Unit 3: Mi Cumpleaños

Content Area: **World Language**
Course(s):
Time Period: **MP3**
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

An important milestone in an elementary child's life is his or her birthday celebration. In this unit, children will learn about the similarities and differences between hispanic birthday parties and celebrations in the United States. Within this context, they learn to tell the date of their birthday, talk about the weather and the season they were born in; they talk about parties including the food they eat and they discuss the people they invite to their parties and their relationship; and they compare their celebrations to those of Hispanic Children.

Enduring Understandings

- Students will understand that birthday celebrations in different countries have many similarities, yet the differences reflect the cultural perspectives of the people.

Essential Questions

- How can I talk about my birthday party in Spanish with my teacher and classmates?
- How is my birthday party different from that of a student from a Spanish-speaking country?
- How is my family similar or different from other families?
- When is my birthday including the date, day of the week and month?
- What is the weather and season of the year?

Content - What will students know?

- Key vocabulary and structures to state or describe dates, seasons, weather, and birthday party items in Spanish
- How Hispanic children typically celebrate their birthdays
- Numbers 0-31 in Spanish
- Colors in Spanish
- Names of immediate/ extended family members in Spanish
- Language functions to extend communication beyond isolated words to simple sentences
- About the traditional birthday party for females, when they turn 15, called el Quinceañero

Skills - What will students be able to do?

- Identify the months of the year in Spanish
- Identify the days of the week in Spanish
- Identify various weather conditions in Spanish (hace frio, calor, hace buen tiempo/mal tiempo)
- Identify the seasons in Spanish
- Categorize the months under the correct season
- Count and identify numbers 1-31 in Spanish
- Identify colors in Spanish
- Respond to questions related to the date
- Compare the calendar used in Spanish-speaking countries with that used in USA
- Compare customs of celebrating birthdays in the US with Spanish speaking countries that celebrate with a “piñata”
- Ask and respond to questions about personal information including the date of his/her birthday, age, and season in which it occurs and typical weather conditions at that time of the year
- Talk about their birthday party using the vocabulary learned in this unit
- Identify immediate family members that would attend your birthday party

- Sing “Happy Birthday” in Spanish
- State facts about the traditional birthday el Quinceañero

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

- Use a powerpoint presentation or flashcards to introduce the vocabulary for each topic in this unit
- Venn diagram to compare/contrast birthdays (el Quinceañero) to birthdays in U.S.
- Visuals for weather, season, days of the week, numbers, & months
- Songs on youtube/CD
- Books about “Fiesta de Cumpleaños”
- Classroom based activities using technology tools (ex: smart board, document camera)
- Games: Adivina, Matamoscas, Bingo, Memory/Concentration, What’s missing? (whole group or small group), Pictionary, etc.

Interpretive:

- Sing “los meses del año” song by Dr. Jean
- Sing song “cuenta” to practice number 1-30
- Teacher describes weather and students respond with appropriate season or raising flashcards
- Practice worksheets on topics in this unit

Interpersonal:

- Students can practice in groups, asking and responding to the question when is your birthday?, My birthday is….. How old are you? I am…..
- In groups: Students can write about the weather in various months
- After the teacher has introduced the celebration of “el Quinceañero,” students should complete a venn diagram stating the similarities and differences in birthday celebrations

Presentational:

- Write simple sentences about their favorite season in Spanish
- Make a birthday invitation to their imaginary birthday party using vocabulary learned in spanish (use a rubric)
- Write to a friend inviting them to their birthday party, stating what birthday items, foods, and family members will be at the party in Spanish.
- In addition, students should state when is their birthday (use a rubric)
- Draw and label months and the holidays celebrated in each month

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Oral Presentation
- Completed practice worksheets
- Quiz on vocabulary

Summative Assessments - How do we know students have learned?

Examples of an End of unit Assessment

Presentational:

- Make a birthday invitation to their imaginary birthday party using vocabulary learned in Spanish (use a rubric)

Key Resources

Magic Box with tangible items (birthday items, plastic foods)

Books about topics in this unit

Birthday Song in Spanish

Posters displaying vocabulary

Teacher made: Flashcards & Visuals

Teacher made handouts

Powerpoint presentation to introduce the vocabulary

CD's - Songs

Whiteboards with markers

Calendar

Interactive games

Activities about la Quinceañera

Birthday: http://www.discoverspanish.com/lesson16.swf

Cuenta, number song: https://www.youtube.com/watch?v=L26jwqF9Zro

Classroom based activities using technology tools (smartboard, laptops, flip cameras etc…)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Colors Days of the week Numbers Immediate family members	Identifying Colors Identifying Days of the week Identifying Numbers Identifying Immediate family members	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

RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.