

04_ Las Frutas(Nouns/Adjectives, Ser, Gustar)

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **25-30 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

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

Students will understand that:

- the use of fruit vocabulary in universal.
- the verb gustar is used to express likes and dislikes.
- ser is used to write simple descriptive sentences.
- nouns in Spanish can be singular and plural; masculine and feminine.
- adjectives in Spanish must agree with the nouns that they are describing.

Essential Questions:

- Can I identify fruit vocabulary when written?
- Can I identify fruit vocabulary when spoken?
- Can I express my opinion using gustar?
- Can I use ser (es and son) to write a simple sentence to describe fruit?
- What does in mean to be a singular/plural noun; masculine/feminine noun?
- How do I change adjectives in Spanish to agree with nouns?

CONTENT AREA STANDARDS

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

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

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.RF.3.3.B	Decode words with common Latin suffixes.
TECH.K-12.P.4	Demonstrate creativity and innovation.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- gustar is used to express an opinion in Spanish.
- ser is used to write simple descriptive sentences about fruit.
- nouns in Spanish are singular/plural and masculine/feminine.
- nouns and adjectives have to agree in number and gender.

Procedural Knowledge

Students will be able to:

- copy/write fruit vocabulary words in Spanish.
- write adjectives that agree with nouns in Spanish.
- identify fruits based on oral and written descriptions.
- answer simple practiced questions regarding fruit vocabulary using memorized words and phrases.
- ask simple practiced questions regarding fruit vocabulary using memorized words and phrases.
- write simple sentences describing fruits using the verb ser.
- present basic personal information regarding likes and dislikes of fruits in Spanish.

EVIDENCE OF LEARNING

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

Alternate Assessments

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

Benchmark Assessments

Edulastic Assessments

Formative Assessments

Fruit vocabulary checklist

Descriptive sentence exit ticket

Summative Assessments

Teacher observational checklist

Fruit salad project

RESOURCES (Instructional, Supplemental, Intervention Materials)

[gusta/gustan flashcard activity](#)

[noun/adjective fruit matching game](#)

fruit salad: [Fruit Bowls Ensalada de fruta](#)

[fruit bingo](#)

teacher worksheet: [FrutasGusta.pdf](#)

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts-Language Acquisition

English/Language Arts-Grammar

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.