Unit 4: Mi Rutina diaria

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 communicate effectively in the target language about daily routines they do on a typical day by using appropriate vocabulary and idiomatic expressions. Students will discuss personal grooming habits and why it is essential to an everyday routine.

Enduring Understandings

- Students will understand that daily routines can say a lot about your personality.

- Students will understand that having a daily routine and having personal grooming habits are good for general health.

Essential Questions

- How can I describe my daily routine in Spanish?
- How do daily routines reflect your personality?
- How are my daily routines similar to those of kids my age in Latin America? How are they different and why?
- How can I learn about the daily life of other cultures and compare/contrast it to my own?
- In what ways do routines and schedules differ around the world?

Content - What will students know?

- Daily routines in Spanish
- Grooming habits in Spanish
- How to tell time only by the hour in regards to their daily routines in Spanish
- Names of different rooms in a house in Spanish
- Numbers 1-100 in Spanish

Skills - What will students be able to do?

- Describe their daily routines in Spanish (Me levanto…..)
- Identify items needed for daily routines in Spanish (toothbrush, hairbrush, etc…)
- Identify rooms in a house in Spanish. (bathroom, kitchen, bedroom, & livingroom)
- Identify time only by the hour in regards to the time of daily routines in Spanish
- Identify numbers 1-100 in Spanish

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

- Use powerpoint presentation or flashcards to introduce vocabulary
- Total Physical Response (TPR) activities.
- Teacher generated materials related to content.
- Classroom based activities using technology tools
- Teach numbers by 10’s first, then all numbers 1-100 using objects or flash cards
- Hands on manipulatives to describe routines
- Pictures of daily routines

- Teach time by the hour in regards to daily routines only (8am, 12pm, 5pm, & 9pm)
- Teach rooms in a house in regards to daily routines (bathroom, bedroom etc..)
- Discuss typically daily routines that are similar between children that are in hispanic countries to here in the US

Interpretive:

- Listening Activity: Teachers will describe their daily routines in Spanish, as students draw pictures to match what is being said
- Sing songs related to the topics in this unit
- Use practice worksheets on topics in this unit
- Match pictures with vocabulary words
- Coloring activities in response to teacher oral directions
- Respond to picture prompts
- Show students online youtube videos of daily routines in Spanish
- Write simple sentences about their daily routines in Spanish

Interpersonal:

- In groups, students can practice with flashcards their daily routines and the items needed for healthy grooming

Presentational:

- Students can make a timeline of their daily routine in Spanish (use a rubric)
- Students can create a multimedia video of their daily routines in Spanish (use a rubric)

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?

Example End of the Unit Assessments:

Presentational:

- Students can make a timeline of their daily routine in Spanish (use a rubric)
- Students can create a multimedia video of their daily routines in Spanish. (use a rubric)

Key Resources

"Ricitos de Oro" (Any Spanish version), book and pictures for summary/retelling

Tangible manipulatives (toothbrush, deodorant, hairbrush, towel, Etc)

Story /routine sequences

Mini Clocks to teach time

Daily Routines practice worksheets

Bilingual books about time or daily routines

Games (Matching/memory/guessing)

Video de la rutina rural (Documental "Cuando voy a la escuela"; Youtube.com)

Classroom based activities using technology tools (Flip cameras, Smart board, Story book creators, youtube, animoto, and Kahoot,etc)

Lavarse los dientes (el chico)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Numbers	Identifying numbers	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.