

# Cover Page Spanish Grades 2-3

Content Area: **World Languages**

Course(s):

Time Period: **Sample Time Period**

Length: **Sample Length**

Status: **Not Published**

**Title Page, Table of Contents, Statement of purpose**

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# Grade 2 - Unit 1: ¡Hola amigos! (Hello friends!)

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **1st Marking Period**  
Length: **10 Classes**  
Status: **Not Published**

## Summary of the Unit

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Students are introduced to the Spanish language and use the three modes of communication (interpretive, interpersonal and presentational) to explore basic greetings, introductions and feelings. Students will also begin to recognize and physically respond to classroom commands. Students will be able to understand and interpret spoken and written language, to engage in meaningful conversation, and to present information, concepts and ideas, while gaining an understanding of the perspectives of other cultures.

## Enduring Understandings

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## Essential Questions

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- How do I use another language to communicate with others and express my feelings?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

## Summative Assessment and/or Summative Criteria

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Students will demonstrate their learning by:

- Guided conversation with a classmate sharing an appropriate greeting, their name, how they are feeling

and a farewell expression.

## Resources

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- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## Unit Plan

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Topic/Selecti on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Spanish Alphabet (2 weeks)	<ul style="list-style-type: none"><li>• SWBAT identify the sounds and recognize the letters of the Spanish alphabet.</li><li>• SWBAT distinguish differences between the American and Spanish alphabet.</li></ul>	<ul style="list-style-type: none"><li>• Repeat letters of the alphabet in Spanish and sing the Spanish Alphabet chorally.</li><li>• Compare/contrast the American alphabet and Spanish alphabet.</li><li>• Use the Spanish alphabet to practice spelling familiar words.</li><li>• Participate in a class Spelling</li></ul>	<ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Class Discussion</li><li>• Questions/Answers</li></ul>	<p>7.1.NL.IPRET. 1</p> <p>7.1.NL.PRSN T.1</p>

		<p>Bee. Students write their name, point to each letter and practice saying the letters aloud in Spanish.</p> <ul style="list-style-type: none"> <li>• Students write letters as teacher says them aloud.</li> </ul>		
<p>Basic greetings, introductions and feelings  (5 weeks)</p>	<ul style="list-style-type: none"> <li>• SWBAT express their own name and ask another person's name.</li> <li>• SWBAT recall and respond to basic greetings.</li> <li>• SWBAT tell how they are feeling and inquire about someone else's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher models own name and students practice introducing themselves to classmates.</li> <li>• Students sing thematic songs and chants.</li> <li>• Students participate in oral modeling of question and response.</li> <li>• Teacher uses picture prompts/objects to elicit various greetings.</li> <li>• Students sort and sequence pictures according to the proper greetings.</li> <li>• Teacher uses TPR gestures, songs and facial expressions to introduce emotions.</li> <li>• Students match pictures of emotions with corresponding</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	<p>7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.5  7.1.NL.IPRET.1 7.1.NL.IPRET.3  7.1.NL.PRSN T.1 7.1.NL.PRSN T.2 7.1.NL.PRSN T.3</p>

		<p>word cards.</p> <ul style="list-style-type: none"> <li>• Students create/present a self-portrait with a written description to portray how they are feeling.</li> </ul>		
<p>Basic Classroom Commands (2 weeks)</p>	<ul style="list-style-type: none"> <li>• SWBAT interpret and physically respond to basic classroom commands.</li> </ul>	<ul style="list-style-type: none"> <li>• Students physically respond to basic class commands including: <i>Miren</i> (Look), <i>Levanten la mano</i> (Raise your hand), <i>Escuchen</i> (Listen), <i>Escriban</i> (Write), <i>Levántense</i> (Stand Up) and <i>Siéntense</i> (Sit Down).</li> <li>• Students label photos with the appropriate classroom command.</li> <li>• Students toss dice with written classroom commands. Those who catch the dice must read the phrase aloud and act out the command.</li> <li>• Students participate in hands-on games to demonstrate acquisition of target vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> </ul>	<p>7.1.NL.IPERS.1</p> <p>7.1.NL.IPERS.2</p> <p>7.1.NL.IPERS.4</p> <p>7.1.NL.IPRET.1</p> <p>7.1.NL.IPRET.2</p> <p>7.1.NL.PRSN T.1</p>
<p>Culture: Hispanic Heritage Month</p>	<ul style="list-style-type: none"> <li>• SWBAT explore the significance of Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>• Video/discussion introducing Hispanic Heritage Month. Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>	<p>7.1.NL.IPERS.5</p> <p>7.1.NL.IPRET.1</p>

(1 week)	Heritage Month.	students in class can share about their own culture.	<p>Observation</p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Questions/Answers</li> </ul>	7.1.NL.PRSNT.3
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## Standards

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FL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
FL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
FL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
FL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
FL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
FL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
FL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
FL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.

## Suggested Modifications for Special Education, ELL & Gifted Students

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The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and knowledge of their community.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among

various backgrounds and cultures.

- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.
- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.
- Allow for additional time when needed.
- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

### **Suggested Technological Innovations/Use**

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- Computers
- Chromebooks
- iPads
- Smartboards
- Websites

### **Cross-Curricular/21st Century Connections**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Geography, People, and the Environment: Global Interconnections
LA.RF.2	Reading Foundation Skills
LA.W.2	Writing





# Grade 2 - Unit 2: El Calendario (The Calendar)

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **2nd Marking Period**  
Length: **10 Classes**  
Status: **Not Published**

## Summary of the Unit

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Students identify vocabulary associated with the calendar such as the days of the week and months of the year. They compare the structure of the weekly calendar in Spanish-speaking countries. They also compare celebrations throughout the year in the United States and various Spanish speaking countries.

## Enduring Understandings

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## Essential Questions

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- How do I use another language to communicate with others and express my feelings?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

## Summative Assessment and/or Summative Criteria

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Students will demonstrate their learning by:

- Creating their own yearly calendar with days of the week and months of the year in Spanish.

## Resources

- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## Unit Plan

Topic/Selecti on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Days of the week and months of the year (6 weeks)	<ul style="list-style-type: none"> <li>• SWBAT recite the days of the week and months of the year in sequence.</li> <li>• SWBAT distinguish differences between the American and Spanish calendar (no capital letters and week begins with Monday).</li> <li>• SWBAT correlate</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher leads choral singing of days of the week songs.</li> <li>• Compare/contrast the American and Spanish calendar.</li> <li>• Students sequence manipulatives of days (or months) and identify which ones come before/after.</li> <li>• Students guess which day (or month) is missing from a calendar.</li> <li>• Students express their favorite day</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPRET.1 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2

	<p>holidays (and birthdays) according to the months.</p>	<p>of the week; teacher graphs the class data.</p> <ul style="list-style-type: none"> <li>• Teacher models correct pronunciation of the months using songs and gestures.</li> <li>• Students illustrate holiday symbols to correspond with each month of the year.</li> <li>• Students create a graph of classmates' birth months.</li> </ul>		
<p>Numbers 1-12 (3 weeks)</p>	<ul style="list-style-type: none"> <li>• SWBAT identify and recognize numbers 1-12 in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Students repeat number words individually and chorally.</li> <li>• Students sing thematic songs and chants.</li> <li>• Student use numbers to count the days of the week, months of the year, and objects related to holidays during each month.</li> <li>• Play Number Bingo.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> </ul>	<p>7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPRET.1 7.1.NL.PRSNT.1</p>
<p>Culture: Día de los Muertos (1 week)</p>	<ul style="list-style-type: none"> <li>• SWBAT explore when, why and how Día de los Muertos is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Video and discussion about Día de los Muertos.</li> <li>• Color by number sugar skull activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> </ul>	<p>7.1.NL.IPRET.1</p>

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## Standards

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FL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
FL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
FL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
FL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

## Suggested Modifications for Special Education, ELL & Gifted Students

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The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and knowledge of their community.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures.
- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.
- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.

- Allow for additional time when needed.
- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

### **Suggested Technological Innovations/Use**

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- Computers
- Chromebooks
- iPads
- Smartboards
- Websites

### **Cross-Curricular/21st Century Connections**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
LA.RF.2	Reading Foundation Skills
LA.W.2	Writing
LA.SL.2	Speaking and Listening

# Grade 2 - Unit 3: Los Animales de la Granja (Farm Animals)

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **3rd Marking Period**  
Length: **10 Classes**  
Status: **Not Published**

## Summary of the Unit

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Students are introduced to farm animals in Spanish. They describe the animals using basic Spanish colors, as well as size adjectives. Students also explore how animal sounds are different in the Spanish culture than in our own.

## Enduring Understandings

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## Essential Questions

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- How do I use another language to communicate with others and express my feelings?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
- What are some differences between animal sounds in my culture and others?

## Summative Assessment and/or Summative Criteria

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Students will demonstrate their learning by:

- Creating a written description (with illustration) of a favorite farm animal utilizing vocabulary and adjectives learned in this

unit. Students will read descriptions aloud and ask the class to guess the animal.

## Resources

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- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## Unit Plan

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Topic/Selecti on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Farm Animals (5 weeks)	<ul style="list-style-type: none"> <li>• SWBAT identify farm animals in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher utilizes picture cards, gestures and sounds to introduce farm animals.</li> <li>• Teacher leads choral and call and response singing of target language songs and chants.</li> <li>• Teacher presents a read aloud with scaffolded questioning of specific animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	7.1.NL.IPERS .1 7.1.NL.IPERS .2 7.1.NL.IPERS .3  7.1.NL.IPRET .1 7.1.NL.IPRET .2  7.1.NL.PRSN T.1 7.1.NL.PRSN T.2

		<ul style="list-style-type: none"> <li>• Students engage in hands-on and movement games (bingo, 4 corners, charades, memory) to reinforce animal vocabulary.</li> <li>• Students sketch and describe a farm animal aloud - show and tell.</li> </ul>		
<p>Colors and size adjectives [small (pequeño), medium (mediano) and large (grande)] (4 weeks)</p>	<ul style="list-style-type: none"> <li>• SWBAT utilize basic Spanish colors and size adjectives [small (pequeño), medium (mediano) and large (grande)] to describe farm animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher introduces colors song.</li> <li>• Students follow directed coloring of animals.</li> <li>• Student demonstrates hand gestures as comprehensible input for size vocabulary.</li> <li>• Teachers create riddles for guessing games.</li> <li>• Students sequence animal picture cards based on oral descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> </ul>	<p>7.1.NL.IPERS .1 7.1.NL.IPERS .2 7.1.NL.IPERS .3  7.1.NL.IPRET .1 7.1.NL.IPRET .2  7.1.NL.PRSN T.1 7.1.NL.PRSN T.2</p>
<p>Culture: Animals sounds (1 week)</p>	<ul style="list-style-type: none"> <li>• SWBAT identify the sounds of animals in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Video/discussion regarding different animal sounds in Spanish.</li> <li>• Students match animals to their sounds and guess which animal is described based on sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> </ul>	<p>7.1.NL.IPRET.1</p>



## Standards

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FL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
FL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
FL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
FL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
FL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

## Suggested Modifications for Special Education, ELL & Gifted Students

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The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and knowledge of their community.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures.
- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.
- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.
- Allow for additional time when needed.

- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

## **Suggested Technological Innovations/Use**

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- Computers
- Chromebooks
- iPads
- Smartboards
- Websites

## **Cross-Curricular/21st Century Connections**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
LA.RF.2	Reading Foundation Skills
LA.W.2	Writing
LA.SL.2	Speaking and Listening

# Grade 2 - Unit 4: Mi Cuerpo (My Body)

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **4th Marking Period**  
Length: **10 Classes**  
Status: **Not Published**

## Summary of the Unit

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Students identify parts of the body in Spanish. They also describe body parts using basic adjectives and learn to express physical discomfort in the target language.

## Enduring Understandings

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## Essential Questions

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- How do I use another language to communicate with others and express my feelings?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
- How can I express physical discomfort in the target language?

## Summative Assessment and/or Summative Criteria

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Students will demonstrate their learning by:

- Designing a friendly monster, labeling its body parts in Spanish, and writing/presenting a detailed description of the monster.

## Resources

- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## Unit Plan

Topic/Selecti on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Body parts (5 weeks)	<ul style="list-style-type: none"> <li>• SWBAT identify parts of the body in Spanish.</li> <li>• SWBAT utilize body parts vocabulary to describe various creatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-lead choral singing of vocabulary specific songs including the Hokey Pokey <i>en español</i> and <i>Cabeza Hombros, Rodillas, Pies</i>.</li> <li>• Students participate in thematic games including: -Flyswatter vocabulary recognition -What is</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	7.1.NL.IPERS. 1 7.1.NL.IPERS. 2 7.1.NL.IPRET. 1 7.1.NL.IPRET. 2 7.1.NL.IPRET. 3 7.1.NL.PRSNT .1 7.1.NL.PRSNT .2

		<p>missing? Memory game (show pictures of characters missing parts) -Build a body: roll die and add the indicated part to the body</p> <ul style="list-style-type: none"><li>• Students identify similarities and differences between photos.</li><li>• Teacher narrates movement games (Simón Dice) and TPR movements.</li><li>• Students listen as teacher describes monster using body parts vocabulary as well as previously learned vocabulary (numbers, colors, adjectives, etc.). Students guess which monster is being described.</li><li>• Students create an illustration of</li></ul>		
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		<p>an imaginary creature following the teacher's oral prompts. For example, teacher tells students in Spanish “draw two heads; give the creature five arms” etc.</p>		
<p><i>Me duele</i> (2 weeks)</p>	<ul style="list-style-type: none"> <li>• SWBAT use the phrase <i>Me duele to</i> express physical discomfort or pain in various body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students role-play a sickness or injury based on command given by teacher.</li> <li>• Students play charades, as classmates guess the injuries in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> </ul>	<p>7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2</p>
<p>Culture: Cinco de Mayo (1 week)</p>	<ul style="list-style-type: none"> <li>• SWBAT explore when, why and how Cinco de Mayo is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Video and discussion about Cinco de Mayo and the Mexican culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> </ul>	<p>7.1.NL.IPRET.1</p>
<p>Vocabulary Review (2 Weeks)</p>	<ul style="list-style-type: none"> <li>• SWBAT demonstrate comprehension of</li> </ul>	<ul style="list-style-type: none"> <li>• Students actively participate in review songs/videos</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> </ul>	<p>7.1.NL.IPERS.1 7.1.NL.IPERS.2</p>

	vocabulary learned through songs/videos and games.	and hands-on vocabulary review games:  1. Charades 2. Memory 3. Pictionary 4. Simon Says		7.1.NL.IPRET.1 7.1.NL.IPRET.2  7.1.NL.PRSNT.1 7.1.NL.PRSNT.2
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## Standards

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FL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
FL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
FL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
FL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
FL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

## Suggested Modifications for Special Education, ELL & Gifted Students

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The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and knowledge of their community.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures.
- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.

- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.
- Allow for additional time when needed.
- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

### **Suggested Technological Innovations/Use**

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- Computers
- Chromebooks
- iPads
- Smartboards
- Websites

### **Cross-Curricular/21st Century Connections**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
LA.RF.2	Reading Foundation Skills
LA.W.2	Writing
LA.SL.2	Speaking and Listening



# Grade 3 - Unit 1: Vamos a Conocernos (Let's Get to Know Each Other)

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **1st Marking Period**  
Length: **8 Classes**  
Status: **Not Published**

## Summary of the Unit

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Students are introduced to the Spanish language and use the three modes of communication (interpretive, interpersonal and presentational) to explore basic greetings, introductions, feelings and expressions of courtesy. Students will be able to understand and interpret spoken and written language, to engage in meaningful conversation, and to present information, concepts and ideas, while gaining an understanding of the perspectives of other cultures. Students will also make connections with other content areas, while comparing the language and culture with their own.

## Enduring Understandings

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## Essential Questions

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- How do I use another language to communicate with others and express my feelings?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden

my opportunities?

## **Summative Assessment and/or Summative Criteria**

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Students will demonstrate their learning by:

- Guided conversation with a classmate sharing the following information: name, how they are feeling, where they are from and their age/birthday.
- Comic Strip: Students will create their own comic strip by writing a conversation between friends in speech bubbles.

## **Resources**

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- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## **Unit Plan**

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<b>Topic/Selecti on Timeframe</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Benchmarks/Assessments</b>	<b>Standards</b>

<p>Basic greetings , introductions, feelings and expressions of courtesy</p> <p>(4 weeks)</p>	<ul style="list-style-type: none"> <li>• SWBAT express their own name and ask another person's name.</li> <li>• SWBAT recall and respond to greetings and courtesy expressions.</li> <li>• SWBAT tell how they are feeling and inquire about someone else's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Model own name. Toss a ball to a student asking his/her name. Recipient states name and tosses ball to another student.</li> <li>• Participate in oral modeling of question and response.</li> <li>• Play Charades to reinforce vocabulary. Students act out how they are feeling, while others guess the corresponding phrase.</li> <li>• Create an emoji with matching description to portray feelings.</li> <li>• Peer interviews.</li> <li>• Create/present dialogues based on vocabulary words learned.</li> </ul> <ol style="list-style-type: none"> <li>1. ¡Hola! Buenos días. Buenas tardes.</li> <li>2. ¿Cómo te llamas? Me llamo ____.</li> <li>3. ¿Cómo estás? Estoy ____, gracias. ¿Y tú? (Feelings)</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	<p>7.1.NL.IPERS.1</p> <p>7.1.NL.IPERS.2</p> <p>7.1.NL.IPERS.5</p> <p>7.1.NL.IPRET.1</p> <p>7.1.NL.IPRET.3</p> <p>7.1.NL.PRSNT.1</p> <p>7.1.NL.PRSNT.2</p> <p>7.1.NL.PRSNT.3</p>
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		<p>4. ¿De dónde eres? Soy de _____.</p> <p>5. ¡Adiós! ¡Hasta luego!</p>		
<p>Numbers 1-31 and months (3 weeks)</p>	<ul style="list-style-type: none"> <li>• SWBAT identify the numbers 1-31 and apply them.</li> <li>• SWBAT express their age and ask a classmate's age using numbers and the verb tener.</li> <li>• SWBAT recall the months of the year and form dates including birthdays.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat number words individually and chorally.</li> <li>• Use numbers to count (and review) days of the week.</li> <li>• Use calendar to identify and count the months of the year.</li> <li>• Solve basic mathematics problems.</li> <li>• Participate in oral modeling of question and response.</li> <li>• Toss a ball to a student stating a month of the year. Recipient names the month of the year that follows.</li> <li>• Complete a class birthday survey.</li> <li>• Peer interviews:</li> </ul> <p>1. ¿Cuántos años tienes? Tengo _____ años.</p> <p>2. ¿Cuándo es tu</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	<p>7.1.NL.IPERS.1</p> <p>7.1.NL.IPERS.2</p> <p>7.1.NL.IPERS.5</p> <p>7.1.NL.IPRET.1</p> <p>7.1.NL.IPRET.3</p> <p>7.1.NL.PRSNT.1</p> <p>7.1.NL.PRSNT.2</p> <p>7.1.NL.PRSNT.3</p>

