

Grade 3 Spanish Curriculum Maps

[Unit of Study: September/October Topics](#)

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Grade: 3
Subject: Spanish

Unit of Study: September/October Topics

Big Idea/Rationale

- Students will recall and practice previously learned Spanish vocabulary words such as colors, numbers, greetings, classroom supplies and commands. (New students without prior Spanish class knowledge will be re-assured that they will catch up at their own pace. Teacher will provide basic vocabulary practice activities.)
- Students will use basic greetings: *hola, buenos dias / buenas tardes, adiós, ¿Cómo estás?* in simple role play activities and weekly Spanish class routines.
- Students will count from 1-30 in Spanish.
- Students will count up to twenty items using the Spanish language.
- Students will identify colors in Spanish: *rojo, azul, verde, amarillo, anaranjado, morado, rosado, café, negro, blanco.*
- Students will point to things that match the color they hear in Spanish.
- Students will color pictures using the color they hear.
- Students will learn that Spanish has two ways to say “YOU” informal/familiar: *tú* and formal / polite: *Usted* and the basic rules of use / etiquette.
- Students will participate in activities which celebrate Hispanic Heritage Month (Sept 15-Oct 15th) and other cultural celebrations in the Hispanic world such as: *El Dia de la Hispanidad (Oct 12)* and *El Dia de los Muertos (Oct 31-Nov 2)* through stories, songs and games.
- During NJ Week of Respect (Week of Oct 3rd) students will learn about an important Hispanic American such as Cesar Chavez, and how they were sometimes discriminated against for language/ cultural differences.
- Students will sing song *De Colores* - a Spanish folksong about diversity in nature
- Students will have opportunities for practice in speaking, reading, and writing (tracing/copying) words in the target language.

Enduring Understandings

- Some people speak languages other than English, and I might not always understand what is being said.
- Listening for familiar words and watching the speaker for clues may help me figure out what they speaker is saying.
- Some people learn how to speak more than one language.
- Learning a second language can be fun.
- There is more than one way to say something, depending on which language you are speaking. (ex: *Hello* - English or *Hola*- Spanish.)
- Other languages sometimes have more than one way to say YOU (formal vs. informal - *Tú* vs *Usted*.)
- I can use “*Tú*” for my peers, siblings, cousins, but it is polite to say “*Usted*” to adults.
- I can only talk about things that I have practiced saying.

	<ul style="list-style-type: none"> • Using pictures, movement, and acting out words can help my classmates, my teacher, and others understand me. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What techniques are involved in learning a second language? • How can I communicate in Spanish when I am just starting to learn it? • What are ways I can greet people in Spanish? • What are the two ways to say YOU in Spanish? • How can I use color words to describe things in Spanish? • How do I count objects in Spanish? • What does it mean to be “Hispanic /Latino, Mexican-American, Italian-American, Polish-American?” • Why is Cesar Chavez an important Hispanic American? • What did the song <i>De Colores</i> tell about? • Is the Day of the Dead the same thing as Halloween? How is it different? • How is the Day of the Dead celebrated? Is it a scary holiday? • How can I better understand when I do not know everything I read and hear? • What will help my teacher, classmates and others understand me better? • What are the most effective strategies to make myself understood? • What choices can a language-learner make to communicate clearly?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ○ Basic greetings: <i>Hola, buenos días, buenas tardes, adiós, ¿Cómo estás? muy bien, bien, asi-asi, mal. Y tu? Y Usted?</i> ○ Formal and Informal YOU - Tú vs Usted. ○ Role play - arriving and leaving school (saying hello/goodbye to friends) • Colors: <i>rojo, azul, verde, amarillo, anaranjado, morado, rosado, café, negro, blanco</i> <ul style="list-style-type: none"> ○ Students listen and point to colored circles teacher hold or gives to other students. ○ Students hold a pointer and take turns finding items of a specific color in the room. ○ Students name classmates wearing a specific color. ○ Students color practice pages showing items of a specific color. • Listen to stories, songs, and poems about colors. • Count items in room / use math manipulatives to do math problems in Spanish using the numbers 1-30

