

# 05\_El Reloj

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20-25 days**  
Status: **Published**

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

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This is a Spanish 4 elementary course. The units include a review of Spanish 3 elementary, school supplies, sports, weather and clothing, telling time, food and the culture of Spain.

Students will learn different Spanish vocabulary words. They will continue to answer questions in Spanish and write simple sentences that give opinions and descriptions. 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:

- telling time is universal.
- there are two different ways to tell time in Spanish.

Essential Questions:

- How does telling time vary from how we tell time in English?
- How can I use telling time to answer questions regarding daily life and school schedules?

## **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.

## **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.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
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.
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:

- there are two different ways to tell time in Spanish.
- telling time can be used when discussing daily routines and schedules.

### **Procedural Knowledge**

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Students will be able to:

- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic material and other resources as relating to number and telling time vocabulary.
- report on the content of short messages that they hear view and read in predictably

culturally authentic material regarding times, routines and schedules.

- ask and answer simple practiced questions using memorized words and phrases related to telling time and schedule.
- copy and write numbers 0-60 which are used for telling time.

## **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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Educational Assessments

## **Formative Assessments**

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Exit Ticket

Teacher Observational Checklist

## **Summative Assessments**

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Teacher Observational Checklist

School Schedule Project

Time Matching Game

Oral Listening and Speaking Activity Que hora es...?

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

whiteboards

Judy Clocks

Teacher Worksheets

[YouTube-La Hora](#)

[YouTube-Menos](#)

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

Kahoot

Blooket

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### **INTERDISCIPLINARY CONNECTIONS**

English/Language Arts-Language Acquisition

Math-Computation

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.