

# Realidades 1 Unit 5A Fiesta en familia

Content Area: **World Language**  
Course(s): **Generic Course, Spanish I CP**  
Time Period: **1st Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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In unit 5A, students will be introduced to common vocabulary, phrases and concepts related to the family for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will gain a working knowledge of the basic structure of the target language using the present tense.

## Transfer

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Students will be able to:

1. Share information about the members and relationships in their families and the families of their peers.
  2. Discuss family celebrations.
  3. Describe the personality and physical appearance of family members.
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## MEANING:

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## Understandings

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Students will understand that:

1. There are cultural differences in celebrations here and abroad.
2. Family relationships differ from one culture to another.
3. There are common celebrations which are unique to Spanish-speaking countries.

## Essential Questions

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What is the most important holiday of the year?

Who should we invite to a party?

How does art mirror life?

## Application of Knowledge and Skill

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### Students will know...

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Students will know:

1. How to identify family members.
2. How to identify age.
3. How to describe activities at a celebration.

### Students will be skilled at...

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Students will be able to:

1. Describe familiar relationships.
3. Talk about parties, holidays and celebrations.
4. Express possession.

## Academic Vocabulary

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1. aunt

2. aunts and uncles

1. la tía

2. los tíos

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|-------------------------|----------------------|
| 3. brother              | 3. el hermano        |
| 4. brothers and sisters | 4. los hermanos      |
| 5. camera               | 5. la camara         |
| 6. cat                  | 6. el gato           |
| 7. children             | 7. los hijos         |
| 8. cousin (female)      | 8. la prima          |
| 9. cousin (male)        | 9. el primo          |
| 10. cousins             | 10. los primos       |
| 11. daughter            | 11. la hija          |
| 12. decorations         | 12. las decoraciones |
| 13. dog                 | 13. el perro         |
| 14. father              | 14. el padre         |
| 15. grandfather         | 15. el abuelo        |
| 16. grandmother         | 16. la abuela        |
| 17. grandparents        | 17. los abuelos      |
| 18. husband             | 18. el esposo        |
| 19. mother              | 19. la madre         |
| 20. older               | 20. mayor            |
| 21. parents             | 21. los padres       |
| 22. person              | 22. la persona       |
| 23. photo               | 23. la foto          |
| 24. sister              | 24. la hermana       |
| 25. son                 | 25. el hijo          |
| 26. stepbrother         | 26. el hermanastro   |
| 27. stepfather          | 27. el padrastro     |
| 28. stepmother          | 28. la madrastra     |
| 29. stepsister          | 29. la hermanastra   |
| 30. to break            | 30. romper           |
| 31. to celebrate        | 31. celebrar         |
| 32. to decorate         | 32. decorar          |
| 33. to open             | 33. abrir            |
| 34. to prepare          | 34. preparar         |
| 35. to takephotos       | 35. sacar fotos      |
| 36. to videotape        | 36. hacer el video   |
| 37. uncle               | 37. el tio           |
| 38. video               | 38. el video         |

39. wife

39. la esposa

### **Learning Goal**

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Students will be able to show appropriate and accurate use of the Spanish Language for the following vocabulary and grammar:

Vocabulary: Identify/Describe/Compare/Contrast family relationships, Identify/describe family members

Grammar: Use the verb tener effectively

### **Target 1-- Retrieval**

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SWBAT:

1. Identify family members.
2. Name important celebrations.
3. Recognize and describe family relationships.

### **Target 2-- Comprehension**

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SWBAT:

1. Describe the connection between members of a group.
2. Diagram a family tree.

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### **Target 3-- Analysis**

SWBAT:

1. Classify celebrations as family holidays or no.
  2. Compare/contrast the structure of the typical American vs.a typical Latino/Hispanic family.
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### **Target 4-- Knowledge Utilization**

SWBAT:

1. Investigate families and celebrations in one Spanish-speaking, the US and one non-European country.  
How can you explain the differences?
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### **Summative Assessment**

1. Vocabulary and grammar quizzes.
2. Assessment of reading, writing,listening, speaking skills.
3. End od unit exams.
4. Mid or end of unit projects.

5. Student presentations.

### **Formative Assessment and Performance Opportunities**

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1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Webquests.
6. Review games.
7. Surveys.
8. Think/Pair/Share activities.
9. Teacher-directed Q and A.
10. Teacher observation.
11. Additional practice activities.

### **Differentiation / Enrichment**

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#### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.

3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

**Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

**Unit Resources**

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**REALIDADES:**

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites