

World Language Department – Cambridge Public Schools

Language: Spanish

Name of Unit/Level: La familia—Novice

Unit - Summative Performance Tasks

Interpretive

Students will be able to read and analyze various authentic sources from Spanish America and learn about different families. From the authentic texts, students will learn how families are different and are similar.

Presentational

Students will present to the class, without any prompt, the members of their family, and the things they like to do.

Interpersonal

Students will be able to ask classmates who the members of their family are, and what they like to do.
Students will be able to tell another students who their family members are, and indicate what they like to do.

Unit - Can Do Statements

Interpretive	I can look at an authentic text about a Spanish-speaking family and understand who the members of the family are. In addition to this, I can also indicate what they like to do during their free time.
	I can listen to a classmate talk about their family, and I can understand whom the members of their family are and what they like to do.
Presentational	Without using a prompt, I can present to the class the members of my family, and indicate the things that they like to do on their free time.
Interpersonal	I can ask a classmate who the members of their family are, and then ask the things that they like to do.

<i>Summary</i>	<i>Transfer</i>	<i>Mass. World Language Standards</i>
	Students will be able to independently use their learning to express whom the members of their family are. In addition to this, students will be able to independently ask probing questions to find out from others who people in their familiar are.	<p>LEARNING STANDARD 1. Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.</p> <p>LEARNING STANDARD 7. Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.</p>
2 weeks	<i>Meaning</i>	
	UNDERSTANDINGS: Students will understand that by learning the vocabulary related to family members, and	<p>ESSENTIAL QUESTIONS:</p> <p>1. Who do families in Latin America differ?</p>

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	learning about how to form questions, they will not only be able to ask a Spanish-speaker who their family members are, but also express who their own family members are.	<ol style="list-style-type: none"> 2. How do the families in my own community differ? 3. How do you ask someone in the target language who their family members are?
Santillana Big Universe—Online literature	Acquisition	
	<ol style="list-style-type: none"> 1. Students will know to ask others who are their family members. 2. Students will know about different Spanish-speaking families in Latin America. 3. Students will know how to form questions in the target language. 	<ol style="list-style-type: none"> 1. Students will be skilled at saying the members of their family 2. Students will be skilled at asking others about their family. 3. Students will be skilled at reading and analyzing authentic texts, and understanding what people sat about their family.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Written formal assessments Informal checking for understanding End of chapter IPA'S	Daily completion of “do now” & “exit ticket” Informal oral assessments. Group work Daily participation Daily participation in “word of the day” Daily participation in “question of the day”

Stage 3 – Learning Plan

Day 1: **Interpersonal**--Teacher will write the word *familia* on the board. Teacher will say the word and have students repeat it. Then, ask students what they think it means. Elicit that it looks and sounds similar to the English word “family.” Add *familia* to your *palabras similares* chart.

Create a word web on the board and write familia in the center Ask students to name different members of a family to add to the web. Elicit Mom, Dad brother, sister, and grandparents. Write the words in Spanish (*mama, papa, hermano, hermana, abuela, abuelo*) around the web and have students repeat. Use *Tarjetas fotograficas* of the different family members to assist.

Interpretive--Teacher explains to students that they will read several sentences in the *descubre* book. After they read, teacher will ask the students what they think the sentences might be about. Then, draw a word on the board and write the phrase *Yo creo que son acerca de...* in the center oval. Read the phrase and tell students that it means, “I think that they are about...” Teachers, encourage students to use Spanish in their answers as much as possible. Write students’ words and ideas in separate ovals around the web, and do not erase the web until you confirm predictions after the reading.

Day 2: **Interpretive**--Have students revisit the illustration on page 28-29 of *descubre español*. Ask students to name the members of Maria’s family. Point to

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each member and ask *Quien es el/ella?* Elicit *Ella es la _____/el es el _____ de Maria*. Have them refer back to the *familia* web the teacher drew on the board for help with the vocabulary if needed.

Show images of a *pelota de playa* (beach ball), a *toalla* (towel), and *juguetes* (toys). Say each word and have students repeat after you.

Day 3: **Interpretive**--On 14 strips of paper write the following

Hola
Ella es
Adios
Que tiene
El es
Mi mama tiene
Quien visita
Amigo
Mi amiga
Abuela
Mi papa
Mi hermano
La toalla
La playa

- Place the strips of the board or in a pocket chart. Invite a volunteer to make a sentence with two strips, guided by the capital letter and punctuation marks. Explain to students that some strips could be used in more than one sentence.
- After the student makes a correct sentence, read it and have students repeat. Then return the strips to the board or the chart and invite other volunteers to make different sentences. Have students point to the capital letter and the punctuation marks in each completed sentence.

Day 4: **Presentational**—Have the students repeat the title: *A escribir!* After you. Review the line *Tema: Mis amigos*, and remind students they are preparing illustrated stories about their friends. After, discuss the meaning of the *Revisa* stage and have students take out their drawings from the previous week. Have them correct or rewrite as necessary. Encourage them to expand their writing by drawing a toy or beach items that they are using to play with their friend and write additional sentences, such as *Mi amigo/amiga tiene un/una _____*.

Review related vocabulary and provide sentences frames and word banks, as required, so students can complete the activity.