| ***3rd Grade***  ***Unit 2: ¿Qué tiempo hace?***  ***December - January (60 days)*** | | | | | |
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| **Targeted Standards:**  7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.  7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | | | |
| **Rationale and Transfer Goals:**  In this unit the novice-mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Through active listening, frequent repetition and practice, students will explore and learn about climate and weather, integrate weather expressions in conversation, read a weather report from a hispanic country and describe their favorite season in Spanish. | | | | | |
| **Enduring Understandings:**  Students will understand that seasons change over time.  Students will understand that it is important to learn about seasons because they are present in all cultures.  Students will understand that weather affects how people live in the world. | | | | | |
| **Essential Questions:**  What is the weather like today?  How can you describe the weather?  How can you ask someone about the weather?  What is the weather like in ….? (Madrid, Barcelona, Buenos Aires, etc)  How can you describe the weather in various months and seasons?  How do you say the names of the seasons in Spanish?  If you live in South America, are seasons different or the same as in Lindenwold, New Jersey?  What is a weather report and how do I read it? | | | | | |
| Content/Objectives | | | Instructional Actions | | |
| Content  *What students will know* | Skills  *What students will be able to do* | | Activities/Strategies  *How we teach content and skills* | | Evidence (Assessments)  *How we know students have learned* |
| Structure responses/questions about the weather  Seasons Vocabulary in Spanish  Months Vocabulary in Spanish  Weather condition vocabulary  Seasons differ in each hemisphere  How to read a weather report in Spanish  How to state the date and weather condition for the day in Spanish | Identify weather conditions in Spanish  Identify the seasons in Spanish  Identify the months/days of the week in Spanish  Categorize the seasons with the correct month of the year  Explain how the seasons differ in each hemisphere  Describe the current weather condition for the day in Spanish  Describe and role play a weather report in Spanish  Sing a song about the months and seasons in Spanish  Identify their birthday month and season in Spanish | | Use powerpoint presentation or flashcards to introduce vocabulary  TPR activities  You tube clips/Videos about the weather in Latin America  Teacher generated materials related to content  Classroom based activities using technology tools  Have students write or state the complete date and weather condition at the beginning of every class  Games: Adivina, Matamoscas, Bingo, Memory/Concentration, What’s missing? (whole group or small group), Pictionary, etc  Interpretive:  Use practice worksheets on topics in this unit  Match pictures with vocabulary words  Sing songs for topics in this unit  Students are given various weather pictures, and will write the vocabulary words under each picture in Spanish  Orally describe the weather for the day in Spanish  Categorize the seasons with the correct month of the year, with the use of flashcards  Interpersonal:  Students can ask and respond to the question ¿Qué tiempo hace? with a partner using flashcards  In pairs, students can state their birthday month and season in Spanish  Class discussion about weather in Spanish speaking countries. Students will ask and answer questions based on the lesson.  Presentational:  Students will make their own 7 days weather report in Spanish (use a rubric)  Students can give an oral presentation about a weather report from a Spanish speaking country (use a rubric)  Create your own Animoto video about weather in Spanish (use a rubric) | | Teacher Observation  Class participation  Completed practice worksheets  Quiz on vocabulary  *Example End of the Unit Assessments:*  **Presentational:**  Students will make their own weekly weather report in Spanish (use a rubric)  Create your own Animoto video about weather in Spanish (use a rubric)  Students can give an oral presentation about a weather report from a Spanish speaking country (use a rubric)  [Assessments Folder](https://drive.google.com/open?id=11OL-XdqSxSWLuKjjg3VeV7fOQ8DOZagw) |
| Spiraling for Mastery | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| Season  Months  Days of the week | | Identifying months, days, and seasons  (previously taught in 2nd grade) | | Continual practice of the content/skill until students have mastered the vocabulary. | |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).  9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).  9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. | | | | | |
| **Key resources:**  Weather Bingo  Laminated Weather Flashcards  Activity sheets  Rubrics for Presentational activities  You Tube videos:  Canción de la lluvia: <http://www.myspanishgames.com/Spanish-childrens-songs/que-llueva.html>  Weather Vocabulary in Spanish: <http://www.myspanishgames.com/Spanish-vocabulary/weather-vocabulary.html>  Qué tiempo hace: <https://www.youtube.com/watch?v=aszXrnocJY0>  Las Estaciones: <https://www.youtube.com/watch?v=XhGkTV84WZM>  Las Estaciones: <https://www.youtube.com/watch?v=U7W5oKx6g2I>  Las Estaciones: <https://www.youtube.com/watch?v=LiI0lWmgmEE>  Los Meses del Ańo <https://www.youtube.com/watch?v=LzxfSBnm620>  Reggaeton del estado del tiempo: <https://www.youtube.com/watch?v=cTpR-8ZloN0>  Sr. Jordan “El tiempo y el clima” <https://www.youtube.com/watch?v=cdMQROm3qXs>  Discover weather in Spanish: <http://www.discoverspanish.com/lesson24.swf> (This link is great)  El pronóstico del tiempo game: <http://www.myspanishgames.com/fun-Spanish-games/weather-game.html> (Great game) | | | | | |
| **Interdisciplinary Connections:**  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | | |