

# 05\_ Los Animales y Los Hábitats

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, geography of the Spanish-speaking countries, the numbers, dates, time, activities, descriptions, school, clothing, professions and places. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

### ***Objectives- Students will understand that:***

- there are different types of habitats in Spanish-speaking countries where specific animals live.
- there are animals with different characteristics in the United States and in the Spanish-speaking cultures.

### ***Essential Questions:***

- How can I express the weather in Spanish?
- What are the differences in climates between where I live versus locations within the Spanish-speaking world?
- How do I express temperature in Spanish-speaking countries?
- How do animals adapt in different climates in Spanish-speaking countries?
- Where do various animals live in Spanish-speaking countries?

### ***Enduring Understandings:***

- Habits around the world vary based on weather and temperature.
- Different animals live in varied habitats around the world, such as forests, lakes, oceans and farms.

## CONTENT AREA STANDARDS

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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.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.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.  Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- different habitats around the world use different weather expressions.
- there are different animals and habitats in Spanish-speaking countries around the world.
- the verb "VIVIR" is used in Spanish to describe where people or animals live.
- each animal has a different definite or indefinite article depending on if the word for the animal is masculine or feminine.

### **Procedural Knowledge**

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Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases from the animals and habitats vocabulary.
- 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 from the animals and habitats vocabulary.
- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to the animals and habitats vocabulary.
- name and label tangible cultural products associated with climate change in the Hispanic regions of the world.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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1. Exit ticket: How can I describe my surrounding environment in another language?

2. Game: Pictionary with weather terms
3. Writing activity/art work: Students will create a flier for their missing pet.
4. Writing activity: Write a short essay about nine different animals in different geographical locations including the weather and descriptions.
5. Writing activity: Students will write a descriptive essay about an animal that is similar to them.
6. Listening comprehension: Descriptions of animals and students will identify the animals.
7. Exit ticket: How does the weather and habitat influence animal behavior?

### **Summative Assessments**

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1. Project: Los colores y los animales
2. Quiz: Animals
3. Project: Create a storybook including the weather, the animals and the geographical locations-Brainstorm for the storybook. Work in pairs.
4. Project: Create a story using [www.blabberize.com](http://www.blabberize.com) including the weather, the animals and the geographical locations.
5. Speaking assessment: Information Gap - I will create two different versions of a dialogue and hand out version A to Student A and version B to Student B. The idea behind this is all the B section sentences that are missing on version A appear on version B; and vice versa. The students will help each other fill in their missing information.

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- BBC Galapagos film series - three parts. Discover animals in the Galapagos Islands. Guided study.
- [Googles slides "Los colores"](#)
- [Game: Around the World - Animales](#)
- [Google slides with animals](#)

- [Googles slides for the verb "VIVIR"](#)
- Use of whiteboards to practice the numbers
- Buen Viaje 1
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Quizlet, Kahoot and Blooket games
- Teacher created Jeopardy
- [Packet - Los Animales y Los Hábitates](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition, Information Writing

Visual Performing Arts - Dramatization

Science & Health - Geoscience, Environmental literacy

Technology/Multimedia - Educational tech applications

Math - computations

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Accommodations & Modifications**

#### **Students within Special Education programs:**

\*Individual accommodations and modifications will be made according to the IEP document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

### **Students with 504s:**

\*Individual accommodations and modifications will be made according to the 504 document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

### **English Learners:**

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Native Language translation

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

**At Risk of Failure:**

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

**Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments