

# 05\_ El Monstruo (Body Parts, Noun/Adjective Agreement, Tener)

Content Area: **World Language**

Course(s):

Time Period: **Full Year**

Length: **30 days**

Status: **Published**

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

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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 body parts is universal.
- nouns in Spanish can be singular/plural; masculine/feminine.
- adjectives in Spanish must agree with the nouns they are describing.
- the verb tener is used to express has and doesn't have.

Essential Questions:

- Can I identify the parts of the body when spoken?
- Can I identify the parts of the body in written text?
- Can I use tiene/no tiene to express what body parts the monster has and doesn't have?
- What does it mean to be a singular/plural noun; masculine/feminine noun?
- How do I change adjectives in Spanish to agree with nouns?

## **CONTENT AREA STANDARDS**

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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.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.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

## **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.RL.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.
LA.RF.3.3.B	Decode words with common Latin suffixes.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.

## **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:

- nouns in Spanish are singular/plural and masculine/feminine.
- nouns and adjectives have to agree in number and gender.
- tiene is used to express has and no tiene is used to express doesn't have.

## **Procedural Knowledge**

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Students will be able to:

- copy/write words and phrases on familiar topics such as the parts of the body.
- follow simple oral directions using body part vocabulary when participating in the classroom.
- identify parts of the body and color vocabulary based on simple oral and written descriptions.
- identify parts of the body and color vocabulary contained in culturally authentic materials and other resources related to this theme.

## **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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body part checklist

monster exit ticket

## **Summative Assessments**

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teacher observational checklist

oral listening: monster drawing activity

written monster descriptions

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

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Play Simon dice...

[Monster body part game](#)

[Worksheets](#) (Tener, Nouns/Adjectives):

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts-Language Acquisition

English/Language Arts-Grammar

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