		<p>cumpleaños? Mi cumpleaños es el ___ de ___.</p>		
<p>Culture: Spanish- speaking countries around the world and Hispanic Heritage Month Month (1 week)</p>	<ul style="list-style-type: none"> <li>• SWBAT explore where Spanish is spoken around the world.</li> <li>• SWBAT explore the significance of Hispanic Heritage Month.</li> </ul>	<ul style="list-style-type: none"> <li>• Video, map and discussion about where Spanish is spoken, and if any students speak Spanish.</li> <li>• Students recall and list all the Spanish-speaking countries around the world.</li> <li>• Video introducing Hispanic Heritage Month.</li> <li>• Presentation of famous Hispanic figures and class matching game. Students will match the Hispanic individuals to their contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> </ul>	<p>7.1.NL.IPERS.5 7.1.NL.IPRET.1 7.1.NL.PRSNT.3</p>

	are supported by gestures or visuals.
FL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
FL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
FL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
FL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
FL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and knowledge of their community.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures.
- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.
- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.
- Allow for additional time when needed.
- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

## **Suggested Technological Innovations/Use**

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- Computers
- Chromebooks
- iPads
- Smartboards
- Websites

## **Cross Curricular/21st Century Connections**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
MA.3.OA.A	Represent and solve problems involving multiplication and division.
SOC.6.1.4.B	Geography, People, and the Environment
SOC.6.3.4	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
LA.RF.3	Reading Foundation Skills
LA.W.3	Writing
LA.SL.3	Speaking and Listening

# Grade 3 - Unit 2: Mi Escuela y Las Clases (My School and Classes)

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **1st Marking Period**  
Length: **8 Classes**  
Status: **Not Published**

## Summary of the Unit

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Students identify and describe various school objects. They express which school objects are needed for specific class subjects and interpret classroom commands. Students learn about similarities and differences between school culture in Spanish-speaking countries and in their own.

## Enduring Understandings

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## Essential Questions

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- How do I use another language to communicate with others?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
- How does a typical school day vary between different countries and cultures?

## Summative Assessment and/or Summative Criteria

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Students will demonstrate their learning by:



- Written Question/Answer Activity regarding class subjects and supplies needed for each class.

## Resources

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- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## Unit Plan

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Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
School objects, class subjects and class commands (4 weeks)	<ul style="list-style-type: none"> <li>• SWBAT identify vocabulary related to school objects and class subjects.</li> <li>• SWBAT utilize vocabulary with corresponding definite articles to discuss which school objects are needed for each class subject.</li> <li>• SWBAT interpret and physically respond to basic</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher introduces vocabulary for school objects by unpacking an actual backpack while students repeat words chorally; teacher also prompts students to unpack items and share vocabulary with the class.</li> <li>• Students listen as teacher calls out school objects in</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.4 7.1.NL.IPRET.1 7.1.NL.IPRET.2

class commands.

Spanish; students respond by holding up each object.

7.1.NL.PRSN  
T.1

- Students actively participate in hands-on vocabulary practice with:

1. Flyswatter game
2. Memory matching cards
3. Pictionary game

- Teacher introduces class subjects while students identify cognates.

- Students create list of supplies needed for various classes. Students include appropriate definite articles in front of each noun (el, la, los, las), as they agree in both gender and number.

- Students interview a classmate about what they need for specific classes. For example: *¿Qué necesitas para la clase de español?* (What do you need for Spanish class?) *Necesito* \_\_\_\_\_. (I need \_\_\_\_.)

- Students physically respond to basic class

commands including: *Miren* (Look), *Levanten la mano* (Raise your hand), *Escuchen* (Listen), *Escriban* (Write), *Levántense* (Stand Up) and *Siéntense* (Sit Down).

- Students play *Simón Dice* (Simon Says) to reinforce TPR of Classroom Commands.
- Repeat color words individually and chorally.
- Participate in oral modeling of question and response by pointing to various class objects and asking students: *¿Qué es?* (What is it?) *¿De qué color es?* (What color is it?) and *¿Cuántos hay?* (How many are there?).
- Practice counting class objects and participate in a classroom scavenger hunt.
- Students sketch and color items in their own backpacks. Students then turn and ask a classmate: *¿Qué hay en tu mochila?*

7.1.NL.IPERS.  
1

7.1.NL.IPERS.  
2

7.1.NL.IPERS.  
4

• Teacher Observation 7.1.NL.IPRET.  
1

• Class Discussion  
• Questions/Answers 7.1.NL.IPRET.  
2

• Quizzes

• Test 7.1.NL.PRSN  
T.1

Colors and numbers 1-31 (3 weeks)

- SWBAT identify basic colors, and utilize them to describe school objects.
- SWBAT express their favorite colors in Spanish.
- SWBAT recall numbers 1-31 to express how many school objects they have/need.

(What is in your backpack?) and *¿De qué color es?* (What color is it?).

- Solicit class opinions by asking students (and having them turn to ask others): *¿Cuál es tu color favorito?* (What is your favorite color?) *Mi color favorito es \_\_\_\_.* (My favorite color is \_\_\_\_).

- Video/discussion about schools in the United States and Spanish-speaking countries.

- Students create a venn diagram comparing their schedule to that of a Hispanic student.

