

# Unit 3: ¿Qué me pongo?

Content Area: **World Language**  
Course(s):  
Time Period: **MP3**  
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 develop communication skills in the target language to describe clothing worn by people in hispanic countries including themselves. In addition, they will talk about seasons and weather and

how they directly relate to what people wear and how they determine fashion needs or trends. At the end of the unit, students will be fashion designers and create their own fashion line in Spanish.

### **Enduring Understandings**

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- Clothing worn around the world varies among and within cultures.
- Seasons and weather conditions affect what we wear.
- Nouns, adjectives and articles in Spanish are gender and number specific

### **Essential Questions**

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- How does the clothing of a place reflect the culture?
- How does where you live influence how you dress?
- What role does gender play in describing clothing in Spanish?
- What clothing items do I wear when it's hot or cold outside?

### **Content - What will students know?**

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- The impact of weather, seasons, and geographical locations affects what clothing you use.
- Nouns, adjectives and articles in Spanish are gender and number specific
- Clothing vocabulary in Spanish
- The seasons in Spanish
- Weather conditions in Spanish
- How to express articles of clothing by color and size
- Express what clothing items they like or dislike

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

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- Identify clothing items in Spanish
- Identify articles of clothing by color and size in Spanish

- Identify the seasons in Spanish
- Identify the weather condition of each season in Spanish
- Use correct word order and gender agreement in Spanish
- Express what clothing items students like or dislike in Spanish

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

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- Use powerpoint/flashcards to introduce the vocabulary
- Vocabulary list for students
- Review numbers to count clothing items
- Review colors to identify the colors in clothing items
- Actual clothing items to play identifying games
- Research interactive games for clothing
- Pictures of authentic clothing
- Games: Adivina, Matamoscas, Bingo, Memory/Concentration, What's missing? (whole group or small group), Pictionary

#### Interpretive:

- Practice worksheets on this unit
- Songs about topics in this unit
- Listening Activity: Students will listen to descriptions about clothing items, while they write the clothing items being described in Spanish.
- Listening Activity: Students will listen to a description of the weather in Spanish and then select the appropriate clothing that should be worn with that specific weather condition.
- Show cultural clothing from different Spanish-Speaking countries and have students predict the country of origin.
- Compare and contrast typical and traditional clothes worn in Spanish speaking countries to those in the United States.

#### Interpersonal:

- Describe the color and size of different articles of clothing to a partner in Spanish.
- Pair and share: Describe classmates' clothes to a partner and guess which classmates it is in the classroom.
- Provide an oral description of an outfit from a magazine in Spanish to a partner and see if their drawings match.
- Pair and share: students can state or write their likes/dislikes of clothing items

#### Presentational:

- Students can share photos of their favorite seasonal outfits and describe what they are wearing in each picture in Spanish.
- Have a class fashion show and have students orally describe what they have on.
- Create a multimedia presentation of clothes with descriptions of various seasonal clothing by category

(use a rubric)

- Students can pretend to be a fashion designer and create their own fashion line in Spanish. (use a rubric)

### **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

Presentational:

- Create a presentation of clothes with descriptions of various seasonal clothings by category (use a rubric)
- Students can pretend to be a fashion designer and create their own fashion line in Spanish. (use a rubric)

### **Key Resources**

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Key resources:

- Teacher made powerpoint to introduce vocabulary
- Actual Clothing items
- Worksheets about the topic
- Wordsearches
- CD's -Songs about clothing and weather
- Books about La Ropa
- Magic Box with tangible items

- Pictures of different clothing items in hispanic countries
- La ropa: <http://www.discoverspanish.com/lesson35.swf>
- Smart Board activities: Interactive games
- Weather/Clothing- Flashcards
- Research on the internet Mariquitas de papel
- Games
- La Ropa: <http://www.digitaldialects.com/Spanish/Clothes.htm>

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Weather	Identifying weather conditions	Continual practice of the content/skill until students have mastered the vocabulary.
Seasons	Identifying seasons	
Colors	Identifying Colors (Spiraling Every year)	
Likes and dislikes	Identifying Likes and Dislikes	

### **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.
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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.