

Novice Low - Year 4

Content Area: **World Language**
Course(s): **Spanish 3**
Time Period: **MP1-4**
Length: **MP1-4**
Status: **Published**

Core Topics

- Greetings/Farewells
- My name is.../What's your name?
- Titles (Señora, Señorita, Señor)
- Colors
- Numbers 1-20
- Sports
- Food and Drinks
- Clothing

Technology Integration

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

Activity

Using the virtual online feature, visit the Prado Museum in Spain at <https://www.museodelprado.es/en/whats-on/multimedia/visual-guide-to-the-prado-museum/4621ae59-3080-43bb-892b-34721f47ca96>

Cross-Curricular Integration

SL.1.6. Produce complete sentences when appropriate to task and situation.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1)

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

(3-LS3-1), (3-LS3-2)

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS3-1), (3-LS3-2)

8.1.5.DA.1 Organize and display data in order to highlight relationships or support a claim

8.1.5.DA.3 Organize and present collected data visually to highlight relationships or support claims.

9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems (e.g., personal, academic, community, global).

9.3.12.AR-AV.4 Design an audio, video and/or film production.

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

9.3.12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

3.G.A. Reason with shapes and their attributes.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion

Enduring Understandings

7.1 World Languages

7.1.NL.IPRET.1: Identify memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

- Identify and name colors, numbers and shapes in Spanish.
- Sing Los Colores song
- Sing Numbers song
- Read aloud Spanish stories to model familiar words and phrases.
- Sports
- Food and Drinks
- Clothes

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

- Respond to classroom commands such as Come to the carpet, Stand up, Sit down, Listen

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- Spanish greetings and farewells: hola, buenos días, buenas noches, hasta luego, hasta mañana, and adiós.
- Buenos Días Song
- Adiós Amigos song
- Paper Cempasuchil: Spanish Paper Flowers
- Some common foods from Spanish speaking countries

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

- Recognize climate words such as sunny, rainy, snowy, cloudy in relation to the day's weather

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

- ¿Cómo te llamas? (What's your name?)
- ¿De que color es...? (What color is...?)
- ¿Qué tiempo hace? (What is the weather like?)
- ¿Te gustas..? (Do you like?)
- ¿Qué llevas? (What are you wearing?)

7.1.NL.IPERS.2: Share basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. Often the speaker uses gestures and/or visuals to convey meaning.

7.1.NL.IPERS.3: Express a few basic preferences and/or feelings using memorized words and phrases that are often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

- Respond to classroom commands such as Come to the carpet, Stand up, Sit down, Listen

7.1.NL.IPERS.5: Imitate a few culturally authentic gestures when greeting others and during leave takings

- Spanish greetings and farewells: hola, buenos días, buenas noches, hasta luego, hasta mañana, and adiós.
- Buenos Días Song
- Adiós Amigos song

7.1.NL.IPERS.6: Share names of a few memorized and practiced words and phrases related to climate change in target culture(s) and in students' own cultures.

- Practice using climate words such as sunny, rainy, snowy, cloudy in relation to the day's weather

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced. Often the information is supported by gestures and visuals.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

- Familiar people, places, and objects
- ¿Qué es? (What is it?)
- Es un(una)... (It is a/an...)
- Yo prefiero... (I prefer [blue])

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

- Spanish greetings and farewells: hola, buenos días, buenas noches, hasta luego, hasta mañana, and adiós.
- Buenos Días Song
- Adiós Amigos song

7.1.NL.PRSNT.4: Express names of a few memorized and practiced words and phrases related to climate change in target culture(s) and in students' own culture.

- Practice using climate words such as sunny, rainy, snowy, cloudy in relation to the day's weather