Unit 2: ¿Qué tiempo hace?

Content Area: **World Language**
Course(s):
Time Period: **MP2**
Length: **10**
Status: **Published**

NJSLS World Language

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 & 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 - What will students know?

- 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

Skills - What will students be able to do?

- 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

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

- 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)

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Oral Presentation
- Completed written activities
- Quiz on vocabulary

Summative Assessments - How do we know students have learned?

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

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 Año 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)

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.

Interdisciplinary Connections

RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and

	how key events occur).
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.