| *4th Grade*  *Unit 2 : ¡Mi Casa es su Casa!*  *November - December* | | | | | |
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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, students will learn vocabulary related to the house and things in a house, such as furniture and rooms. Students will compare and contrast the layout of houses in Hispanic countries and the United States. In doing so, students will begin to understand how Hispanics live. At the end of the unit, students will use the target language vocabulary learned to describe a house that they will design. | | | | | |
| Enduring Understandings:  Students will understand that……..   * Homes vary based on families’ needs and preferences * Culture and geography influence the way homes are designed * The use of foreign language for personal enjoyment, travel, work, and enrichment encourages life-long language learning * Nouns, adjectives, and articles in Spanish are gender and number specific | | | | | |
| Essential Questions:  How do houses in the US differ from houses in Spanish-speaking countries?  How can you describe a home to someone?  What are the parts/rooms of a house?  What are some items found within the rooms?  What makes homes unique and different?  How does where you live influence how you live?  How does word order impact meaning in Spanish?  How does your home meet the needs of your family? | | | | | |
| 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* |
| * Vocabulary for rooms and items(such as furniture) in a house in Spanish * Certain shapes in spanish that are in a house * How to orally describe and design an idea house in Spanish * How to say family members in Spanish that live in their house * Houses in the US differ from houses in hispanic countries * Numbers 1-100 in Spanish * The colors of items in a house in Spanish | * Identify rooms in a house in Spanish * Identify common items(furniture) found in a house in Spanish * Compare and contrast houses in the US from houses in Spanish speaking countries * Describe orally and written about an ideal house that students will design in Spanish * Identify family members that live in their house in Spanish * Identify numbers 1-100 * Identify shapes that are located in a house in Spanish * Identify the colors of items in a house in Spanish | | * Make a Powerpoint presentation or use flashcards to introduce the vocabulary * TPR activities * Songs/short videos on youtube * Pictures of different houses in Spanish speaking countries (culturally authentic materials) * Example designs of different houses (traditional) * Pictures of items in a house * Review colors and numbers in Spanish * Review vocabulary for family members * Review vocabulary for shapes * Research interactive games online * Research spanish advertisements for houses * Games:   + Adivina   + Matamoscas   + Bingo   + Memory/Concentration   + What’s missing? (whole group or small group)   + Pictionary   Interpretive:   * Draw/match pictures, identifying house vocabulary * Sing songs or watch short clips online about houses in hispanic countries * Teacher should read bilingual stories about houses. * Give students practice worksheets to review content in this unit. * Teacher should gather information to answer comprehension questions using authentic advertisements for homes on the market in Spanish. * Teacher should discuss with students that climate, location and regional needs impact different kinds of homes and buildings around the world. * Students can practice counting 1 -100 with flashcards and songs.   Interpersonal:   * Students can compare and contrast their own bedroom in a pair/share activity * Students can compare and contrast homes in spanish speaking countries to homes in the U.S, using a venn diagram. (teacher should give students various authentic pictures of homes in US & Latin America) * In groups, students should brainstorm and make a list of all the shapes that are located in a house in Spanish . (ex: window- cuadrado)   Presentational:   * Student should pretend to be a home designer and create a house/floor plan with actual photos or drawings. Students should label everything in the house in Spanish. (use a rubric) * Students can create imovie/windows movie maker incorporating a walk through and narration of the home in Spanish. (use a rubric) * Share journal writings about their homes. | | Teacher Observation  Class participation  Completion of practice worksheets  Quiz on vocabulary  Examples of an End of Unit Assessment  Presentational:   * Student should pretend to be a home designer and create a house/floor plan with actual photos or drawings. Students should label everything in the house in Spanish. (use a rubric) * Students can create imovie/windows movie maker incorporating a walk through and narration of the home in Spanish. (use a rubric) |
| Spiraling for Mastery  Where does this unit spiral back to other units from this or previous years  in order to ensure that students retain mastery of what they’ve learned? | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| Colors in a house  Family members in a house  Shapes that could be found in a house  Numbers | | Identifying colors  Identifying family  Identifying shapes ( Previous years)  Identifying numbers | | 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:   * Teacher generated materials related to content * Maps of authentic cities * Use google earth to explore houses * Interactive activities * Find authentic pictures of homes in hispanic countries * Songs * La casa: <http://www.discoverspanish.com/lesson8.swf> * Smartboard: Display powerpoints with pictures and vocabulary * Magic Box with tangible items * Use of other interactive games online (such as kahoot) | | | | | |
| **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. | | | | | |