Unit 2: ¿Quién? - Grade 4

Content Area: **Spanish**
Course(s): **Gifted and Talented, Spanish**
Time Period: **Marking Period 3**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will be able to formulate questions and express responses to questions using "¿Quién?". They will need to know forms of the verb "ser" and family vocabulary. This unit will allow students the ability to gain more knowledge about each other, making it easier to start and develop conversations.

Standards

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.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
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.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
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.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
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

- What makes up who someone is?
- How can this unit assist you when comminicating with someone from a spanish-speaking country?
- How does the grammar differ from English?

Application of Knowledge: Students will know that...

- "eres" is the form of "ser" used with you (familiar)
- "es" is singular and "son" is plural and are forms of the verb "ser"
- "Quién" means "who"
- "ser" means "to be" and is used with descriptions
- "soy" is a form of "ser" that is used when referring to yourself (I)
- the subject is not needed when using verbs that are conjugated in the "yo","eres", "nosotros" and "vosotros" form because the form of the verb tells us what the subject is
- to form questions using "quién" you use the following: interrogative/verb/subject

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

- formulate questions using the interrogative "quién"
- interpret and express family vocabulary
- respond to questions that use "quién"
- use the forms of the verb "ser" correctly

Assessments

- vocabulary quiz - family (formative)
- grammar quiz- ser (formative)
- puppet pals skit (summative)
- unit test (summative)

Suggested Activities

- create a family tree made up of famous people and label each person in Spanish
- use a family tree to answer questions about who different people are
- interview a classmate about their family
- bingo- review vocabulary

- jeopardy game- review grammar and vocabulary
- kahoot review game- vocabulary and grammar
- quia.com- vocabulary and grammar games

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 list given
- Copy of grammar notes
- Interpretation techniques reviewed

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 "¿Quién?" (who)
    - Interpret and express family vocabulary (hermano/a, abuelo/a, primo/a, sobrino/a, padre, madre, tío/a)
    - Intepret and express the verb "ser" (to be)

Differentiation to extend learning for gifted students may include:

- Learning all forms of "ser"
- Editing classwork
- Formulating advanced questions
- Learning how to use "quiénes"
- Answering questions with detailed responses

Integrated/Cross-Disciplinary Instruction

- English- parts of speech (interrogative, verb, subject)
- Art- creating a family tree
- Computers- using kahoot.com and quia.com
- Performing Arts- puppet pals app

Resources

- Prentice Hall, *Realidades*
- EMC Publishing, *Exploring Spanish*
- zachary-jones.com/zambombazo (authentice material)
- exchangesmarttech.com (smart board activities)
- kahoot.com (surveying games)
- quia.com (review games)

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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.