7.1.NL.IPERS.4

- Teacher Observation 7.1.NL.IPRET.1
- Class Discussion
- Questions/Answers 7.1.NL.PRSN T.1

Culture:  
Schools in Spanish-speaking countries

(1 week)

- SWBAT summarize similarities and differences in school culture/practices among Spanish speaking countries.

## Standards

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FL.NL.7.1.NL.IPERS.4

React to a few procedural instructions, directions, and commands in classroom situations.

FL.NL.7.1.NL.IPRET.2

Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

FL.NL.7.1.NL.IPERS.1

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

FL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
FL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and knowledge of their community.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures.
- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.
- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.
- Allow for additional time when needed.
- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

### **Suggested Technological Innovations/Use**

- Computers
- Chromebooks
- iPads
- Smartboards

- Websites

## **Cross-Curricular/21st Century Connections**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
SOC.6.1.4.B	Geography, People, and the Environment
SOC.6.3.4	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
LA.RF.3	Reading Foundation Skills
LA.W.3	Writing
LA.SL.3	Speaking and Listening

# Grade 3 - Unit 3: La Ropa y El Tiempo (Clothing & Weather)

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **2nd Marking Period**  
Length: **8 Classes**  
Status: **Not Published**

## Summary of the Unit

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Students are introduced to clothing vocabulary, and express which articles of clothing they wear on different parts of their body. They learn vocabulary associated with weather, and discuss clothing they typically wear during various weather conditions. Students even explore weather and climate of Spanish-speaking countries.

## Enduring Understandings

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## Essential Questions

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- How do I use another language to communicate with others?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
- How does weather impact my daily life?

## Summative Assessment and/or Summative Criteria

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Students will demonstrate their learning by:

- Creating a weather log in Spanish. Students will keep a written record (with corresponding visuals) of daily weather for one week, along with clothing they wore each day.

## Resources

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- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## Unit Plan

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Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Timeframe				
Clothing and Parts of the Body (4 weeks)	<ul style="list-style-type: none"> <li>• SWBAT identify articles of clothing in Spanish.</li> <li>• SWBAT recall parts of the body, and express what clothing they wear on different parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher introduces clothing vocabulary by using articles of clothing and pictures while students repeat words chorally.</li> <li>• Students listen as teacher calls out clothing vocabulary in Spanish; students respond by</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	7.1.NL.IPERS .1 7.1.NL.IPERS .6 7.1.NL.IPRET .2



standing if they are wearing that article of clothing.

7.1.NL.IPRET  
.4

- Students play a Guess Who game, as they describe what someone in class is wearing and guess who is being described.

7.1.NL.PRSN  
T.1

7.1.NL.PRSN  
T.4

- Participate in oral modeling of question and response by asking students *¿Qué llevas hoy?* (What are you wearing today?) *Llevo \_\_\_\_.* (I am wearing \_\_\_\_).

- Teacher reviews body parts with pictures and gestures; students repeat and point to body parts.

- Students play Simón Dice (Simon Says) to reinforce body parts vocabulary.

- Students play Matching game to determine which articles of clothing are worn on different parts of the body.

Weather  
Phrases  
(3 Weeks)

- SWBAT recognize weather phrases.
- SWBAT

- Teacher models weather phrases using songs and pictures; students

- Teacher

7.1.NL.IPERS  
.1

7.1.NL.IPERS

express what they typically wear during various weather conditions.

repeat words individually and chorally.

- Students actively participate in hands-on vocabulary practice with:

1. Memory matching cards
2. Pictionary game

- Participate in oral modeling of question and response by asking students, *¿Qué tiempo hace hoy?* (How is the weather today?).
- Students describe weather conditions in photos and interpret a weekly weather report. Students also create their own weather logs.
- Students match pictures of clothing to appropriate weather conditions according to oral prompts. Student then interview a classmate about what they wear during different weather conditions: *¿Qué llevas cuando...?*

Observation .6

- Class Discussion

- Questions/Answers 7.1.NL.IPRET .2

- Quizzes

7.1.NL.IPRET

- Test

.4

7.1.NL.PRSN  
T.1

7.1.NL.PRSN  
T.4

(What do you wear when \_\_\_?).

Culture:  
Weather and climate of Spanish-speaking countries.

(1 week)

- SWBAT investigate weather and climate of Spanish-speaking countries.

- Students answer scaffolded questions regarding weather diagrams and weather reports from various Spanish-speaking countries.

- Teacher Observation
- Class Discussion
- Questions/Answers

7.1.NL.IPERS  
.6

7.1.NL.IPRET  
.1

7.1.NL.IPRET  
.4

7.1.NL.PRSN  
T.4

## Standards

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FL.NL.7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
FL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
FL.NL.7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
FL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
FL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
FL.NL.7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and knowledge of their community.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures.
- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.
- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.
- Allow for additional time when needed.
- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

## **Suggested Technological Innovations/Use**

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- Computers
- Chromebooks
- iPads
- Smartboards
- Websites

## **Cross-Curricular/21st Century Connections**

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SCI.3.ESS2.D

Weather and Climate

TECH.8.1.5

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to

create and communicate knowledge.

TECH.8.2.5

Technology Education, Engineering, Design, and Computational Thinking - Programming:  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

SOC.6.3.4

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

LA.RF.3

Reading Foundation Skills

LA.W.3

Writing

LA.SL.3

Speaking and Listening

SOC.6.1.4

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

# Grade 3 - Unit 4: En Casa Con La Familia (At Home With Family)

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **3rd Marking Period**  
Length: **8 Classes**  
Status: **Not Published**

## Summary of the Unit

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Students recognize the Spanish words for various family members and pets. Students introduce family members/pets using their names and describe them using basic adjectives. They also identify vocabulary associated with parts of the home, and utilize vocabulary to describe their ideal dream home. Students compare and contrast family structures across diverse cultures.

## Enduring Understandings

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## Essential Questions

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- How do I use another language to communicate with others?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
- How does the family unit differ among cultures?

## Summative Assessment and/or Summative Criteria

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Students will demonstrate their learning by:

- Creating a family portrait with a written description introducing family members and any pets that may be part of their family.
- Mi Casa Ideal Project: Students will sketch their ideal dream home and write a matching description of the home.

## Resources

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- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## Unit Plan

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Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Timeframe				
Family members, pets and home (5 weeks)	<ul style="list-style-type: none"> <li>• SWBAT identify Spanish family members and pets vocabulary.</li> <li>• SWBAT utilize family members/pets vocabulary and the verb, <i>tener</i>, to discuss</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher models family members and pets vocabulary using songs and gestures.</li> <li>• Teacher narrates sample family trees, and asks questions about the families such</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• Quizzes</li> <li>• Test</li> </ul>	7.1.NL.IPERS. 1 7.1.NL.IPERS. 2 7.1.NL.IPERS. 3

their family.

- SWBAT introduce various family members and pets by name.

as: *¿Cómo se llama el abuelo?*  
(What is the grandfather's name?).

- Students participate in oral modeling of question and response to share information about their own families. For example, *¿Tienes una mascota? (Do you have a pet?) Sí, tengo \_\_\_.* (Yes, I have \_\_\_).
- Play Charades to reinforce vocabulary. Students act as pets, while others guess the correct animal in Spanish.
- Students draw a family portrait, label and introduce their own family members/pets by name using "se llama".
- Students conduct peer interviews to gather information about families/pets.
- Teachers uses a diagram of a home to



introduce vocabulary associated with parts of home. Students will look at different homes, and locate where family members/pets can be found. For example, *¿Dónde está el padre?* (Where is the father?) *Está en \_\_\_.* (He is in \_\_\_).

- Students sketch their ideal dream home and write a matching description of the home.

- Teacher reviews colors and size adjectives [small (pequeño), medium (mediano) and large (grande)] through a class discussion prompted by photos of different families, pets and homes.

- Participate in oral modeling of question and response.

- Students listen to key vocabulary as teacher

Colors and size adjectives (Small, medium, large)

(2 weeks)

- SWBAT use Spanish colors, as well as basic size adjectives to describe families, pets and homes.

- Teacher Observation

- Class Discussion

- Questions/Answers

- Quizzes

- Test

7.1.NL.IPERS.  
1

7.1.NL.IPERS.  
2

7.1.NL.IPRET.  
3

7.1.NL.PRSNT.  
1

<p>Culture: Family structures across diverse cultures</p> <p>(1 week)</p>	<ul style="list-style-type: none"> <li>• SWBAT compare and contrast the family structures across the Hispanic culture.</li> </ul>	<p>describes several family photos. Students guess which family is being described. Students write their own descriptions to share with the class.</p> <ul style="list-style-type: none"> <li>• Video, visual prompts and scaffolded discussion featuring diverse family units.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation 7.1.NL.IPERS.1</li> <li>• Class Discussion 7.1.NL.IPRET.3</li> <li>• Questions/Answers 7.1.NL.PRSNT.1</li> </ul>
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## Standards

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FL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
FL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

## Suggested Modifications for Special Education, ELL and Gifted Students

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The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and

knowledge of their community.

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures.
- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.
- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.
- Allow for additional time when needed.
- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

### **Suggested Technological Innovations/Use**

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- Computers
- Chromebooks
- iPads
- Smartboards
- Websites

### **Cross-Curricular/21st Century Connections**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
SOC.6.1.4.B	Geography, People, and the Environment

SOC.6.3.4

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

LA.RF.3

Reading Foundation Skills

LA.W.3

Writing

LA.SL.3

Speaking and Listening

# Grade 3 - Unit 5: ¿Qué Te Gusta Comer? (What Do You Like to Eat? )

Content Area: **World Languages**  
Course(s): **Spanish**  
Time Period: **4th Marking Period**  
Length: **8 Classes**  
Status: **Not Published**

## **Summary of the Unit**

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Students are introduced to vocabulary for breakfast, lunch and dinner foods. Students express preference or distaste for different foods. Students also explore traditional dishes from Spanish-speaking countries around the world.

