# Unit 1: ¿Adónde/Dónde? - Grade 4

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

## Unit Overview

This unit will focus on forming and responding to questions with the interrogatives ¿Adónde? (to where) and ¿Dónde? (where). This unit enhances student's ability to converse with others, allowing them to engage in deeper discussions using the target language. Students will need to know vocabulary for different places. They will also learn different forms of the verb "estar" (to be) and "ir" (to go).

## Standards

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| 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.C.4 | Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) |
| WL.7.1.NM.A.C.6 | Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) |
| 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.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 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.C.6 | Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) |
| 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. |

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| 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.C.6 | Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) |
| WL.7.1.NM.C.L.1.a | Make lists. |
| WL.7.1.NM.C.L.1.c | Describe people, places, and things. |

## Essential Questions

- How can this unit be used when traveling to a Spanish-speaking country?
- How is Spanish grammar different from English?
- How can learning Spanish help you understand other languages?
- How may the daily life of a person living in a Spanish-speaking country vary from your own?

## Application of Knowledge: Students will know that...

- "adónde" means "to where" and is used when asking where someone is going
- "dónde" means (where) and is used when asking where something is
- "está" is singular "están" is plural
- "estar" means "to be" and is used to express location and feeling
- "ir" means to go
- there are different forms of the verb "ir"
- to form a question use the following order: interrogative/verb/subject
- use the verb "está" when responding to or asking questions using "dónde"
- use the verb "ir" when responding or asking questions using "adónde"

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

- ask questions about where someone is going or where something is using "adónde" and "dónde"
- express and recognize places in Spanish
- formulate questions using the following order: interrogative/verb/subject
- interpret questions using "adónde" and "dónde"
- respond to questions that use "dónde" and "adónde"
- use the correct form of the verb "estar"
- use the correct form of the verb "ser"

## Assessments

- grammar quiz on forms of "ir" and "estar" (formative)
- places vocabulary quiz (formative)
- skit - questions/answers (summative)
- unit test (summative)

## Suggested Activities

- have students describe their schedule and the places they go during the week in Spanish
- read authentic text and answer questions using "dónde" and "adónde"
- formulate questions using "dónde" and "adónde" to ask a classmate
- hide an object in the room and have a student find the object by asking where questions about where it may be located
- play jeopardy to review grammar and vocabulary
- play kahoot (surveying website) to review grammar and vocabulary
- play bingo to review vocabulary
- throw the inflatable globe around and ask students where different Spanish-speaking countries are located

## 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
    - Copy of 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:
    - Interpret and express the interrogative "Dónde" (where) and "Adónde" (to where)
    - Interpret and express places in Spanish (banco, biblioteca, parque, escuela, casa, cine, oficina, tienda, supermercado)
    - Express and interpret the verb "estar" (to be)

**Differentiation to extend learning for gifted students may include:**

- Learning all forms of "estar"
- Learning all forms of "ir"
- Learning the difference between "ser" and "estar"
- Knowing additional vocabulary
- Editing other's work

## Integrated/Cross-Disciplinary Instruction

- Geography- Asking where different countries are located
- English- understanding the parts of speech (verb/subject/interrogative)
- Performing Arts- Skit

## Resources

- Prentice Hall, *Realidades*
- zachary-jones.com/zambombazo (authentic material)
- kahoot.com (review grames)
- quia.com (review games)
- exchangesmarttech.com (smart board activities)

## 21st Century Skills

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| 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.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |