



West Windsor-Plainsboro Regional School District
Spanish Grade 3

**Unit 1: Preparádonos para la escuela
(Getting ready for school)**

Content Area: World Language

Course & Grade Level: Grade 3 Spanish

Summary and Rationale

At the beginning of their second year of Spanish, students focus on getting ready for school, particularly the clothes they will wear throughout the year as the seasons change. They build on previously-learned vocabulary and language functions to communicate about themselves, their friends, teachers, and classroom at the Novice-Mid level of proficiency, as defined by the American Council on the Teaching of Foreign Languages.

30 lessons (40 minutes twice a week)

2020 New Jersey Student Learning Standards – World Languages

Standard 7.1 World Language:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.

Standard 7.1.NM Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Standard: 7.1.NM Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Standard: 7.1.NM Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	
CPI #	Cumulative Progress Indicator (CPI)

7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Reading Informational Text

CPI #	Cumulative Progress Indicator (CPI)
RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies
and Key Skills**

Critical Thinking and Problem-solving

CPI #	Cumulative Progress Indicator (CPI)
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**New Jersey Student Learning Standards for Computer Science and Design
Thinking**

Impacts of Computing

CPI #	Cumulative Progress Indicator (CPI)
8.1.5.IC.2:	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

New Jersey Learning Standards for Social Studies

Civics, Government, and Human Rights: Civic Mindedness

6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives
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Instructional Focus

Unit Enduring Understandings

Children will understand that:

- How they prepare for school reflects their culture and might be similar and/or different from those of a student in a Spanish-speaking country.
- There are formulaic questions and expressions in Spanish that are used to describe, engage, and negotiate meaning when communicating with others.
- It is important to listen, observe and actively participate when learning another language.
- It is not necessary to know all the words they hear and see in Spanish because they can convey and interpret meaning through the use of gestures, body language, and asking for repetition.

Unit Essential Questions

- How do I get ready for school? How do others get ready for school?
- What cues do I listen and watch for before I respond to questions and statements about getting ready for school?
- How can I improve my communication in Spanish with my teacher and classmates?
- What do I do when I am stumped in a conversation with others and cannot find the word I am looking for?
- How can I get the things I need when I do not know all the words and expressions to ask the right questions?

Objectives

Students will know:

- Classroom expectations.
- The impact of weather and different seasons on their clothing choice.
- Culturally appropriate gestures and body language to convey and interpret meaning.
- Key vocabulary and structures to describe dates, time of day, seasons, weather, clothing, colors, and sizes.
- Descriptive adjectives and expressions (colors, eye color and hair color and length, clothing, and weather expressions).
- Numbers from 0 to 100.
- How to describe their own morning routine.

- Ways to express likes and dislikes (*me gusta/no me gusta/más o menos*).
- Formulaic questions and answers to identify a person (*si/no*; options questions, *es/tiene*).

Students will be able to:

- Identify classroom expectations.
- Give and follow instructions.
- Recognize culturally appropriate gestures and body language to convey and interpret meaning.
- Express likes and dislikes (*me gusta/no me gusta/más o menos*).
- Identify key vocabulary and structures to describe dates, time of day, seasons, weather, clothing, colors, and sizes.
- Describe a person’s physical appearance including clothes, hair, and eyes.
- Ask and answer questions to identify a person (*si/no*; options questions, *es/tiene*)
- Identify numbers from 0 to 100.
- Identify and describe a morning routine (1st person: *despertar, levantar, vestir, bañar, lavar, cepillar, peinar*).

Evidence of Learning

Assessment:

Teachers will continually check for understanding and assess student learning throughout the unit, and will adjust their instruction as necessary based on students’ progress and areas of need. Additionally, students will be given many opportunities to self-assess and set goals for themselves aligned with a child-friendly proficiency rubric which will help them to understand learning goals in the Spanish language program.

Resources

Suggested Resources

Books:

- “Froggy va a la escuela”
- “David va al colegio”
- “El primer día de la escuela”
- “Froggy se viste”
- “Alex se viste”
- “El nuevo hogar de los siete cabritos”
- “Comemos en la tina”
- “El rayito de sol”

Videos:

- Video de la rutina de Señorita Rodríguez
- Video de “¿Qué me pongo hoy?”:

<https://www.youtube.com/watch?v=UiPVISZgRVY&list=PLQfgokVGlyE09N5HJybxTTB2hKSkjOhpQ&index=1>

- *Video de lobo en el bosque:* <https://www.youtube.com/watch?v=0y2eUTumYel>
- *Video de descripciones:*
https://www.youtube.com/watch?v=xH_fMDg3csA&list=PLvyzCAL8q2e2l3DPsT75ho4jwnTtRJWz4
- *Video de estaciones:* <https://www.youtube.com/watch?v=tRRfqDj8yql>
- Song: *Otoño Llegó*
- *Video de la rutina Rockalingua:*
<https://www.youtube.com/watch?v=kdDu8pFbnRc&index=12&list=PLQfgokVGlyE09N5HJybxTTB2hKSkjOhpQ>
- *Video de las estaciones:* <https://www.youtube.com/watch?v=b6XSdJ4ujPs>
- Games (memory, matching, guessing, flyswatter, “Headbands”)
- Google docs 3rd grade curriculum resource guide

**Unit 2: Pedro y la ropa
(Pedro’s clothes)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 3

Summary and Rationale

The context of the second unit centers on a trip to the clothing store. Students build on previously-learned vocabulary and language functions to communicate about themselves, their routine, clothing items, and the home. Additionally, students will learn to utilize vocabulary and language functions in order to carry out transactions at a clothing store. The target for grade 3 Spanish is the Novice-Mid level of proficiency, as defined by the American Council on the Teaching of Foreign Languages.

30 lessons (40 minutes twice a week)

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Instructional Focus

Unit Enduring Understandings

Children will understand that:

- It is important to listen, observe and actively participate when learning another language.
- Learners do not need to know all the words that they hear because they can convey and interpret meaning through the use of gestures, body language, rephrasing and circumlocution.
- Shopping is a global experience that often requires money.
- Telling a story improves their fluency and proficiency in the language.
- They can communicate using pictures in a sequence to retell a story.

Unit Essential Questions

- What cues do I listen and watch for before I respond to questions and statements about making a purchase?
- What will help my classmates, my teacher, and others understand me better?
- How can I get the things I need when I do not know all the words and expressions to ask the right questions?
- What language functions do I need to retell a story?

Objectives

Students will know:

- Vocabulary and language functions for transactions in a clothing store.
- Numbers from 0 to 100 (recognize/stating the price).
- Formulaic questions and answers to talk about information related to quantity and price of clothing (*¿Cuánto cuesta?/ ¿ Cuánto(s)/cuánta(s)?*).
- Vocabulary and functions to narrate a story (*un día, había una vez, entonces, luego, etc*).
- Culturally appropriate gestures and body language to convey and interpret meaning.
- How to talk about someone else's morning routine.
- How to tell time.
- Language functions to tell a story.
- Vocabulary for rooms of the house.

Students will be able to:

- Identify vocabulary and language functions for transactions in a clothing store.
- Recognize and identify numbers from 0 to 100.
- Ask and answer questions about information related to quantity and price of clothing (*¿Cuánto cuesta..?/ ¿ Cuánto(s)/Cuánta(s)?*).
- Retell (orally and in writing) the story ***Pedro y la ropa*** using transitional vocabulary (*un día, había una vez, entonces, luego, etc.*).

- Identify rooms of the house.
- Copy and write words, memorized phrases, and simple sentences.
- Identify a morning routine to prepare for school (3rd person: *despertar, levantar, vestir, bañar, lavar, cepillar, peinar, dormir*).
- Identify rooms (*el dormitorio, la sala, la cocina, el comedor, el baño*).

Evidence of Learning

Assessment:

Teachers will continually check for understanding and assess student learning throughout the unit, and will adjust their instruction as necessary based on students' progress and areas of need. Additionally, students will be given many opportunities to self-assess and set goals for themselves aligned with a child-friendly proficiency rubric which will help them to understand learning goals in the Spanish language program.

3rd grade Spanish common assessment:

Students will create a presentational task in writing and orally to retell the story, "*Pedro y la ropa*."

Resources

Core Text:

Pedro y la ropa TPRs sequence based on *El sombrero mágico* by Rosario Ferré

Suggested Resources

- Authentic and reproduced currencies.
- Authentic clothing store advertisements.
- Teacher generated visuals related to content.
- Games (memory, matching, guessing, flyswatter, Eggspert quiz game)
- Booklet for "*Pedro y la ropa*"
- Visuals of "*La rutina de Manuel*"
- Google docs 3 rd grade curriculum resource guide
- Videos for "*La tienda de ropa*":
<https://www.youtube.com/watch?v=6SE21mngt2s&index=4&list=PLQfgokVGlyE09N5HJybxTTB2hKSkjOhpQ>
<https://www.youtube.com/watch?v=HQTVw8rm7qg&index=3&list=PLvyzCAL8q2e2I3DPsT75ho4jwnTtRjWz4>