## **Enduring Understandings**

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- Communicating in another language allows students to obtain information, express feelings and exchange opinions with a wider audience.
- Identifying cognates using context clues is a strategy that one can use to communicate effectively.
- Recognizing cultural differences helps introduce new perspectives while enhancing language comprehension.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

## **Essential Questions**

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- How do I use another language to communicate with others?
- How do I interact with others from another culture?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
- How do I express my likes and dislikes in the Spanish language?
- How do the foods I eat compare with those from Hispanic countries?

## **Summative Assessment and/or Summative Criteria**

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Students will demonstrate their learning by:

- Guided conversation with a classmate expressing that they are hungry, and what they would like to eat for breakfast, lunch and dinner.
- All About Me Project: Students use learned vocabulary to answer questions all about themselves, and include a self-portrait.

## Resources

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- <https://www.state.nj.us/education/cccs/>
- <https://www.actfl.org/>
- [www.youtube.com](http://www.youtube.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.onlinefreespanish.com](http://www.onlinefreespanish.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.rockalingua.com](http://www.rockalingua.com)

## Unit Plan

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Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Breakfast, lunch and dinner foods (5 weeks)	<ul style="list-style-type: none"><li>• SWBAT identify vocabulary for breakfast, lunch and dinner foods.</li><li>• SWBAT express they are hungry and tell which</li></ul>	<ul style="list-style-type: none"><li>• Teacher introduces vocabulary using props, pictures and songs.</li><li>• Participate in oral modeling of question and</li></ul>	<ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Class Discussion</li><li>• Questions/Answers</li><li>• Quizzes</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>7.1.NL.IPERS.2</li><li>7.1.NL.IPERS.3</li><li>7.1.NL.IPRET.1</li></ul>

foods they eat for each meal.

- SWBAT utilize food vocabulary and the verb, *gustar*, to discuss foods they like/dislike to eat.

response.

- Students actively participate in hands-on vocabulary practice with:
  1. Memory matching cards
  2. Pictionary game
  3. Bingo game
- Guided conversation with a classmate expressing that they are hungry, and what they would like to eat for breakfast, lunch and dinner.
- Students list foods they like to eat in a plate labeled *Me gusta(n)* and foods they do not like to eat in a plate labeled *No me gusta(n)* and share their food preferences with the class.
- Teacher surveys the class regarding their favorite foods and discusses results.

7.1.NL.PRSNT.1

7.1.NL.PRSNT.2

Culture: Cinco de Mayo and Traditional foods from Spanish-

- SWBAT explore when, why and how Cinco de Mayo is

- Video and discussion about Cinco de Mayo and the Mexican

- Teacher Observation

7.1.NL.IPERS.3

7.1.NL.IPRET.1

speaking countries (1 week)	celebrated. • SWBAT explore traditional foods from Spanish-speaking countries.	culture. • Video, reading and discussion about traditional foods from Spanish-speaking countries.	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Questions/Answers</li> </ul>	7.1.NL.PRSNT.2
Vocabulary Review (2 weeks)	• SWBAT utilize learned vocabulary to answer questions about themselves in complete sentences in Spanish.	<ul style="list-style-type: none"> <li>• All About Me Project: Students use learned vocabulary to answer questions all about themselves, and include a self-portrait.</li> </ul>		7.1.NL.IPERS.2 7.1.NL.IPERS.3
	• SWBAT demonstrate comprehension of vocabulary learned through songs/videos and games.	<ul style="list-style-type: none"> <li>• Students actively participate in review songs/videos and hands-on vocabulary review games:               <ol style="list-style-type: none"> <li>1. Jeopardy</li> <li>2. Charades</li> <li>3. Memory</li> <li>4. Simon Says</li> <li>5. Pictionary</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• Questions/Answers</li> <li>• All About Me Project</li> </ul>	7.1.NL.IPRET.1 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2



## Standards

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FL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
FL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
FL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
FL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
FL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

## Suggested Modifications for Special Education, ELL and Gifted Students

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The following are suggested modifications for teachers to use in each unit as appropriate (additional accommodations and modifications will be made as per IEPs and 504s).

- Structure lessons around questions that relate to students' interests, social/family background and knowledge of their community.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures.
- Frequently check for understanding.
- Repeat, clarify and modify directions as needed.
- Use visual cues and model tasks.
- Break down assignments.
- Preferential Seating.
- Allow for additional time when needed.
- Provide short breaks when refocusing is needed.
- Use verbal praise and positive reinforcement.
- Provide more advanced tiered assignments for Spanish-speaking and gifted students.

## Suggested Technological Innovations/Use

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- Computers

- Chromebooks
- iPads
- Smartboards
- Websites

## **Cross Curricular/21st Century Connections**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
SOC.6.1.4.B	Geography, People, and the Environment
SOC.6.3.4	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
LA.RF.3	Reading Foundation Skills
LA.W.3	Writing
LA.SL.3	Speaking and Listening