Unit 3: Mi Familia

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

Through active listening, frequent repetition and practice, the novice-mid language learner will be able to independently introduce the members of their family in the target language. Students will understand that there

are different types of families and homes both in the United States and Hispanic cultures.

Enduring Understandings

- Students will understand that home and family play a role in self-identification.
- 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 can independently identify and recognize vocabulary for family members and different family groupings.

Essential Questions

- How does my family life reflect my culture?
- Who are the 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 and extended members of a family in Spanish
- Simple questions and responses regarding the family in Spanish (ex: Yo tengo un hermano)
- Use of “de” to describe possessions, relationships, and origin. “La familia de Pedro” “La abuela de Daniela”.
- Home and family play a role in self identity
- Family life between US and Latin America can be different

Skills - What will students be able to do?

- Identify extended and immediate members in a family in Spanish
- Sing a song about family in Spanish
- Label and draw family members in Spanish
- Introduce the members of their family to classmates in Spanish
- Use “de” to describe possessions, relationships and origin correctly
- 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
- Practice worksheets to help students with the use of "de" to describe possessions, relationships and origin correctly
- Read the story, "Mi familia y Yo" (any Spanish version)
- Compare and contrast the dynamics that make up a traditional hispanic family, to their own culture

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: Teachers can give students various pictures of different families, while students discuss who is in the family in Spanish.

Presentational:

- Make your own family tree with the use of real pictures or drawings, by labeling all the members in Spanish (use a rubric) *Alternative project: make a family tree of a family on a TV show
- Students can write simple sentences about who is in their immediate/extended family in Spanish
- Students can make a mini book about who is in their familia in Spanish

Formative Assessments - How do we know students have learned?

- Teacher Observation
- Class participation
- Completed practice worksheets

- Quiz on vocabulary

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational:

- Make your own family tree with the use of real pictures or drawings, by labeling all the members in Spanish (use a rubric)
- Alternative project make a family tree of a family on a TV show
- Students can write simple sentences about who is in their immediate/extended family in Spanish

Key Resources

"Mi familia y Yo" (Any Spanish version) book and pictures for summary/retelling.

Tangible manipulatives.

Posters/ Flashcards

Pictures of extended and immediate family members

Let's celebrate Families Unit (Puerto Rican family) NJDED

Sr. Jordan "La Familia" Youtube.com (https://www.youtube.com/watch?v=X_v5cBtqpOM)

My Family games in Spanish (http://www.bbc.co.uk/schools/primarylanguages/spanish/families/)

Links: My familia y yo book

https://books.google.com/books?id=jU_pJKPUcdEC&pg=PA124&lpg=PA124&dq=mi+familia+y+yo+book+pdf&source=bl&ots=L_Wq_6rCJ0&sig=hydoka3F7r0lt8_ESwI2NGtKj1Q&hl=en&sa=X&ei=gAGMVf_CIYPm-QHJ3IM4&ved=0CB4Q6AEwAA#v=onepage&q&f=false

"Mi family Mini drawing book"
http://www.mendhamboro.org/cms/lib02/NJ01000391/Centricity/Domain/111/Familia.pdf

Family Bingo/ Matching games with families online.

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

http://www.discoverspanish.com/lesson9.swf

http://www.discoverspanish.com/lesson10.swf Mi familia links

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Family	Identifying immediate and extended family members	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.