

Units of Inquiry	Who We Are	How We Organize Ourselves	Where We Are in Place and Time	How the World Works	Sharing the Planet	How We Express Ourselves
<p><b>Theme</b></p>	<p>❖ <b>ALL ABOUT ME</b></p> <ol style="list-style-type: none"> <li>Identity (Self-Description)</li> <li>Personal Introductions</li> <li>Courtesy Expressions</li> <li>Alphabet</li> <li>Family Members</li> <li>Summative</li> </ol>	<p>❖ <b>NUMERACY AND CLASSROOM ENVIRONMENT</b></p> <ol style="list-style-type: none"> <li>Counting</li> <li>Recognizing numerals out of order.</li> <li>Simple math equations.</li> <li>Classroom Objects</li> <li>School Supplies</li> <li>Summative</li> </ol>	<p>❖ <b>CALENDAR</b></p> <ol style="list-style-type: none"> <li>Days</li> <li>Months</li> <li>Birthday</li> <li>Seasons</li> <li>Holidays &amp; Writing Dates</li> <li>Summative</li> </ol>	<p>❖ <b>WEATHER, CLOTHING, PARTS OF THE BODY</b></p> <ol style="list-style-type: none"> <li>Fall/Winter Weather Expressions</li> <li>Fall/ Winter Clothing</li> <li>Spring/Summer Weather Expressions</li> <li>Spring/Summer Clothing</li> <li>Body Parts</li> <li>Summative</li> </ol>	<p>❖ <b>NATURE &amp; ANIMALS</b></p> <ol style="list-style-type: none"> <li>Elements of Nature</li> <li>Plants &amp; Flowers</li> <li>Domestic Animals (Pets &amp; Farm)</li> <li>Wild Animals (Forest &amp; Jungle)</li> <li>Sea Animals</li> <li>Summative</li> </ol> <p>Supplemental: Earth Day Packet</p>	<p>❖ <b>EMOTIONS, COLORS, FOODS, HOBBIES</b></p> <ol style="list-style-type: none"> <li>Adjectives Describing Feelings and Emotions</li> <li>Colors</li> <li>Likes/Dislikes (Foods)</li> <li>Likes/Dislikes (Hobbies and Sports)</li> <li>Summer Plans</li> <li>Summative</li> </ol>
<p><b>Grades 1-3</b></p>	<ol style="list-style-type: none"> <li>Express greetings and farewell according to time of day.</li> <li>Ask others how they are and respond in kind.</li> <li>Utilize expressions of courtesy.</li> <li>Ask others their names (basic introductions)</li> <li>Identify &amp; define the family members</li> <li>Recognize &amp; recite Spanish alphabet</li> </ol>	<ol style="list-style-type: none"> <li>Count 0-20 or 0-40, depending on grade level.</li> <li>Express simple math equations.</li> <li>Identify, define and discuss the objects found in the classroom and school related supplies.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and express all basic calendar related terms.</li> <li>Talk about preferences regarding days of the week, seasons, etc., using adjectives <i>preferido</i> and <i>favorito</i>.</li> <li>Talk about cognates in calendar terminology.</li> <li>Discuss birthdays.</li> <li>Write out dates</li> </ol>	<ol style="list-style-type: none"> <li>Identify &amp; express weather conditions in different seasons</li> <li>Explain appropriate clothing choices for different seasons</li> <li>Recognize &amp; recite body parts in Spanish</li> <li>Associate or combine articles of clothing with correct body parts</li> </ol>	<ol style="list-style-type: none"> <li>Discuss and identify elements of nature in Spanish, including <i>sun, sky, clouds, trees, plants, flowers, and basic geographical features</i>.</li> <li>Name specific types of trees and flowers in Spanish.</li> <li>Identify and categorize domestic and farm animals.</li> <li>Identify and differentiate between animals in woodland forests and jungles in Spanish.</li> <li>Identify well-known sea animals in Spanish.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and discuss common emotions and temporary conditions in Spanish.</li> <li>Explore how the colors we like help us express ourselves (making connections with colors of clothes, backpacks, and other personal items).</li> <li>Express food preferences</li> <li>Express hobbies and other favorite activities</li> <li>Discuss summer vacation activities, destinations, and means of transportation.</li> </ol>

					6. Discuss ways to protect the planet and animals.	
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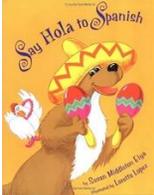
# FLES UNIT

## ALL ABOUT ME

### Grades 1-3

#### THEME: WHO WE ARE

#### WEEK 1

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>How do we greet others and say goodbye in Spanish?</p> <p>What does it mean to be polite?</p> <p>How do I ask how someone is doing?</p> <p>How would I say how I am feeling?</p> <p>How can I introduce myself to someone?</p>	<ol style="list-style-type: none"> <li>1. Buenos días</li> <li>2. Buenas tardes</li> <li>3. Buenas noches</li> <li>4. Adiós</li> <li>5. Nos vemos después</li> <li>6. Por favor, gracias, de nada</li> <li>7. ¿Cómo estás?</li> <li>8. Estoy muy bien, Estoy bien, Más o menos, Estoy mal, Estoy muy mal ¿y tú?</li> <li>9. ¿Cómo te llamas?/Me llamo...</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p style="color: red;"><b>Say Hola to Spanish by S.M. Elya</b></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)</li> <li>2. <a href="#">Greetings in Spanish - YouTube</a></li> <li>Learning Spanish with Johanna - Greetings</li> <li>3. <a href="#">Goodbye in Spanish - YouTube</a></li> <li>Learning Spanish with Johanna: Goodbye video</li> <li>4. <a href="#">Learn Spanish With BASHO &amp; FRIENDS   Adjectives in Spanish + Diversity and Equality</a></li> <li>5. <a href="#">Learn how to Start a conversation in Spanish with What's your name (rockalingua.com)</a></li> <li>6. (202) <a href="#">Cuando soy Amable- Trace Moroney-cuento infantil - YouTube</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs &amp; read-aloud with vocabulary</li> <li>2. Choral Repetition of Vocabulary Phrases</li> <li>3. Greet your partner in Spanish.</li> <li>4. Ask each other's name. Q: ¿Cómo te llamas? A: Me llamo _____.</li> <li>Q: ¿Cómo estás? A: Estoy _____.</li> </ol>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>🙂 I successfully completed today's activities. (3)</p> <p>😐 I completed today's activities with help. (2)</p> <p>☹️ I did not complete today's activities. (1)</p>

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# FLES UNIT

## ALL ABOUT ME

### GRADES 1-3

## THEME: WHO WE ARE

### WEEK 2

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What expressions do we hear in the FLES classroom?</p> <p>What phrases do we use to be polite to one another?</p> <p>How many ways can we say “goodbye”</p>	<p>1. Classroom expressions: Raise your hand, Look, Listen, Stop, Quiet please, Bathroom, please,</p> <p>2. Courteous expressions: Excuse me, I am sorry.</p> <p>3. Farewell Expressions: Hasta luego, Hasta la vista; Hasta mañana</p> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p style="color: red;"><i>Say Hola to Spanish <u>Otra vez (Again)</u> by S.M. Elya</i></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<p>1. <a href="#">Greetings in Spanish - YouTube</a> Learning Spanish with Johanna – Greetings</p> <p>2. <a href="#">Goodbye in Spanish - YouTube</a> Learning Spanish with Johanna: Goodbye video</p> <p>3. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)</p> <p>4. <a href="#">Back to school   Rockalingua</a></p>	<p>1. Choral Repetition of Vocabulary Phrases</p> <p>2. Cooperative Learning Games</p> <p style="padding-left: 20px;">a. “Papa Caliente” or Hot Potato game</p> <p style="padding-left: 20px;">b. “Matamoscas” or Flyswatter game</p> <p style="padding-left: 20px;">c. “Adivina” or “Guess which one” game</p>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>🙂 I successfully completed today’s activities. (3)</p> <p>😐 I completed today’s activities with help. (2)</p> <p>☹️ I did not complete today’s activities. (1)</p>

# FLES UNIT

## ALL ABOUT ME

### GRADES 1-3

#### THEME: WHO WE ARE

#### WEEK 3

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What letters do we find in the Spanish alphabet that are not in the English alphabet?</p>	<p>1. The 30 letters of the Spanish alphabet, (including <i>rr</i>)</p>	<div style="text-align: center;">  <p><b>ABC Spanish</b> by Aless Baylis</p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<ol style="list-style-type: none"> <li>1. Alphabet Chart with pictures for each letter</li> <li>2. <a href="#">ABC Spanish   Kids Books READ ALOUD! (A Bilingual Alphabet Book!) - YouTube</a></li> <li>3. <a href="#">SPANISH ALPHABET SONG BY KK - Bing video</a></li> <li>4. <a href="#">(216) El abecedario en español - YouTube</a></li> <li>5. Alphabet &amp; Vocabulary Packet</li> </ol>	<ol style="list-style-type: none"> <li>1. Choral Repetition of Alphabet</li> <li>2. Turn-and-Talk to Partner: Q: How do you spell your name?</li> <li>3. Cooperative Learning Games               <ol style="list-style-type: none"> <li>a. “Papa Caliente” or Hot Potato</li> <li>b. “Matamoscas” or Flyswatter game</li> <li>c. “Adivina” or Guess which one</li> <li>d. “¿Quién lo tiene?” or Who has it?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>😊 I can teach someone else what I learned today. (4)</li> <li>🙂 I successfully completed today’s activities. (3)</li> <li>😐 I completed today’s activities with help. (2)</li> <li>☹️ I did not complete today’s activities. (1)</li> </ol>

# FLES UNIT

## ALL ABOUT ME

### GRADES 1-3

#### THEME: WHO WE ARE

#### WEEK 4

ESSENTIAL QUESTIONS	TERMS	READ ALOUD												
<p>How do I talk about my close family members in Spanish?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">1. la familia</td> <td style="width: 50%; border: none;">7. mi abuelo</td> </tr> <tr> <td style="border: none;">2. mi padre/ papa</td> <td style="border: none;">8.mi abuela</td> </tr> <tr> <td style="border: none;">3. mi madre/ mama</td> <td style="border: none;">9. mi tío</td> </tr> <tr> <td style="border: none;">4.mi hermano</td> <td style="border: none;">10. mi tía</td> </tr> <tr> <td style="border: none;">5.mi hermana</td> <td style="border: none;">11. yo</td> </tr> <tr> <td style="border: none;">6.el bebé or la bebé</td> <td style="border: none;">12. se llama</td> </tr> </table> <p style="color: red; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	1. la familia	7. mi abuelo	2. mi padre/ papa	8.mi abuela	3. mi madre/ mama	9. mi tío	4.mi hermano	10. mi tía	5.mi hermana	11. yo	6.el bebé or la bebé	12. se llama	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b><i>Mi Mamá</i> by Anthony Browne</b>  <b><i>Mi Papá</i> by Anthony Browne</b>  <b><i>Mi Hermano</i> by Anthony Browne</b></p>
1. la familia	7. mi abuelo													
2. mi padre/ papa	8.mi abuela													
3. mi madre/ mama	9. mi tío													
4.mi hermano	10. mi tía													
5.mi hermana	11. yo													
6.el bebé or la bebé	12. se llama													
<p>RESOURCES AND MATERIALS</p>	<p>LISTENING AND SPEAKING ACTIVITIES</p>	<p>SELF-REFLECTION</p>												
<p>1. <a href="#">Family in Spanish - YouTube</a>  Learning Spanish with Johanna: Family video  2. <a href="#">(216) La familia - YouTube</a>  3. <a href="#">Family Members   Rockalingua</a>  4. Teacher Created Visuals of Family members</p>	<ol style="list-style-type: none"> <li>1. Choral Repetition of Family Vocabulary</li> <li>2. Students sing song with YouTube video</li> <li>3. Students share names of family members by using “se llama”</li> </ol>	<p>😊 I can teach someone else what I learned today. (4)  😊 I successfully completed today’s activities. (3)  😐 I completed today’s activities with help. (2)  😞 I did not complete today’s activities. (1)</p>												

# FLES UNIT

## ALL ABOUT ME

### GRADES 1-3

#### THEME: WHO WE ARE

#### WEEK 5

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>How do I say that I am happy or sad?</p> <p>How do I describe if a family member is happy or sad?</p>	<p>1.Estoy feliz</p> <p>2.Estoy triste</p> <p>3. Mi mamá está feliz/triste.</p> <p>4. Mi papá está_____.</p> <p>*Looping of vocabulary from prior weeks for review</p> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p>Continue with read aloud related the Family Unit.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<p>1. Teacher-created Visuals of Family members</p> <p>2. <a href="#">ESTOY FELIZ - Bing video</a></p> <p>3. <a href="#">(271) 6 answers to ¿Cómo estás? for children learning Spanish - YouTube</a></p> <p>4. <a href="#">(271) Emotions in Spanish, ¿Cómo Estás? ~ Level 1   Mi Camino Spanish™ - YouTube</a></p>	<p>1.Students identify family vocabulary words based on pictures.</p> <p>2.Based on pictures, students identify if family member is happy, sad, bien, mal, etc.</p>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>🙂 I successfully completed today's activities. (3)</p> <p>😐 I completed today's activities with help. (2)</p> <p>☹️ I did not complete today's activities. (1)</p>

**FLES UNIT  
ALL ABOUT ME  
GRADES 1-3**

**THEME: WHO WE ARE  
WEEK 6 SUMMATIVE**

LISTENING AND SPEAKING	READING AND WRITING
<p>Students can identify and pronounce Spanish words and phrases listed as “VOCABULARY” from the previous five weeks. They can do this by viewing teacher created visuals. They can do this by viewing gestures of the teacher. Students can pronounce new vocabulary through choral repetition, songs, and turn-and-talk partner practice.</p>	<p>Students will recognize, identify, pronounce, and write the Spanish alphabet. Students will engage in Alphabet Booklet and other written practice activities as instructed by FLES teacher.</p>

# FLES UNIT

## NUMERACY & CLASSROOM

### GRADES 1-3

#### THEME: HOW WE ORGANIZE OURSELVES

#### WEEK 1

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What are the numbers from 0-10 in Spanish? (Grade 1)</p> <p>What are the numbers from 10-20 in Spanish? (Grades 2-3)</p>	<p>Numbers from 0-10 or from 0-20 depending upon grade level/level of proficiency.</p>	<div style="text-align: center;">  <p style="color: red;"><i>Yo tenía diez perritos</i></p> </div> <div style="text-align: center; margin-top: 10px;">  <p style="color: red;"><i>Cuenta ratones</i> By E.S.Wals</p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish</u> (Greeting Song)  2. <u>Numbers 1 to 10 in Spanish - YouTube</u>  Learning Spanish with Johanna -Numbers 1-10  3.<u>Learn to count in Spanish with BASHO &amp; FRIENDS</u>  <u>[Episode Version] - YouTube</u>  4.  <a href="https://www.youtube.com/watch?v=TI44m2Zp0dY">https://www.youtube.com/watch?v=TI44m2Zp0dY</a>  Learning Spanish with Johanna -Numbers 1-20  5.Teacher Created Visuals of Numbers  6.Teacher Created PowerPoint presentations  7.Decks of playing cards</p>	<p>1. Listening to songs &amp; read-aloud with vocabulary.  2. Choral Repetition of numbers 0-20.  3. "Ten Little Indians" song  4. Cooperative Learning Games  5. Number Recognition Card Game  6. "Adivina" (Guess which one)  7. "¿Quién lo tiene?" (Who has it?)</p>	<p>😊 I can teach someone else what I learned today.  (4)  😊 I successfully completed today's activities.  (3)  😐 I completed today's activities with help.  (2)  😞 I did not complete today's activities.  (1)</p>
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# FLES UNIT

## NUMERACY & CLASSROOM

### GRADES 1-3

#### THEME: HOW WE ORGANIZE OURSELVES

#### WEEK 2

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What are the numbers from 0-15 in Spanish? (Grade 1)</p> <p>What are the numbers from 10-20 in Spanish? (Grades 2-3)</p> <p>What are the objects that we see and use in our classroom?</p>	<p>Numbers 0-20</p> <p>Classroom objects:</p> <ol style="list-style-type: none"> <li>1. el libro-book</li> <li>2. el lápiz-pencil</li> <li>3. el bolígrafo/la pluma/el lapicero-pen</li> <li>4. el papel-paper</li> <li>5. el pupitre-student's desk</li> <li>6. la silla-chair</li> <li>7. el sacapuntas-pencil sharpener</li> <li>8. la mochila-backpack</li> <li>9. el borrador-eraser</li> <li>10. el estuche-pencil case</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p style="color: red;"><b><i>¡Cuántas cuentas en un cuento!</i></b></p> <p style="color: red;"><b>By <u>Loti Scagliotti</u></b></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <u>Hola a todos - Calico Spanish</u> (Greeting)</li> <li>2. <u>Video – Numbers 10-20   Learning Spanish with Johanna</u></li> <li>3. Teacher Created Visuals of Numbers</li> <li>4. Decks of playing cards</li> <li>5. Classroom objects flashcards</li> <li>6. Rap video: “Mi mochila” (248) <a href="#">En mi mochila - YouTube</a></li> <li>7. Teacher-created PowerPoint presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs &amp; read-aloud with vocabulary.</li> <li>2. Choral Repetition of numbers 0-20.</li> <li>3. Choral Repetition of new classroom object vocabulary.</li> <li>4. Cooperative Learning Games</li> <li>5. Number Recognition Card Game</li> <li>6. “Adivina” (Guess which one)</li> <li>7. “¿Quién lo tiene?” (Who has it?)</li> </ol>	<p>👤 I can teach someone else what I learned today. (4)</p> <p>😊 I successfully completed today’s activities. (3)</p> <p>😐 I completed today’s activities with help. (2)</p> <p>😞 I did not complete today’s activities. (1)</p>
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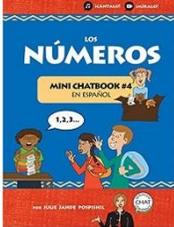
# FLES UNIT

## NUMERACY & CLASSROOM

### GRADES 1-3

**THEME: HOW WE ORGANIZE OURSELVES**

**WEEK 3**

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What are the numbers from 0-20 in Spanish?</p> <p>What are the objects that we see and use in our classroom?</p>	<p>Review numbers 0-20</p> <p>Classroom objects</p> <ol style="list-style-type: none"> <li>1. la computadora-computer</li> <li>2. la impresora-printer</li> <li>3. el teclado-keyboard</li> <li>4. el ratón-mouse</li> <li>5. la pantalla-screen</li> <li>6. el cuaderno-notebook</li> <li>7. el borrador-eraser</li> <li>8. la bandera-flag</li> <li>9. la ventana-window</li> <li>10. la puerta-door</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p><i>Los Números: Mini Chatbook en español</i> By J.J. Pospishil</p>
<p><b>RESOURCES AND MATERIALS</b></p>	<p><b>LISTENING AND SPEAKING ACTIVITIES</b></p>	<p><b>SELF-REFLECTION</b></p>

<p>1. <u>Hola a todos - Calico Spanish (Greeting)</u></p> <p>2. <u>Video – Numbers 10-20   Learning Spanish with Johanna</u></p> <p>3. Teacher Created Visuals of Numbers</p> <p>4. Teacher Created PowerPoint presentations</p> <p>5. Decks of playing cards</p> <p>6 Classroom objects flashcards</p> <p>7. <u>Objetos de la clase - Bing video</u></p>	<p>1. Choral repetition new vocabulary</p> <p>2. <u>Cooperative Learning Games</u></p> <p>3. Number Recognition Card Game</p> <p>4. “Adivina” (Guess which one)</p> <p>5. “¿Quién lo tiene?” (Who has it?)</p> <p>6. Bingo game with numbers.</p>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>😊 I successfully completed today’s activities. (3)</p> <p>😐 I completed today’s activities with help. (2)</p> <p>😞 I did not complete today’s activities. (1)</p>
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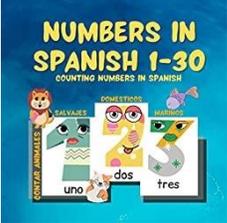
# FLES UNIT

## NUMERACY & CLASSROOM

### GRADES 1-3

**THEME: HOW WE ORGANIZE OURSELVES**

**WEEK 4**

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What are the numbers from 0-30 in Spanish?</p> <p>What are the objects that we see and use in our classroom?</p>	<p>Grades 1&amp;2: Review numbers 0-20 Review prior Classroom Vocabulary</p> <p>Grade 3: Numbers 21-30 Classroom objects</p> <ol style="list-style-type: none"> <li>1. la papelera/cesta-wastepaper basket</li> <li>2. el mapa-map</li> <li>3. el aula/salón-classroom</li> <li>4. la pizarra blanca-whiteboard</li> <li>5. el reloj-clock</li> <li>6. los marcadores/plumones-markers</li> <li>7. los crayones-crayons</li> <li>8. las tijeras-scissors</li> <li>9. el pegamento-glue</li> <li>10. el escritorio-teacher's desk</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p><b><i>Numbers in Spanish 1-30: Counting Numbers in Spanish</i></b> By <b><u>Israa Dandachi</u></b></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <u>Hola a todos - Calico Spanish</u> (Greeting)</li> <li>2. Teacher-created Visuals of Numbers</li> <li>3. Teacher-created PowerPoint presentations</li> <li>4. Decks of playing cards</li> <li>5. Classroom objects flashcards</li> <li>6. Rap video: “Mi mochila” (248) <u>En mi mochila - YouTube</u></li> <li>7. Rap Video: (248) <u>Classroom Objects Rap - YouTube</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs and stories</li> <li>2. Choral repetition of vocabulary</li> <li>3. Bingo game with classroom terms.</li> </ol>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today’s activities. (3)</p> <p> I completed today’s activities with help. (2)</p> <p> I did not complete today’s activities. (1)</p>
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# FLES UNIT

## NUMERACY & CLASSROOM

### GRADES 1-3

**THEME: HOW WE ORGANIZE OURSELVES**

**WEEK 5**

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>How do we express simple math equations?</p> <p>Which classroom objects belong in our backpack?</p>	<p>Grades 1&amp;2: Review numbers 0-20</p> <ol style="list-style-type: none"> <li>1. más-plus</li> <li>2. la suma-addition</li> <li>3. menos-minus</li> <li>4. la resta-subtraction</li> <li>5. son-equals</li> </ol> <p>Classroom objects Review of terms from Weeks 2,3 and 4.</p> <p>Grade 3: Review numbers 0-30 Review prior Classroom Vocabulary</p> <ol style="list-style-type: none"> <li>1. más-plus</li> <li>2. la suma-addition</li> <li>3. menos-minus</li> <li>4. la resta-subtraction</li> <li>5. son-equals</li> <li>6. la multiplicación-multiplication</li> <li>7. por-times</li> <li>8. la división-division</li> <li>9. dividido por-divided by</li> </ol>	<div style="text-align: center;">  <p><b>¡Me gusta ir a la escuela!</b> Un cuento infantil para maestros</p> <p><i>Me gusta ir a la escuela</i> By Norman Joel de Jesus de Jesus</p> </div> <div style="text-align: center; margin-top: 20px;">  <p><b>¡Vamos a la escuela infantil!</b></p> <p><i>¡Vamos a la escuela infantil!</i> By Etta Husu</p> </div>

	<b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b>	
<b>RESOURCES AND MATERIALS</b>	<b>LISTENING AND SPEAKING ACTIVITIES</b>	<b>SELF-REFLECTION</b>
<ol style="list-style-type: none"> <li>1. <u>Hola a todos - Calico Spanish</u> (Greeting Song)</li> <li>2. Crossword puzzles</li> <li>3. Word search</li> <li>4. <u>(248) Learn School Objects in Spanish Plus Activities - YouTube</u> (with HW option &amp; QUIZ)</li> <li>5. Teacher created PowerPoint presentations on addition, subtraction, multiplication and division in Spanish.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs and stories</li> <li>2. Choral repetition of vocabulary</li> <li>3. Turn &amp; Talk: Students will verbally identify elements of nature with a partner.</li> </ol>	<ol style="list-style-type: none"> <li>😊 I can teach someone else what I learned today. (4)</li> <li>😊 I successfully completed today's activities. (3)</li> <li>😐 I completed today's activities with help. (2)</li> <li>😞 I did not complete today's activities. (1)</li> </ol>

**FLES UNIT**  
**NUMERACY & CLASSROOM**  
**GRADES 1-3**

**THEME: HOW WE ORGANIZE OURSELVES**

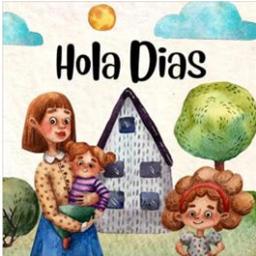
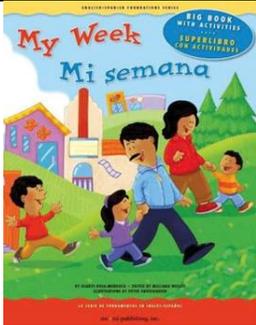
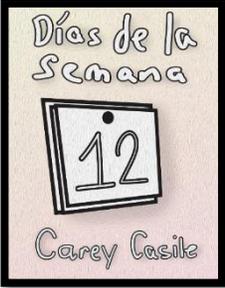
**WEEK 6 SUMMATIVE**

LISTENING AND SPEAKING	READING AND WRITING
<ol style="list-style-type: none"><li>1. Students can memorize and count to 20.</li><li>2. Students can recognize the numbers out of order.</li><li>3. Students can participate in an online question and answer game.</li><li>4. Students can identify vocabulary by viewing teacher-generated visuals.</li><li>5. Students can pronounce new vocabulary through choral repetition, songs, and Turn &amp; Talk partner practice.</li></ol>	<p>Students will write out numbers from 0-20 in words.</p> <p>Students will complete crossword puzzles in Spanish.</p> <p>Students will write out simple math equations in Spanish.</p> <p>Note: FLES teachers can modify classroom activities according to student proficiency level.</p>

# FLES UNIT CALENDAR GRADES 1-3

## THEME: WHERE WE ARE IN PLACE & TIME

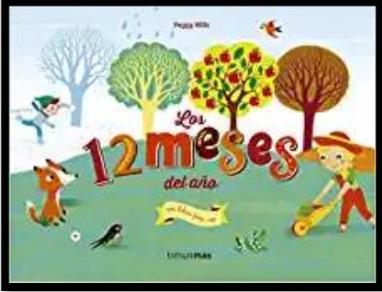
### WEEK 1

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What are the days of the week in Spanish?</p> <p>Why does our calendar begin with Sunday, if the Spanish calendar begins with Monday?</p>	<ol style="list-style-type: none"> <li>1. The 7 days of the week</li> <li>2. calendario – calendar</li> <li>3. día - day</li> <li>4. preferido/favorito - favorite</li> <li>5. cuál es – What is</li> <li>6. por qué - why</li> <li>7. semana – week</li> <li>8. hay – there is / there are</li> </ol> <p style="color: red; text-align: center;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p style="color: red;"><i>Hola Dias By I.B. Steven</i></p> </div> <div style="text-align: center;">  <p style="color: red;"><i>Mi semana by G. Rosa-Mendoza</i></p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p style="color: red;"><i>Días de la semana by Carey Casile</i></p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)</li> <li>2. <a href="#">Days of the week   Rockalingua</a></li> <li>3. <a href="#">(267) Days of the Week in Spanish - YouTube</a> (Learning Spanish with Johanna)</li> <li>4. <a href="#">(271) Los días de la semana - YouTube</a></li> <li>5. <a href="#">(271) Los días de la semana para niños - ¿Cuáles son los días de la semana? - Lunes, martes, miércoles... - YouTube</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs &amp; read-aloud with vocabulary</li> <li>2. Choral Repetition of the days of the week, (<i>Jeopardy</i> song)</li> <li>3. "Director" Sequencing Game</li> <li>4. What is your favorite day of the week, and why?</li> <li>5. How many days are there in one week?</li> </ol>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today's activities. (3)</p> <p> I completed today's activities with help. (2)</p> <p> I did not complete today's activities. (1)</p>
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# FLES UNIT CALENDAR GRADES 1-3

## THEME: WHERE WE ARE IN PLACE & TIME WEEK 2

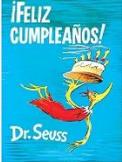
ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What are the months of the year in Spanish?</p> <p>What is a cognate?</p>	<ol style="list-style-type: none"> <li>1. The 12 months of the year</li> <li>2. cognado -cognate</li> <li>4. mes- month</li> <li>5. año - year</li> </ol> <p style="color: red; text-align: center;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="text-align: center;">  <p style="color: red;"><b>Los 12 meses del año by Peggy Nille</b></p> </div> <div style="text-align: center; margin-top: 20px;">  <p style="color: red;"><b>Los meses del año son... by Clarisa Ruiz &amp; Yolansa Reyes</b></p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish</u> (Greeting Song)</p> <p>2. <u>Back to school   Rockalingua</u> (Months &amp; Seasons)</p> <p>3. <u>Months of the year in Spanish - YouTube</u> (Learning Spanish with Johanna)</p> <p>4. <u>(271) Los meses del año - YouTube</u></p>	<p>1. Listening to songs and stories</p> <p>2. Choral Repetition of the days of the week.</p> <p>3. Choral repetition of months of the year.</p> <p>4. Volunteers recite days and months independently.</p> <p>5. What is your favorite month of the year?</p> <p>6. How many months are there in one year?</p> <p>7. Calendar board game</p> <p>8. "Director" Sequencing Game</p>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today's activities. (3)</p> <p> I completed today's activities with help. (2)</p> <p> I did not complete today's activities. (1)</p>
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# FLES UNIT CALENDAR GRADES 1-3

## THEME: WHERE WE ARE IN PLACE & TIME

### WEEK 3

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>How do I talk about my birthday? How do I express my age? How do I inquire about someone's age? What is the correct way to write out dates?</p>	<ol style="list-style-type: none"> <li>1. fecha – date</li> <li>2. cumpleaños - birthday</li> <li>3. cuántos - how many</li> <li>4. hay – there is / there are</li> <li>5. tienes – you have</li> <li>6. tengo – I have</li> <li>7. edad - age</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p><i>¡Feliz cumpleaños!</i> by Dr. Seuss</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)</li> <li>2. <a href="#">Cumpleaños Feliz - Happy Birthday Spanish Song   Kids Songs [Vocal 4K] - YouTube</a></li> <li>3. <a href="#">(271) Las Mañanitas Celebremos con gusto señores</a> ❤️ 👍 MX - YouTube</li> <li>4. <a href="#">(271) TEO (Español) - 20 - El cumpleaños de Teo - YouTube</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Choral Repetition of Vocabulary Phrases</li> <li>2. Listening to songs and stories.</li> <li>3. How many days are there in one week?</li> <li>4. How many months are there in one year?</li> <li>5. How many weeks are there in one month?</li> <li>6. How many weeks are there in one year?</li> <li>7. How old are you?</li> <li>8. When is your birthday?</li> </ol>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>🙂 I successfully completed today's activities. (3)</p> <p>😐 I completed today's activities with help. (2)</p> <p>☹️ I did not complete today's activities. (1)</p>



# FLES UNIT CALENDAR GRADES 1-3

## THEME: WHERE WE ARE IN PLACE & TIME

### WEEK 4

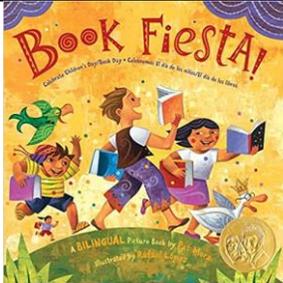
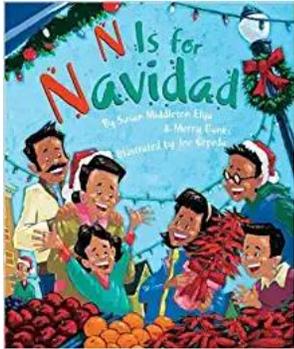
ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>How many seasons are there in the year? What are the seasons of the year? Which months make up each season?</p>	<p>1. The four seasons of the year 2. estación - season</p> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p><i>El libro de las estaciones</i> by Alice Provensen</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<p>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song) 2. <a href="#">Four seasons video to learn Spanish   Rockalingua</a> 3. <a href="#">Seasons of the Year Song in Spanish (Las Estaciones del Año)   Spanish Songs by a Native Speaker - YouTube</a> 4. <a href="#">(271) The Seasons in Spanish for Children   Educational Videos for Kids - YouTube</a> 5. <a href="#">(271) Las estaciones - YouTube</a></p>	<p>1. Listeners to songs and stories using vocabulary 2. Choral Repetition of Vocabulary 3. Students sing along with songs 4. Turn &amp; Talk with sentence starters 5. What is your favorite season, and why? 6. How many seasons are there in one year?</p>	<p>😊 I can teach someone else what I learned today. (4) 😊 I successfully completed today's activities. (3) 😐 I completed today's activities with help. (2) 😞 I did not complete today's activities. (1)</p>



# FLES UNIT CALENDAR GRADES 1-3

## THEME: WHERE WE ARE IN PLACE & TIME

### WEEK 5

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<ol style="list-style-type: none"> <li>1. What holidays are typically celebrated in Spanish speaking countries?</li> <li>2. How are they different or similar to the holidays celebrated in the U.S.?</li> </ol>	<ol style="list-style-type: none"> <li>1. día de fiesta – holiday</li> <li>2. La Navidad – Christmas</li> <li>3. El día de gracias – Thanksgiving</li> <li>4. La Pascua – Easter</li> <li>5. El día de los muertos – Day of the Dead</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="text-align: center;">  <p><i>Book Fiesta</i> by Pat Mora</p> </div> <div style="text-align: center; margin-top: 20px;">  <p><i>N is for Navidad</i> by Susan Middleton</p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish (Greeting Song)</u>  2. <u>Spanish Vocabulary ★ Holidays words ★ Learn Spanish - YouTube</u>  3. <u>(271) Día de los Muertos (Day of the Dead) music video for kids - YouTube</u>  4. <u>(271) Festividades y conmemoraciones - YouTube</u></p>	<p>1. Listening to songs and stories  2. Choral repetition of vocabulary  3. What is your favorite holiday?  4. In which month is your favorite holiday?</p>	<p> I can teach someone else what I learned today. (4)   I successfully completed today's activities. (3)   I completed today's activities with help. (2)   I did not complete today's activities. (1)</p>
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**FLES UNIT  
CALENDAR  
GRADES 1-3**

**THEME: WHERE WE ARE IN PLACE & TIME**

**WEEK 6 SUMMATIVE**

LISTENING AND SPEAKING	READING AND WRITING
<p>Students can identify and pronounce Spanish words and phrases listed as “TERMS” from the previous five weeks.</p> <p>They can identify vocabulary by viewing teacher-generated visuals.</p> <p>They can identify and discuss vocabulary related to the Calendar unit, responding to questions and non-verbal gestures made by the teacher.</p> <p>Students can pronounce new vocabulary through choral repetition, songs, and turn-and-talk partner practice.</p>	<p>Students will complete crossword puzzles and word searches as directed by FLES teacher.</p> <p>Students will write dates for holidays, as well as their birthdays.</p>

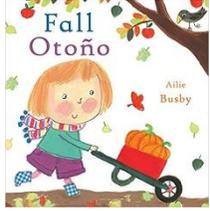
# FLES UNIT

## WEATHER, CLOTHING, PARTS OF THE BODY

### GRADES 1-3

#### THEME: HOW THE WORLD WORKS

#### Week 1

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What is the weather like in the fall?            What is the weather like in winter?            How do we describe the cold weather in Spanish?</p>	<ol style="list-style-type: none"> <li>1. ¿Qué tiempo hace en el otoño/en el invierno?</li> <li>2. Hace buen tiempo. / Hace mal tiempo.</li> <li>3. Hace fresco.</li> <li>4. Hace viento.</li> <li>5. Hace frío.</li> <li>6. Nieva. / Está nevando.</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p><i>Fall / Otoño by Ailie Busby</i></p>  <p><i>Un Día de Nieve by Ezra Jack Keats</i></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish</u> (Greeting Song)</p> <p>2. <u>Fun video and song about weather in Spanish. Easy Version</u> (<a href="http://rockalingua.com">rockalingua.com</a>)</p> <p>3. <u>A video about Fall to learn Spanish for Kids</u>   <a href="#">Rockalingua</a></p> <p>4. <u>Winter and body parts chant in Spanish</u>   <a href="#">Rockalingua</a></p> <p>3. <u>(216) The Weather in Spanish - YouTube</u> (Learning Spanish with Johanna)</p>	<p>1. Listening to songs &amp; read-aloud with vocabulary</p> <p>2. Choral Repetition of Vocabulary Phrases</p> <p>3. Turn &amp; Talk to Partner:  Q: ¿Qué tiempo hace hoy?  A: Hace buen/mal tiempo. (Student Choice)</p>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today's activities. (3)</p> <p> I completed today's activities with help. (2)</p> <p> I did not complete today's activities. (1)</p>
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# FLES UNIT: WEATHER, CLOTHING, PARTS OF THE BODY GRADES 1-3

## THEME: HOW THE WORLD WORKS

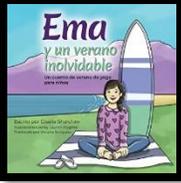
### Week 2

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What do we wear in the fall? What do we wear in the winter to keep warm? How do we describe what we wear in cold weather in Spanish?</p>	<ol style="list-style-type: none"> <li>1. ¿Qué llevamos en el otoño/el invierno?</li> <li>2. el suéter</li> <li>3.. los pantalones</li> <li>4. una chaqueta</li> <li>5. un abrigo</li> <li>6. las botas</li> <li>7. el gorro</li> <li>8. la bufanda</li> <li>9. los mitones</li> <li>10. los guantes</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="text-align: center;">  <p style="font-size: small; color: blue;">Mira Pipo, le explicaba su mamá, esta es la ropa de abrigo que nos debemos poner en invierno para no resfriarnos y no pasar frío.</p> </div> <p style="color: red; text-align: center;"><b>(216) Cuento de Invierno - YouTube</b></p> <div style="text-align: center;">  <p style="color: red;"><b>El Mitón by Jan Brett</b></p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)</li> <li>2. <a href="#">Winter Clothes   Rockalingua</a></li> <li>3. <a href="#">(216) La ropa   Spanish clothing song for kids (weather &amp; free activities too!) - YouTube</a> (Calico)</li> <li>4. <a href="#">(216) Clothes in Spanish - YouTube</a> (Learning Spanish with Johanna)</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs and stories</li> <li>2. Choral repetition of the words</li> <li>3. Winter Clothes Game (Rockalingua)</li> <li>4. Turn-and-Talk: ¿Qué llevamos en _____?</li> </ol>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>😊 I successfully completed today's activities. (3)</p> <p>😐 I completed today's activities with help. (2)</p> <p>😞 I did not complete today's activities. (1)</p>

**FLES UNIT:  
WEATHER, CLOTHING, PARTS OF THE BODY  
GRADES 1-3**

**THEME: HOW THE WORLD WORKS**

**Week 3**

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What is the weather like in spring? What is the weather like in summer? How do we describe the weather in Spanish?</p>	<ol style="list-style-type: none"> <li>1. ¿Qué tiempo hace en primavera/verano?</li> <li>2. Hace buen/mal tiempo.</li> <li>3. Hace fresco.</li> <li>4. Hace sol. / Está soleado.</li> <li>5. Está nublado.</li> <li>6. Lluve / Está lloviendo.</li> <li>7. Hace viento.</li> <li>8. Hace calor.</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p><i>El Seto de las Zarzas / Cuento de Primavera by Jill Barklem</i></p>  <p><i>Ema y un verano inolvidable: Un cuento de verano de yoga para niños by Giselle Shardlow</i></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish (Greeting Song)</a></li> <li>2. <a href="#">Spanish Spring video for Kids   Rockalingua</a></li> <li>3. <a href="#">Summer short story   Rockalingua</a></li> <li>4. <a href="#">(216) Las estaciones - YouTube</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Choral Repetition of Vocabulary Phrases</li> <li>2. Cooperative Learning Groups (Weather for all Seasons) - ¿Qué tiempo hace en_____? Partners/Students at Table Group take turns sharing a weather expression for Spring &amp; Summer in Spanish.</li> <li>3. Students repeat activity to review Fall &amp; Winter weather.</li> <li>4. Students respond to Internet Story Questions pertaining to weather in Spanish.</li> </ol>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>🙂 I successfully completed today's activities. (3)</p> <p>😐 I completed today's activities with help. (2)</p> <p>☹️ I did not complete today's activities. (1)</p>
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# FLES UNIT: WEATHER, CLOTHING, PARTS OF THE BODY GRADES 1-3

## THEME: HOW THE WORLD WORKS

### Week 4

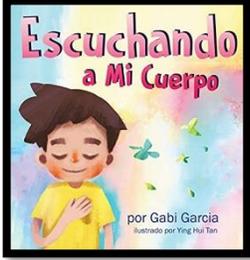
ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What do we wear in the spring?            What do we wear in the summer to stay cool?            How do we describe what we wear in warm weather in Spanish?</p>	<ol style="list-style-type: none"> <li>1. ¿Qué llevamos en la primavera/el verano?</li> <li>2. la camiseta</li> <li>3. los pantalones cortos</li> <li>4. el vestido</li> <li>5. la falda</li> <li>6. los zapatos (de tenis)</li> <li>7. las sandalias</li> <li>8. el traje de baño/el bañador</li> <li>9. el impermeable</li> <li>10. el paraguas</li> <li>11. la gorra</li> <li>12. las gafas de sol</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p style="color: red;"><i>La primavera es divertida</i> by Walt K. Moon</p> </div> <div style="text-align: center;">  <p style="color: red;"><i>Los vestidos de mamá</i> by Mónica Carretero</p> </div> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish</u> (Greeting Song)</p> <p>2. <u>Spanish Spring video for Kids   Rockalingua</u></p> <p>3. <u>Spanish video about clothes, places, weather   Rockalingua</u></p> <p>4. <u>(216) Clothes in Spanish - YouTube</u> (Learning Spanish with Johanna)</p> <p>5. <u>(216) Ropa de Verano: Episodio 1 - Vocabulario en español para niños - YouTube</u> (Smile &amp; Learn)</p> <p>5. <u>(216) Ropa de invierno y ropa de verano - Vocabulario en español para niños - YouTube</u></p>	<p>1. Listenings to songs and stories using vocabulary</p> <p>2. Choral Repetition of Vocabulary</p> <p>3. Students sing along with songs</p> <p>4. Turn &amp; Talk with sentence starters:</p> <p>(a) ¿Qué llevas hoy?</p> <p>(b) Yo llevo_____.</p> <p>(c) ¿Qué llevas en primavera?</p> <p>(d) Me pongo_____.</p> <p>(e) ¿Qué llevas en verano?</p> <p>(f) Me pongo_____.</p>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>😊 I successfully completed today's activities. (3)</p> <p>😐 I completed today's activities with help. (2)</p> <p>😞 I did not complete today's activities. (1)</p>
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# FLES UNIT: WEATHER, CLOTHING, PARTS OF THE BODY GRADES 1-3

## THEME: HOW THE WORLD WORKS

### Week 5

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>Who can tell me what part of the body we wear a _____ (hat, gloves, scarf, boots, pants)?</p> <p>Who can tell me the body parts we use for our five senses?</p> <p>How do we say our body parts in Spanish?</p>	<ol style="list-style-type: none"> <li>1. el cuerpo-body</li> <li>2. la cabeza-head</li> <li>3. las rodillas-knees</li> <li>4. los dedos (de pie)-toes</li> <li>5. los ojos-eyes</li> <li>6. las orejas-ears</li> <li>7. la boca-mouth</li> <li>8. la nariz-nose</li> <li>9. los brazos-arms</li> <li>10. las piernas-legs</li> <li>11. los pies-feet</li> <li>12. las manos-hands</li> <li>13. los hombros-shoulders</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Escuchando a mi cuerpo</b> by Gabi García</p> </div> <div style="text-align: center;">  <p><b>Mi cuerpo habla</b> by Margarita Valdés</p> </div> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish (Greeting Song)</u>  2. <u>(216) Cabeza Hombros Rodillas Y Pies &amp; Más Canciones Infantiles - YouTube</u>  3. <u>Learn Parts of the Body in Spanish video   Rockalingua</u>  4. <u>(216) Las partes del cuerpo humano para niños   Vídeos educativos para niños - YouTube (Smile &amp; Learn)</u>  5. <u>(216) Partes del cuerpo   Para niños - YouTube</u>  6. <u>(216) Parts of the body in Spanish - YouTube (Learning Spanish with Johanna)</u></p>	<p>1. Listening to songs and stories  2. Choral repetition of vocabulary  3. TPR Activity (Head, Shoulder, Knees, &amp; Toes)  4. Sing along to songs  5. TPR Activity (Simón Dice/Simon Says)</p>	<p> I can teach someone else what I learned today. (4)   I successfully completed today's activities. (3)   I completed today's activities with help. (2)   I did not complete today's activities. (1)</p>
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**FLES UNIT**  
**WEATHER, CLOTHING, PARTS OF THE BODY**  
**GRADES 1-3**

**THEME: HOW THE WORLD WORKS**

**Week 6 SUMMATIVE**

LISTENING AND SPEAKING	READING AND WRITING
<p>Students can identify and pronounce Spanish words and phrases listed as "VOCABULARY" from the previous five weeks.</p> <p>They can identify vocabulary by viewing teacher-generated visuals.</p> <p>They can identify and state weather expressions, clothing, and body parts responding to questions and non-verbal gestures made by the teacher.</p> <p>Students can pronounce new vocabulary through choral repetition, songs, and turn-and-talk partner practice.</p>	<p>Students will match pictures of weather conditions, clothing, and body parts with correct Spanish terms using Word Bank/Matching Column activities.</p> <p>Note: Students will complete other writing activities as instructed by FLES teachers. Activities might include word searches or short teacher-directed projects.</p>

