with a song to memorize the different forms of the verb "ser"

Activities to Differentiate Instruction

Differentiation for special education:

General modifications may include:

- Modifications & accommodations as listed in the student's IEP
- Assign a peer to help keep student on task
- Modified or reduced assignments
- Reduce length of assignment for different mode of delivery
- Increase one-to-one time
- Working contract between you and student at risk
- Prioritize tasks
- Think in concrete terms and provide hands-on-tasks
- Position student near helping peer or have quick access to teacher
- Anticipate where needs will be
- Break tests down in smaller increments
- Reword/rephrase
- Examples given

Content specific modifications may include:

- Vocabulary lists to assist
- Copy of the grammar notes
- Review interpretation techniques

Differentiation for ELL's:

General modifications may include:

- Strategy groups
- Teacher conferences
- Graphic organizers
- Modification plan
- Collaboration with ELL Teacher
- Visual cues
- Reword/rephrase
- Examples given

Content specific vocabulary important for ELL students to understand include:

- Express and interpret the interrogative "¿Cómo?" (how/what)
- Express and interpret descriptive words (inteligente, simpático/a, atrevido/a, deportista, sociable, gracioso/a, perezoso/a)
- Express and interpret the verb"ser" (to be)

Differentiation to extend learning for gifted students may include:

- Learning all forms of the verb "ser"
- Formulating advance questions
- Answering questions with detail responses
- Editing classwork

Integrated/Cross-Disciplinary Instruction

- English: identifying the interrogative, verb and subject
- Performing Arts: skit
- Social Studies: interview an important historical figure
- Music: creating a song to memorize the different forms of "ser"

Resources

- Prentice Hall, *Realidades*
- zachary-jones.com/zambombazo (authentic material)
- exchangesmarttech.com (smart board presentations)
- kahoot.com (survey games)
- quia.com (review games)
- discoveryeducation.com/puzzlemaker (create puzzles)

21st Century Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.