

# Realidades 2 - Unit 4A "Cuando eramos niños"

Content Area: **World Language**  
Course(s): **Spanish III CP**  
Time Period: **4th Marking Period**  
Length: **10 weeks**  
Status: **Published**

## Unit Overview

---

In Unit 4A, students will be introduced to common vocabulary, phrases, and concepts, related to recalling experiences of the past, descriptions of the past, and childhood memories, necessary for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations, i.e. survival skills. Students will gain a working knowledge of the basic structure of the target language using the imperfect tense.

## Transfer

---

By the end of Unit 4A, students will be able to:

1. Listen and read about favorite childhood toys and elementary school experiences
2. Talk and write about what one was like as a child
3. Understand favorite nursery rhymes and songs from Spanish-speaking countries
4. Compare the roles of pets in Spanish-speaking countries and the United States

## MEANING:

---

## Understandings

---

Students will understand:

1. Expressing events of the past
2. Expressing descriptions of the past
3. Popular Spanish-language songs and nursery rhymes
4. The role of pets in Spanish-speaking countries and the United States
5. Comparing one's childhood experiences with those of the present

## **Essential Questions**

---

1. What were you like as a young child?
2. What were your favorite things to do as a young child?
3. What did you and your friends commonly do as young children?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

---

### **Students will know...**

---

Students will know:

1. Conjugations of verbs in the imperfect
2. Indirect object pronouns
3. Expressions used with the imperfect tense
4. Nursery rhymes and songs from Spanish-speaking countries
5. The role of pets in Spanish-speaking countries

### **Students will be skilled at...**

---

Students will be skilled at:

1. Conjugating verbs in the imperfect tense
2. Utilizing indirect object pronouns in spoken/written communication
3. Describing events of the past
4. Describing people in the past
5. Comparing the role of pets in Spanish-speaking countries and the United States
6. Understanding famous nursery rhymes and songs from Spanish-speaking countries

## Academic Vocabulary

---

1. as a child	1. de niño
2. disobedient	2. desobediente
3. everyone	3. todo el mundo
4. generous	4. generoso
5. in general	5. por lo general
6. naughty	6. travieso
7. obedient	7. obediente
8. once in a while	8. de vez en cuando
9. shy	9. tímido
10. spoiled	10. consentido
11. the action figure	11. el muñeco
12. the blocks	12. los bloques
13. the coin	13. la moneda
14. the collection	14. la colección
15. the daycare center	15. la guardería infantil
16. the dinosaur	16. el dinosaurio
17. the doll	17. la muñeca
18. the electric train	18. el tren eléctrico
19. the fish	19. el pez
20. the neighbor	20. el vecino
21. the playground	21. el patio de recreo
22. the rope	22. la cuerda
23. the teddy bear	23. el oso de peluche
24. the tricycle	24. el triciclo
25. the truth	25. la verdad
26. the turtle	26. la tortuga
27. the world	27. el mundo
28. to allow	28. permitir
29. to behave	29. portarse
30. to behave well	30. portarse bien
31. to bother	31. molestar
32. to collect	32. coleccionar
33. to fight	33. pelearse

34. to jump	34. saltar
35. to jump rope	35. saltar a la cuerda
36. to lie	36. mentir
37. to misbehave	37. portarse mal
38. to obey	38. obedecer
39. to offer	39. ofrecer
40. to share	40. compartir
41. well-mannered	41. bien educado
42. when small	42. de pequeño

## Learning Goal

---

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

**Vocabulary:** Toys, Playing with other children

**Grammar:** The imperfect tense, Indirect object pronouns

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.

WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

---

SWBAT:

1. List toys
  2. List childhood activities
  3. List direct object pronouns
  4. List forms of the imperfect tense
- 

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

---

SWBAT:

1. Read and summarize a reading about childhood experiences
  2. Create a venn diagram showing activities of childhood and activities of today
- 

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

---

SWBAT:

1. Compare and contrast childhood activities with present activities
  2. Differentiate between childhood and life as a teenager
  3. Make generalizations about the life of a Spanish-speaking child as compared to an American child
- 

#### **Target 4 - Level 4 Knowledge Utilization**

---

SWBAT:

1. Speak at length about one's childhood and the differences between childhood and being a teenager
  2. Discuss how one's childhood has influenced him/her as a teenager
- 

#### **Summative Assessment**

---

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

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

---

1. "Do Now" activity
2. Exit slips
3. Review games

4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

---

### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

---

1. Textbook - Realidades 2 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts