



Grade 4 Spanish - Unit 2 - Amigos y Mascotas

Unit Focus

In this second unit of fourth grade, the students will explore the themes of friendships and pets. They will be introduced to their first chapter book in Spanish. The focus will be for the students to gain perspectives on how the character feels in relationship to friendships and pets and to investigate how the super 7 high frequency verbs will guide them in analyzing the text to support a growth in language acquisition.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
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) - Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1) - Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2) Madison Public Schools Profile of a Graduate - Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> 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) U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> Q1 How do I produce language to share information and demonstrate understanding? Q2 What does the source or text say? What does it mean? Q3 What do I do when I don't understand?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 First and third person of present tense with a focus on Super Siete and high frequency verbs (decir, responder, pensar) K2 Punctuation relating to dialogue in Spanish texts K3 Vocabulary relating to family members, pets, personality traits, physical descriptions	<i>Students will be skilled at...</i> S1 Asking and answering basic questions S2 Using super 7 verbs to communicate (orally and in writing) S3 Demonstrating comprehension of vocabulary and stories by using accurate and appropriate responses

Stage 1: Desired Results - Key Understandings

K4 Basic Agreement (adjectives, definite and indefinite articles)
K5 cómo = how vs. como = like
K6 Major events from Brandon Brown Chapters 1-4
K7 Phonics: r vs. rr, la letra g

S4 Using reading strategies (cognates, vocab, context) in order to make meaning of texts
S5 Using como to make comparisons
S6 Presenting information about unit themes (family, pets)
S7 Describing people and pets with adjective and article agreement
S8 Pronouncing vocabulary words that include r, rr, and g