Unit 4: La Granja

Content Area: **World Language**
Course(s):
Time Period: **MP4**
Length: **10**
Status: **Published**

NJSLS World Language

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Rationale & Transfer Goals

In this unit, students will learn the names of the animals on a farm and the sounds they make in Spanish. Students will also learn how to say common pets in a house in Spanish. In addition, students will be able to describe animals by size and color.

Enduring Understandings

Students will understand that familiar animals make different sounds in Spanish.

Essential Questions

What animals might I find on a farm in a Spanish speaking country?

What sounds do those animals make in Hispanic culture?

Are there differences in animals in Latin American countries and in the United States?

What different names does the same animal have in different Latin American countries?

What are common pets in a house?

Content - What will students know?

- Farm animals in Spanish
- How to describe the animals by color and size (Big-Bigger), (Biggest/Small), (Smaller, Smallest).
- Popular pets in a house in Spanish
- Animal sounds in spanish are different than in english
- The animals in the story “Oso pardo, Oso Pardo, qué ves ahí?”

Skills - What will students be able to do?

- Identify farm animals in Spanish
- Identify and imitate farm animal sounds
- Describe animals by size and color
- Identify pets in a house
- Identify the animals in the story “Oso pardo, Oso Pardo, qué ves ahí?”

Activities/Strategies - How do we teach content and skills?

Introduce vocabulary with the use of a powerpoint presentation with pictures

Total Physical Response (TPR) activities

Games: Adivina; Matamoscas; Bingo; Concentration/Memory; What’s missing? (whole group or small group);Pictionary; Charades

Interpretive:
Listen and repeat animal vocabulary

Coloring activities in response to teacher oral directions

Songs: Los pollitos Dicen, Vengan a ver mi granja

Shared reading of the book “Oso Pardo” by Bill Martin Jr

Students can complete an activity packet about the story “Oso Pardo” by Bill Martin Jr

Watch a short video clip related to animals in Spanish

Practice worksheets matching the vocabulary word with pictures

Interpersonal:

- Respond to picture prompts
- Partner activity: identifying animals by their sounds
- Listening Activity: Teacher describes animals by color and size, while students draw the animal they hear

Presentational:

- Make a list of their favorite animals in Spanish
- Draw their favorite animal and label it in Spanish
- Make a mini book about all the animals taught in this unit labeled in Spanish

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Oral Presentation
- Completion of practice worksheets

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Listening Activity:
Teacher describes animals by color and size, while students draw the animal they hear (use a rubric)

Presentational Activities:
Draw their favorite animal and label it in Spanish

Make a mini book about all the animals taught in this unit in Spanish

Key Resources

Create powerpoint presentation to introduce vocabulary
Plastic farm animals
Animal Puppets
CD's-Songs about La Granja
Farm animals/Pets pictures
La granja You tube Videos. (Check for appropriate use of vocabulary).
Shared reading of the book "Oso Pardo"by Bill Martin Jr
Worksheets/Activity mini book of farm animals
http://www.myspanishgames.com/Spanish-stories/Medio-Pollito.html
http://www.onlinefreespanish.com/aplica/lessons/farmanimals/farm1.htm#.VYwpAECUzGc
Los Animales: https://www.youtube.com/watch?v=ldF4o3jc07A
Adivina Animales: www.youtube.com/watch?v=bSDd5ZMTGFE
https://www.youtube.com/watch?v=-B-vuZSVabg La Granja

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Describe animal by color	Identifying colors	Continual practice of the content/skill until students have mastered the vocabulary.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections

L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).