Unit 4: Mi Familia y Yo

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, the Novice-low language learner understand and communicates at the word level and can recognize memorized words and phrases through active listening. Through active listening, frequent repetition and practice students will be able to independently introduce the members of their immediate family in the target language.

* In order for kindergarten units to be successful, it should be taught with small junks of vocabulary at a time with many different activities in each individual lesson. Each week that follows should build onto the lesson that was taught the previous week.

Enduring Understandings

- Students will understand that Foreign Language learning extends beyond the classroom to real-life situations.
- Students will understand that although there are similarities in homes and family life between the United States and Latin America, family practices reflect cultural perspectives.
- Students will understand that home and family play a role in self-identify.
- Students will understand family structure in Spanish speaking countries.

Essential Questions

- How does my family life reflect my culture?
- Who are the immediate members of a family?
- How can you describe your family members?
- Who makes up a family?
- What is a family?

Content - What will students know?

- Immediate family member in Spanish (Papá, Mamá, Hermano, Hermana, Abuelo, Abuela)
- Family life between US and Latin America can be different
- The grammatical structure to state who is in their family "¿Quién es?" “Es_____.”

Skills - What will students be able to do?

- Identify immediate family members in Spanish (Papá, Mamá, Hermano, Hermana, Abuelo, Abuela)
- Draw their immediate family members and label them in Spanish
- Sing a song about family in Spanish
- Introduce the members of their family to classmates in Spanish
- Form basic sentences in Spanish about who is in their family
- Understand the dynamics that make up a traditional hispanic family and how it may be different to

their own culture

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.
- Pictures of family members
- Information about family life in Latin America
- Classroom based activities using technology tools.
- Games:
    - Adivina
    - Matamoscas
    - Bingo
    - Memory/Concentration
    - What's missing? (whole group or small group)
    - Pictionary

Interpretive:

- 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.
- Read the story, "Mi familia y Yo" (Any Spanish version).
- Read other bilingual stories about families
- Class discussion: Compare and contrast the dynamics that make up a traditional hispanic family, to their own culture
- Students will give teacher the correct vocabulary word for the family member flashcard shown by

answering the question "¿Quién es?" “Es_____.” .

Interpersonal:

- Brainstorm as a class, who makes up a family and why is family important. Write students responses on the board and discuss the responses.
- Group Activity: Teacher can give students various pictures of different families, while students discuss the members they see in the picture in Spanish.

Presentational:

- Students can make a mini book about who is in their familia, in spanish.
- Students can draw their families and label each member in Spanish
- Teacher and students will create a sample family tree on chart paper to show family relationships

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:

Presentational:

- Students can make a mini book about who is in their familia, in Spanish.
- Students can draw their families and label each member is in Spanish

Key Resources

- “Ricitos de Oro” (Any Spanish version), book and pictures for summary/retelling.
- Bilingual books about family
- Practice worksheets on family

- Flashcards on la family
- Example family tree
- Information of family life in a Hispanic country
- Research interactive games to practice vocabulary
- Games (Matching/memory/guessing)
- Video de la rutina rural (Documental “Cuando voy a la escuela”; Youtube.com)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
N/A	N/A	N/A

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).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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

RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.