Grade 3 Spanish - Unit 1 - El Tiempo

Unit Focus

In this first unit of third grade, students will learn a variety of weather expressions. Students will use their new vocabulary to support and show their understanding in the target language.

Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).

At the culmination of this unit, students will create their own loco trip in downtown Madison where several weather expressions occur in a variety of places.

Stage 1: Desired Results - Key Understandings

Standard(s)

ACTFL World Readiness Standards for Learning Languages

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)
- Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2)
- Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Transfer

Students will be able to independently use their learning to...
T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.
T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) **U2** Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	*Students will keep considering...* **Q1** What does the source or text say? What does it mean? **Q2** What am I trying to say and how do I say it? **Q3** How do I select and use information to support my ideas? **Q4** What is the weather like where I am or in a different location?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** High Frequency Words: el tiempo, hace frío, hace calor, hace fresco, hace sol, hace viento, está lloviendo, está nublado, está nevando, hay: un tornado, un huracán, un arco iris, una tormenta, aquí	*Students will be skilled at...* **S1** Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate images and appropriate gestures.

Stage 1: Desired Results - Key Understandings		
	K2 Verbs: dice, camina, sale de, come **K3** Sentences: ¿Qué tiempo hace hoy? Hace buen tiempo. Hace mal tiempo. **K4** Cognates: necesita, perfecto, normal	**S2** Identifying and using high frequency words in context.