

# 01\_Los Colores

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **15-20 days**  
Status: **Published**

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

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### **Spanish 3 Elementary**

This is an introductory Spanish 3 elementary course. The units include colors, days of the week, the months of the year, dates, numbers, expressing likes and dislikes, the parts of the body, farm animals, culture, and descriptions. Students will learn different Spanish vocabulary words. They will learn to answer questions in Spanish and write simple sentences. This course develops the essential pieces of learning a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational.

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

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Students will understand that:

- the use of color words is universal.

Essential Questions:

- How can I use color words to answer questions about different objects?
- Can I identify color words when I read them?
- Can I identify color words when I hear them?

## **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.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.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
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.

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

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RF.3.3.B	Decode words with common Latin suffixes.
TECH.K-12.P.4	Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- color words can be used to answer questions in Spanish when describing a noun.
- color words can be identified in texts.

### **Procedural Knowledge**

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Students will be able to:

- copy and write words, phrases or simple guided texts using color vocabulary.
- identify familiar spoken and written words, phrases and simple sentences in culturally authentic materials and other resources as related to color vocabulary.
- request and provide information by asking and answering simple practiced questions, using memorized words and phrases as related to color vocabulary.
- report on the content of short messages that they hear, view and read in predictable culturally authentic materials related to color vocabulary.
- present information from age and level appropriate, culturally authentic materials or in writing as related to color vocabulary.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

## **Benchmark Assessments**

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Edulastic Assessments

## **Formative Assessments**

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Exit ticket: Write color word in Spanish for given objects

Speaking activities

## **Summative Assessments**

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Oral listening color activity

Oso Pardo matching activity

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

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[Color song](#)

Teacher worksheet

Oso Pardo, Oso Pardo

Epic

I spy game

whiteboards

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts-Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

