

# 4th Grade Unit #6, World Language, Calendar and Weather

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **March**  
Length: **6 weeks**  
Status: **Published**

## Enduring Understanding

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Calendars and weather differ around the world.

## Essential Questions

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How does my calendar look different from calendars in other countries?

Where is it hot in January?

## Common Core Standards

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| 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.B.5   | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  |
| FL.PK-12.7.1.NM.A.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.A.2   | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  |
| 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.B.C   | Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)   |
| FL.PK-12.7.1.NM.C.A.1 | Make lists.  |
| 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.  |
| FL.PK-12.7.1.NM.C.5   | Name and label tangible cultural products and imitate cultural practices from the target culture(s).   |

## Student Learning Objectives

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The students will:

Ask and answer questions in a whole class and small group setting regarding calendar vocabulary including the date, classes, and month.

Recall and list the days of the week, months of the year, and seasons using a song or chant.

Interpret a foreign language calendar to answer oral and written questions about yesterday, today, and tomorrow.

Demonstrate comprehension of oral and written directions by pointing to the correct day or month on a foreign

language calendar.

Identify weather expressions and describe the weather.

Describe the weather in different months throughout the world orally or in writing.

Describe and compare/contrast the current weather in various parts of the world using online resources.

Create and present a 5-day weather forecast for the upcoming week for any part of the world in cooperative groups.

## **Instructional Activities**

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Recall vocabulary of calendar topics including days of the week, months of the year, seasons, and the concepts of today/yesterday/tomorrow through charts, calendar displays, graphs, felt boards, and other realia.

Identify weather expressions through TPR, flashcards, google images pictures, smart board matching activities, etc.

After reviewing seasonal differences in the hemispheres, have students describe the weather in different months in different areas of the world using a teacher created worksheet, a whole-class sorting activity (smart board or paper), or illustrations.

Have students ask and answer simple questions about calendar and weather related topics in pairs/popcorn activity/round-robin, etc. such as ¿Qué día es hoy? ¿Si hoy es lunes, qué día es mañana? ¿Qué tiempo hace hoy? ¿Qué tiempo hace en México?, etc.

Review days of the week/months of the year/season songs to memorize correct order.

Visit online websites to view current conditions around the world and describe what you see using unit vocabulary in a whole-class or small group activity.

Create, illustrate, label, and present a 5-day weather forecast for the upcoming week in a city around the world as a cooperative activity.

## **Interdisciplinary Connections**

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Math: Measurement of time around the world, Reading and interpreting a chart

Geography: season changes in different hemispheres

Science: Weather patterns

## **Texts and Resources**

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Authentic language calendars

Charts/lists of calendar topics

Smart Board/Google Images of weather pictures

Felt board/felt cut outs

Online resources: <http://espanol.weather.com>, <http://www.weather.com/common/welcomepage/world.html>, etc.

## **Assessment**

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Appropriate response and identification of calendar and weather topics during TPR activities and vocabulary building games.

Observation of accuracy in matching activities.

Observation of accuracy in completion of teacher-created worksheets.

Checklist of recognition of basic vocabulary associated with calendar and weather vocabulary.

Teacher observation during asking/answering of questions and discussions related to calendar and weather vocabulary.

Rubric for creation and presentation of weather report/forecast.