	<ul style="list-style-type: none"> ○ Show numbered squares and count them in and out of order. ○ Count items around the classroom: chairs, toys, children, pencils. ○ Use abacus to practice both (counting) and colors. ● Books: <i>Los Numeros</i> <i>Cincuenta en la Cebra</i> <ul style="list-style-type: none"> ○ Students complete practice pages writing out the number words. ● Culture <ul style="list-style-type: none"> ○ Hispanic Heritage Month - Learn about Cesar Chavez and how he peacefully fought for better working conditions for farm laborers. ○ Discuss the beautiful colors / diversity in nature and among people. ○ Listen to Spanish folksong “<i>De Colores.</i>” ○ Teach actions with the song representing vocabulary words. ○ El Dia de la Hispanidad – look at map where Christopher Columbus sailed from and landed. ○ Teach a few key vocab words (<i>Cristobal Colon, barcos, mar, tierra los nativos,</i>) in a rhyme about Columbus’ voyage. ○ Show Puerto Rico on the map and briefly discuss the lifestyle of the Taino people and common words that were adopted from their language into Spanish/English such as: hammock, barbeque, canoe, and hurricane. ○ Cut / color / paste worksheet showing the ships and a Taino child. ○ El Dia de los Muertos - Discuss a few similarities / differences between DDLM and Halloween. DDLM is NOT meant to be scary!! ○ Listen to rhyme <i>Chumba La Cachumba</i> ○ Teach some actions and use a play clock to act out the rhyme ○ Play game “Tres Calabazas.” ○ Craft: color skeleton “calacas.”
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<p>Standards</p>	<ul style="list-style-type: none"> ● 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. ● 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). ● 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. ● 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ● 7.1.NM.B.4 Ask and respond to simple questions, make requests, and
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	<p>express preferences using memorized words and phrases.</p> <ul style="list-style-type: none"> • 7.1.NM.C.2 • Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Teacher Created Materials • Songs: <ul style="list-style-type: none"> ○ <i>Diez Amigos</i> - finger play ○ <i>De Colores</i> - Jose Luis Orozco ○ <i>Los Colores</i> • Poems / Books: <ul style="list-style-type: none"> ○ <u><i>Los Numeros</i></u> ○ <u><i>Cincuenta en la Cebra</i></u> ○ <u><i>Chumba la Cachumba</i></u> ○ (aka: los esqueletos) http://mamalisa.com/?t=es&p=1057&c=41 • Reproducibles: <ul style="list-style-type: none"> ○ Teach Them Spanish Series - practice pages ○ Coloring page with picture / facts about Cesar Chavez ○ Practice Activities at www.enchantedlearning.com ○ Picture of skulls to decorate a <i>calaca</i> ○ <u><i>Sonrisas</i></u> – Cultural Curriculum - pg 115 (calaca skulls) • Video Clips <ul style="list-style-type: none"> ○ Authentic video clips can be found on www.youtube.com

Grade: 3 Subject: Spanish	Unit of Study: November/December Topics
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will learn vocabulary for family members: <i>la mama, el papá, el hermano, la hermana, la abuela, el abuelo, los primos, el tío, la tía.</i> • Students will learn vocabulary for some basic foods: <i>el pan, la leche, la manzana, el jugo, el queso, la ensalada, el chocolate, etc.</i> • Students will use <i>me gusta/ no me gusta</i> (+ <i>mucho, un poco</i>) to tell what they like or dislike something (+ a lot or a little bit) • Students will review the Spanish letters / sounds to sound out and read words in Spanish. • Students will learn about family traditions and holiday celebrations related to: <i>La Noche Buena / La Navidad (Dec 24/25th)/ El Año Nuevo</i> • Students will have opportunities for practice in speaking, reading, and writing (tracing/copying) words in the target language.
Enduring Understandings	<ul style="list-style-type: none"> • Some people speak languages other than English, and I might not always understand what is being said. • Listening for familiar words and watching the speaker for clues may help me figure out what they speaker is saying. • Some people learn how to speak more than one language. • Learning a second language can be fun. • There is more than one way to say something, depending on which language you are speaking. (ex: <i>mother</i> - English or <i>madre</i>- Spanish.) • The Spanish Alphabet is similar but different than the English Alphabet. Some letters have different names, but make the some sound (/b/ /f/ /t/) and others make different sounds (/j/ /h/) • The traditional Spanish alphabet consists of some letters that we do not have in English (ch / ll / ñ / rr /) • I can only talk about things that I have practiced saying. • Using pictures, movement, and acting out words can help my classmates, my teacher, and others understand me. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What techniques are involved in learning a second language? • How can I communicate in Spanish when I am just starting to learn it? • What are some names of shapes in Spanish? • How can I use color words to describe shapes in Spanish? • What would I call my family members in Spanish? • What are some letter names in Spanish?

	<ul style="list-style-type: none"> • How do I spell my name and other words in Spanish? • What are the Spanish words for some foods I eat? • How do I say “I like _____” or “I don’t like _____?” something in Spanish? • What are some ways we might celebrate holidays/Christmas/New Year’s Eve in a Spanish speaking country? • How can I better understand when I do not know everything I read and hear? • What will help my teacher, classmates and others understand me better? • What are the most effective strategies to make myself understood? • What choices can a language-learner make to communicate clearly?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ○ <u>Reinforcement of previously learned content</u> <ul style="list-style-type: none"> ▪ Recycling of previously learned material in do nows and warm up activities (greetings, numbers 1-20, color words, months of the year, and days of the week.) • <u>Shapes</u> <ul style="list-style-type: none"> ○ Students listen and point to shapes the teacher hold or gives to other students. ○ Students hold a pointer and take turns finding shapes in the classroom. ○ Students complete practice pages about shapes and trace the Spanish words and draw shapes. • <u>Family</u> <ul style="list-style-type: none"> ○ Use flashcards and pictures to teach family vocabulary : <i>mamá, papá, hermano, hermana, abuelo, abuela</i> ○ Discuss family members students might see at Thanksgiving or other holidays teach song <i>Doy Gracias (I give thanks)</i> ○ Read and discuss stories about families such as : ○ <u>Mi Familia y Yo</u> by Gladys Rosa Mendoza ○ <u>Abuela</u> by Arthur Dorros ○ <u>Too Many Tamales</u> by Gary Soto • <u>Foods</u> <ul style="list-style-type: none"> ○ Use flashcards and pictures to introduce Spanish words for common foods such as: <i>el pan, la leche, la manzana, el platano, el jugo, el pollo, la ensalada.</i> ○ Role play activities (restaurant / store, etc.) ○ Show pictures of / talk about common staple foods from target cultures: tortillas, rice, beans, tamales (Story: <u>Too many tamales</u>) ○ Introduce question “Te gusta?” and appropriate responses “ <i>sí me gusta / no, no me gusta</i>” (Yes, I like / No, I don’t like) when asked about favorite foods.

	<ul style="list-style-type: none"> • <u>Alphabet</u> <ul style="list-style-type: none"> ○ Review Spanish alphabet and letter names. Sing the alphabet song, review letters that make different sounds than in English and letters that we don't have in English. Review vowel chant. Have students try to spell their name or short vocabulary words in Spanish. ○ Use this knowledge to begin sounding out Spanish words on charts and newly introduced words. • <u>Cultural Topics based on readings and discussions</u> <ul style="list-style-type: none"> ○ Family life, close-knit families, extended family relationships ○ Family traditions for the holidays ○ Cultural customs regarding the holidays (las posadas, nochebuena, typical foods, New Years superstitions such as banging pans or eating twelve grapes at midnight for good luck.)
Standards	<ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). • 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
Materials/Resources	<ul style="list-style-type: none"> • Teacher Created Materials • Songs: <ul style="list-style-type: none"> ○ <i>Doy Gracias</i> (I give thanks – Thanksgiving Song) ○ <i>Cascabeles</i> (<i>Jingle Bells</i>) • Poems / Books: <ul style="list-style-type: none"> ○ <u>Mi Familia y Yo</u> by Gladys Rosa Mendoza ○ <u>Abuela</u> by Arthur Dorros ○ <u>Too Many Tamales</u> by Gary Soto ○ <u>Gracias the Thanksgiving Turkey</u> by Joy Cowley

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| | <ul style="list-style-type: none">• Reproducibles:<ul style="list-style-type: none">○ Teach Them Spanish Series○ Enchanted Learning Pages @ www.enchantedlearning.com○ <u>Sonrisas</u> – Cultural Curriculum• Video Clips<ul style="list-style-type: none">○ Authentic video clips can be found on www.youtube.com |
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Grade: 3
Subject: Spanish

Unit of Study: January/February Topics

Big Idea/Rationale

- Students will practice previously learned vocabulary for clothing and parts of the face / body as well as learn some new words:
 - *Hace frio , hace calor, pantalones, pantalones cortos, chaqueta, zapatos, sandalias, camisa, gorro, bufanda, guantes, cabeza, manos, ojos, nariz, boca, orejas, piernas, pies, brazos, estomago.*
- Students will comprehend phrases:
 - *tengo frio, tengo calor, ¿Qué llevas cuando hace frio / calor? What do you wear when it’s cold out? Llevo...I wear...¿Cuánto cuesta? How much does it cost?*
- Students will identify tell what they would wear if it is cold out or hot out, and what they would wear on a specific body part.
- Students will describe quantity/color/ price clothing items.
- Students will demonstrate comprehension of the Spanish words for clothing and body parts in labeling and physical response activities.
- Students will tell Spanish word for the body part that helps us hear, smell, see, taste, touch:
 - *manos, ojos, nariz, boca, orejas*
- Students will learn about cultural elements of: Seasons / Climate in Southern Hemisphere by looking at a globe / map and looking at pictures of places and people in South America. It is cold here in the USA this time of the year, but it is summer in other places.
- “El Dia de San Valentin” (Valentine’s Day) :
 - *Corazon (heart) Amor (love) Amigos (friends)*
 - Cut and paste words to make a Valentine’s Day card in Spanish.
- Students will have opportunities for practice in speaking, reading, and writing (tracing/copying) words in the target language.

Enduring Understandings

- Some people speak languages other than English, and I might not always understand what is being said.
- Listening for familiar words and watching the speaker for clues may help me figure out what they speaker is saying.
- Some people learn how to speak more than one language.
- Learning a second language can be fun.
- There is more than one way to say something, depending on which language you are speaking. (Ex: *COLD* - English or *FRIO* - Spanish.)
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting out words can help my classmates, my teacher, and others understand me.
- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- Real-world and situational practice in the target language increase the

	<p>ability to make choices when using a new language.</p> <ul style="list-style-type: none"> • Language acquisition is a process, not a result.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What techniques are involved in learning a second language? • How can I communicate in Spanish when I am just starting to learn it? • How can I better understand when I do not know everything I read and hear? • What will help my teacher, classmates and others understand me better? • What are the most effective strategies to make myself understood? • What choices can a language-learner make to communicate clearly? • What are the names of some <u>clothing items</u> in Spanish? • How do I say if I'm feeling <u>hot/cold</u> in Spanish? • What Spanish words do I already know to help me describe: <u>clothing</u>? • How do I tell how much something costs in Spanish? <i>Cuesta __ dólares.</i> • What are the <u>parts of the body</u> called in Spanish? • What is the weather like in Spanish speaking countries? What do they wear there? Do they dress like we do?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • <u>Language</u> <ul style="list-style-type: none"> ○ Recycling of previously learned material (greetings, numbers 1-10, color words, etc.) ○ Role play activities. ○ Songs / Poems that contain vocabulary related to the topic ○ Physical Response: Students listen and point or bring items to object items to teacher or other students. ○ Flashcards / Picture cards to identify items ○ Students use a pointer to identify items. ○ Students complete practice pages, color / circle pictures, copy, label, match up English/Spanish words. • <u>Clothing</u> <ul style="list-style-type: none"> ○ Students pull clothing items or pictures from a bag and identify the word. ○ Students role play a “fashion show” and class describes clothing they are wearing. ○ Label clothing items in Spanish using a word bank. ○ Use word <i>cuesta (an)</i> to tell prices of clothing items. ○ Song : “Mi Burrito Enfermo” Jose Luiz Orozco • <u>Body / Face</u> <ul style="list-style-type: none"> ○ Funny Face Puzzle - put pieces of parts of the face that they hear on the puzzle. ○ Label parts of the body using a word bank. ○ Songs: “Tengo Tengo Tengo” , “Cabeza, hombros, rodillas, pies / Head, Shoulders, Knees, Toes” , “Bailo Sin Parar / I dance non-stop”

	<ul style="list-style-type: none"> ○ “<i>Simón Dice...</i>” Simon Says game ● Read and discuss picture books / stories related to topic such as : <ul style="list-style-type: none"> ○ <u>Mis Cinco Sentidos</u> by Alikí ○ <u>La Ropa</u> ● <u>Culture</u> <ul style="list-style-type: none"> ○ Use flashcards and pictures to show cultural elements of: ○ People and places in Southern Hemisphere during this time of the year to show opposite seasons. ● “El Día de San Valentín” (Valentine’s Day) : <ul style="list-style-type: none"> ○ Count hearts, learn how to say “I love you”, cut and paste words to make a Valentine’s Day card in Spanish.
Standards	<ul style="list-style-type: none"> ● 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. ● 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). ● 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. ● 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ● 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. ● 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ● 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
Materials/Resources	<ul style="list-style-type: none"> ● Teacher Created Materials ● Songs: <ul style="list-style-type: none"> ○ “El Burrito Enfermo” - Jose Luiz Orozco ○ “Tengo, Tengo, Tengo” ○ http://www.youtube.com/watch?v=zb4R009oT8c&feature=player_embedded ○ “Cabeza, hombros, rodillas, pies / Head, Shoulders, Knees, Toes” ○ “Bailo Sin Parar / I dance non-stop” http://www.funforspanishteachers.com/2012/01/11/bailo-sin-parar/ ● Books: <ul style="list-style-type: none"> ○ <u>Mis Cinco Sentidos</u> by Alikí ○ <u>La Ropa</u>

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| | <ul style="list-style-type: none">• Reproducibles:<ul style="list-style-type: none">○ Teach Them Spanish Series• Video Clips<ul style="list-style-type: none">○ SALSA Video Series : gpb.org/salsa/term/episode○ Adorable puppets re-tell familiar children's stories in Spanish (15 minute clips). |
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<p>Grade: 3 Subject: Spanish</p>	<p align="center">Unit of Study: March/April Topics</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students will be introduced to basic vocabulary for animals and places they live including: <ul style="list-style-type: none"> ○ <i>perro, gato, pájaro, pez - LA CASA, mascota - pet</i> ○ <i>culebra, oso, mono, llama, elefante – LA SELVA / EL ZOOLOGICO</i> ○ <i>vaca, caballo, gallina (pollitos), oveja - LA GRANJA</i> • Students will comprehend phrase: <ul style="list-style-type: none"> ○ <i>¿Dónde vive ____? Where does a ____ live?</i> • Students will tell if an animal is GRANDE or PEQUEÑO (big or small) • Students will describe quantity and color of animals.. • Students will demonstrate comprehension of the Spanish words for animals. • Students will tell if they could find a specific animal in a home, the wild/the zoo, or on a farm. • Students will tell if they have a pet, what type and how many using “Tengo” (Tengo un perro, tengo un gato, or No tengo mascota etc.) • Students will use the word SOY in animal guessing game. <ul style="list-style-type: none"> ○ “Soy verde y pequeño” I’m green and small. ○ “Soy una rana” I’m a frog. • Students will learn about South American animals important to the cultures of the native people such as the llama, and also learn some animals that live in the rain forest where it is warm and humid. • Students will have opportunities for practice in speaking, reading, and writing (tracing/copying) words in the target language. • In an EARTH DAY lesson, students will tell which items are recycleable and tell what things we should do every day to help conserve our natural resources and be Earth friendly.
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Some people speak languages other than English, and I might not always understand what is being said. • Listening for familiar words and watching the speaker for clues may help me figure out what they speaker is saying. • Some people learn how to speak more than one language. • Learning a second language can be fun. • There is more than one way to say something, depending on which language you are speaking. (ex: <i>COLD</i> - English or <i>FRIO</i> - Spanish.) • I can only talk about things that I have practiced saying. • Using pictures, movement, and acting out words can help my classmates, my teacher, and others understand me. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.

	<ul style="list-style-type: none"> • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What techniques are involved in learning a second language? • How can I communicate in Spanish when I am just starting to learn it? • How can I better understand when I do not know everything I read and hear? • What will help my teacher, classmates and others understand me better? • What are the most effective strategies to make myself understood? • What choices can a language-learner make to communicate clearly? • What are the names of some <u>animals</u> in Spanish? • If I have a pet at home, what is it called in Spanish? “dog = perro” • What Spanish words do I already know to help me describe: <u>animals</u>? • What are some places where animals live called in Spanish? House/Wild/Zoo/Farm • Do these animals like to live in cool or warm weather? <i>frio / calor</i> In water - <i>el agua</i>, the land - <i>la tierra</i>, the sea – <i>el mar</i>, the forest - <i>el bosque</i>?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • <u>Language</u> <ul style="list-style-type: none"> ○ Recycling of previously learned material according to grade level (greetings, numbers, color words, etc.) ○ Role play activities. ○ Songs / Poems that contain vocabulary related to the topic ○ Physical Response: Students listen and point or bring items to teacher or other students. ○ Flashcards / Picture cards to identify items ○ Students use a pointer to identify items. ○ Students complete practice pages, color / circle pictures, trace over Spanish words. • <u>Animals</u> <ul style="list-style-type: none"> ○ Students pull animal pictures from a bag and identify the word. ○ Students categorize animals by where they might live. ○ Songs : “Los Pollitos / The Little Chicks” ○ “Los Elefantes” “La Vibora de la Mar” ○ “Cinco Monitos / 5 Little Monkeys” • Read and discuss picture books / stories related to topic such as : <ul style="list-style-type: none"> ○ <u>El Gran Kapokero</u> ○ <u>¿Eres Tú Mi Mamá?</u> by P.D. Eastman ○ <u>Oso Pardo, Oso Pardo, ¿Que Ves ahí?</u> (Brown Bear, Brown Bear, what do you see?) • <u>Culture</u> <ul style="list-style-type: none"> ○ Use flashcards, pictures, maps , videos, to show where animals live

	<ul style="list-style-type: none"> ○ (ex: llamas- Peru, capybara – Brazil, etc.) ○ Pictures of animals in folk art, etc. ○ Earth Day Celebrations worldwide and conservation vocabulary: ○ <i>reciclar, papel, lata, vidrio, plastic, la basura, la tierra</i>
Standards	<ul style="list-style-type: none"> ● 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. ● 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). ● 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. ● 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ● 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. ● 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ● 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
Materials/Resources	<ul style="list-style-type: none"> ● Teacher Created Materials ● Related Songs: <ul style="list-style-type: none"> ○ “La Granja” (The Farm) - Jose Luis Orozco ○ “Los Pollitos / The Little Chicks” ○ “Los Elefantes / The Elephants” ○ “La Vibora de la Mar / The Sea Serpent” ○ “Cinco Monitos / 5 Little Monkeys” ○ “La araña pequenita” (The itsy bitsy spider) ● Books: <ul style="list-style-type: none"> ○ <u>El Gran Kapokero</u> ○ <u>¿Eres Tú Mi Mamá?</u> by P.D. Eastman ○ <u>Oso Pardo, Oso Pardo, ¿Que Ves ahí?</u> (Brown Bear, Brown Bear, what do you see?) ● Reproducibles: <ul style="list-style-type: none"> ○ Teach Them Spanish Series ○ Internet resources, pictures, coloring pages ● Video Clips <ul style="list-style-type: none"> ○ SALSA Video Series : gpb.org/salsa/term/episode ○ Adorable puppets re-tell familiar children’s stories in Spanish. ○ Using basic vocabulary (15 minute clips)

Grade: 3
Subject: Spanish

Unit of Study: May/June Topics

Big Idea/Rationale

- Students will be introduced to vocabulary for THE HOUSE / HOME including:
 - basic rooms of the house: *la cocina, el baño, la sala, el dormitorio*
 - Common items found in the house: *el teléfono, la toalla, el sofá, la cama, la televisión, la estufa*
- Students will use previously learned family vocabulary to tell where self, family members or pets are using the verb ESTAR (estoy , está) (Mi hermano está en la cocina / my brother is in the kitchen)
- Students will tell where items are located in the home
 - (El sofá esta en la sala / The couch is in the living room)
- Students will view pictures of various types of homes and neighborhoods around the world and compare the similarities and differences to homes New Jersey and in the USA.
- Students will have opportunities for practice in speaking, reading, and writing (tracing/copying) words in the target language.
- Students will comprehend facts and significance of the Cinco de Mayo holiday.
- Students will learn vocabulary for summer activities and parts of song “Verano y Sol.”
- Students will use previously learned vocabulary such as
- “Me gusta _____” and “Voy a _____ “ to tell what they enjoy doing in the summer or plan to do over the summer.

Enduring Understandings

- Some people speak languages other than English, and I might not always understand what is being said.
- Listening for familiar words and watching the speaker for clues may help me figure out what they speaker is saying.
- Some people learn how to speak more than one language.
- Learning a second language can be fun.
- There is more than one way to say something, depending on which language you are speaking. (Ex: *COLD* - English or *FRIO* - Spanish.)
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting out words can help my classmates, my teacher, and others understand me.
- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- Real-world and situational practice in the target language increase the ability to make choices when using a new language.
- Language acquisition is a process, not a result.

Essential Questions

- What techniques are involved in learning a second language?
- How can I communicate in Spanish when I am just starting to learn it?
- How can I better understand when I do not know everything I read and hear?
- What will help my teacher, classmates and others understand me better?
- What are the most effective strategies to make myself understood?
- What choices can a language-learner make to communicate clearly?
- What does Cinco de Mayo commemorate? Who celebrates Cinco de Mayo? Why was the victory of the Battle of Puebla important?
- What are the names of some rooms of the house in Spanish?
- How would I tell what room I'm in, or what room a family member is in?
- What are the names of some common household items in Spanish?
- What Spanish words do I already know to help me describe my home or rooms and items in my home?
- What do homes in other parts of the world look like? What are they made of? Do children in other parts of the world live in houses like mine?
- How could I tell what my favorite summer activities are in Spanish?

**Content
(Subject Matter)**

- Language
 - Recycling of previously learned material (greetings, numbers, color words, etc.)
 - Role play activities.
 - Songs / Poems that contain vocabulary related to the topic
 - Physical Response: Students listen and point or bring items to
 - Flashcards / Picture cards to identify items
 - Students use a pointer to identify items.
 - Students complete practice pages, color / circle pictures, trace over Spanish words.
- Homes
 - Basic vocabulary for a few rooms of the house and household items.
 - View and compare homes from countries around the world in rural and urban settings. Are they constructed of the same materials as homes here? Are they the same colors? What type of climate are other homes built for depending on location?
- Songs :
 - “Fuera Perro” <http://www.youtube.com/watch?v=CAbJ6Vi4yB0>
 - “Verano y Sol”
- Book:
 - Read and discuss picture books / stories related to topic such as :
 - Cuadros de familia / Family Pictures by Carmen Lomas Garza
 - *Discuss, make comparisons and connections to the*

	<p style="text-align: center;"><i>illustrations and memories that author has of her family and home.</i></p> <ul style="list-style-type: none"> • Estoy / Está (I am / he,she,it IS) to tell location of people or items. • <u>Culture</u> <ul style="list-style-type: none"> ○ Discuss “Cinco De Mayo” victory of the Battle of Puebla, and the modern Mexican-American heritage day that Cinco de Mayo has become as it is more widely celebrated in the USA than in Mexico. ○ Use visuals and media to view homes around the world and discuss similarities and differences compared to USA. ○ Summer-El Verano: What is weather like now in the Southern Hemisphere vs. in our Northern Hemisphere?
<p>Standards</p>	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Teacher Created Materials • Songs: <ul style="list-style-type: none"> ○ “Fuera Perro” ○ “Verano y Sol” • Books: <ul style="list-style-type: none"> ○ <u>Cuadros de familia / Family Pictures</u> by Carmen Lomas Garza • Reproducibles: <ul style="list-style-type: none"> ○ Teach Them Spanish Series ○ Internet resources, pictures, coloring pages • Video Clips <ul style="list-style-type: none"> ○ SALSA Video Series : gpb.org/salsa/term/episode ○ Adorable puppets re-tell familiar children’s stories in Spanish. ○ Using basic vocabulary (15 minute clips) ○ Note: Episode #4 “Hide and Seek” contains home vocabulary