

5th grade, Unit #3, World Language, Family

Content Area: **Generic Content Area**

Course(s): **Generic Course**

Time Period: **November**

Length: **8 weeks**

Status: **Published**

Enduring Understanding

Everyone's family and heritage are different.

Essential Questions

Who makes up a family?

Common Core Standards

FL.PK-12.7.1.NM.B.B	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
FL.PK-12.7.1.NM.B.G	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography).
FL.PK-12.7.1.NM.B.H	Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
FL.PK-12.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
FL.PK-12.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
FL.PK-12.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
FL.PK-12.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
FL.PK-12.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
FL.PK-12.7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Student Learning Objectives

The students will:

Identify and label family member vocabulary.

Identify and memorize basic adjectives to describe people.

Ask and answer questions related to the family.

Apply family member vocabulary words to their own family members.

Use correct gender agreement with adjectives to describe family members.

Describe the likes and dislikes of others.

Memorize and recite songs/chants related to family vocabulary.

Demonstrate comprehension of family vocabulary by interpreting a family tree graph orally/in writing to describe family relationships.

Instructional Activities

Introduce family member and descriptive adjective vocabulary through flashcards, TPR, felt boards, paper dolls, etc.

Independently cut and paste family tree worksheet describing how all of the people are related.

Teacher models and narrates a family tree using an online example of a famous historical person or any example of a family tree and describes/asks questions about the family relationships.

TPR review of *me gusta/no me gusta* with basic verb/noun vocabulary (i.e. *la escuela, jugar, leer, nadar, etc.*).

Students bring in a picture of a family member and write a sentence describing the person, their relationship with the person, and the person's likes/dislikes.

Students create, label, and present their own family trees.

Introduce and practice a family song such as *Tengo una Familia Grande*, from "Sing, Dance, Laugh, and Eat Tacos."

Smart Board matching activities and games to practice gender agreement.

Students complete an individual or cooperative activity in which they read or listen to a description of a person and illustrate what they read/hear.

Interdisciplinary Connections

Social Studies: Genealogy, Diagram/chart reading, Family structure within various cultures

Texts and Resources

Teacher created smart board games and activities for gender agreement

Online family tree resources: (Charles II of Spain) http://www.genomesunzipped.org/wp-content/uploads/2011/04/Carlos_segundo80.png, (Simpson's)

<http://spanishplans.files.wordpress.com/2011/10/simpsonfamilyspanish.jpg>, (Juan Carlos of Spain) http://www.proprofs.com/quiz-school/user_upload/ckeditor/32867735.jpg

CD of *Sing, Dance, Laugh, and Eat Tacos* (Vol. 1 and 2) or other family vocabulary song download

Flashcards/google images/felt board images of unit vocabulary

Assessment

Observation of Appropriate response and identification of family vocabulary during TPR and family tree reading activities.

Observation of accuracy in smart board gender matching activities.

Observation of accuracy in completion of teacher-created worksheets.

Observation of recognition of basic vocabulary associated with family member vocabulary.

Teacher observation during asking/answering of questions and discussions related to family member vocabulary.

Rubric assessment of family tree project and presentation.