

# Unit 2: ¡Mi Casa es su Casa!

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

## NJSLS World Language

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WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.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.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.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.
WL.NM.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.
WL.NM.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.
WL.NM.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.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.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.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.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

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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**

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- 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**

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- 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 - What will students know?**

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- 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

## **Skills - What will students be able to do?**

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- 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

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

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- 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)

Presentation:

- Students 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.

**Formative Assessments - How do we know students have learned?**

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- Class participation
- Teacher observation
- Oral Presentation
- Completion of practice worksheets

**Summative Assessments - How do we know students have learned?**

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Examples of an End of Unit Assessment

Presentation:

- 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)

**Key Resources**

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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)

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Colors in a house	Identifying colors	Continual practice of the content/skill until students have mastered the vocabulary.
Family members in a house	Identifying family	
Shapes that could be found in a house	Identifying shapes ( Previous years)	
Numbers	Identifying numbers	

## Career Readiness, Life Literacies, and Key Skills

TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.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).
TECH.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.
TECH.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).
TECH.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).

## Interdisciplinary Connections

ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

ELA.W.WP.4.4.E

After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.