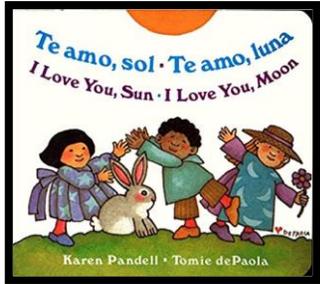
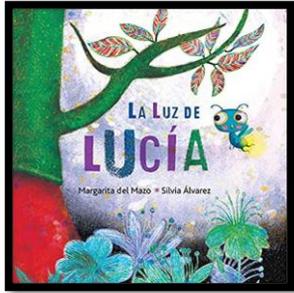
# FLES UNIT

## NATURE & ANIMALS

### GRADES 1-3

#### THEME: SHARING THE PLANET

#### WEEK 1

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What do we see when we look outside?</p> <p>Can you name three things we see in nature?</p> <p>How does nature change in different places?</p>	<ol style="list-style-type: none"> <li>1. el sol—sun</li> <li>2. la lluvia—rain</li> <li>3. las nubes—clouds</li> <li>4. el cielo—sky</li> <li>5. los árboles—trees</li> <li>6. la hierba—grass</li> <li>7. la tierra—Earth, ground</li> <li>8. el campo—field</li> <li>9. la montaña—mountain</li> <li>10. la colina—hill</li> <li>11. las flores—flowers</li> <li>12. el lago—lake</li> <li>13. el río—river</li> <li>14. el mar—sea</li> <li>15. el océano—ocean</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="text-align: center;">  <p style="color: red;"><b><i>Te Amo, Sol ° Te Amo, Luna</i></b> By Karen Pandell</p> </div> <div style="text-align: center; margin-top: 20px;">  <p style="color: red;"><b><i>La Luz de Lucía</i></b> By Margarita del Mazo</p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish (Greeting Song)</u>  2. <u>(248) Los SONIDOS DE LA NATURALEZA para niños - Episodio 3 - YouTube</u>  3. <u>The Earth video   Rockalingua</u></p>	<ol style="list-style-type: none"> <li>1. Listening to songs &amp; read-aloud with vocabulary</li> <li>2. Choral Repetition of Vocabulary Phrases</li> <li>3. Nature Scavenger Hunt (Outside Activity) or "I Spy through the Window" (if inclement weather) with CHECKLIST</li> <li>4. Turn-and-Talk: Students will verbally identify elements of nature with a partner.</li> <li>5. <i>La Tierra</i> (Rockalingua) Short Story with Comprehension Questions</li> </ol>	<p>😊 I can teach someone else what I learned today. (4)  😊 I successfully completed today's activities. (3)  😐 I completed today's activities with help. (2)  😞 I did not complete today's activities. (1)</p>
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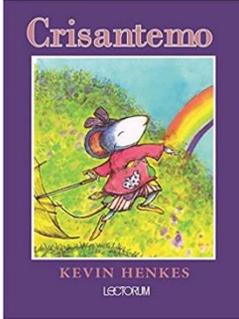
# FLES UNIT

## NATURE & ANIMALS

### GRADES 1-3

#### THEME: SHARING THE PLANET

#### WEEK 2

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What kinds of plants can you see outside your window?</p> <p>What are the names of some trees we see?</p> <p>What are the names of some flowers?</p> <p>What types of flowers would you like to plant?</p>	<ol style="list-style-type: none"> <li>1. el árbol-tree</li> <li>2. el roble-oak</li> <li>3. el pino-pine</li> <li>4. la palmera-palm</li> <li>5. el cactus-cactus</li> <li>6. el arbusto-bush/shrub</li> <li>7. la hierba-grass</li> <li>8. la rosa-rose</li> <li>9. la lila-lily</li> <li>10. el clavel-carnation</li> <li>11. el crisantemo-chrysanthemum</li> <li>12. el tulipán-tulip</li> <li>13. el girasol-sunflower</li> <li>14. el narciso-daffodils</li> <li>15. el ramo de flores-bouquet of flowers</li> </ol> <p style="color: red; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	 <p style="color: red; font-weight: bold;"><i>Lola Planta un Jardín</i> By Anna McQuinn</p>  <p style="color: red; font-weight: bold;"><i>Crisantemo</i> By Kevin Henkes</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish</u> (Greeting Song)</p> <p>2. <u>(248) Las plantas con flores - YouTube</u></p> <p>3. <u>Plantas, Árboles y Flores - Vocabulario (Guía Estudio 2020) (trucoslondres.com)</u></p> <p>4. <u>The seed   Rockalingua</u></p>	<p>1. Listening to songs and stories</p> <p>2. Choral repetition of the words</p> <p>3. <i>La Semilla</i> (Rockalingua short story with comprehension questions)</p> <p>4. Turn-&amp;-Talk:  - ¿Qué es tu flor/planta favorita?  -Mi flor favorita es _____.  -Mi planta favorita es _____.</p>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today's activities. (3)</p> <p> I completed today's activities with help. (2)</p> <p> I did not complete today's activities. (1)</p>
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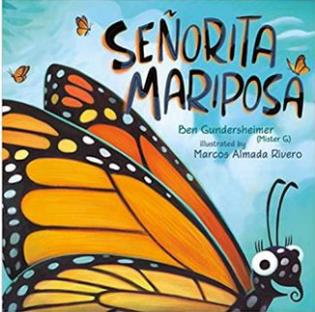
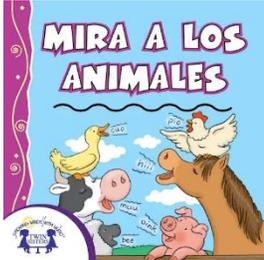
# FLES UNIT

## NATURE & ANIMALS

### GRADES 1-3

## THEME: SHARING THE PLANET

### WEEK 3

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What pets do we have at home?</p> <p>What animals live on a farm?</p>	<ol style="list-style-type: none"> <li>1. el perro-dog</li> <li>2. el gato- cat</li> <li>3. el loro-parrot</li> <li>4. el hámster-hamster</li> <li>5. la tortuga-turtle</li> <li>6. el pez-fish</li> <li>7. el conejo-rabbit</li> <li>8. el ratón-mouse</li> <li>9. el gallo-rooster</li> <li>10. la gallina-hen</li> <li>11. el pollito-baby chick</li> <li>12. el cerdo-pig</li> <li>13. la vaca-cow</li> <li>14. el caballo-horse</li> <li>15. el chivo-goat</li> <li>16. la mascota-pet</li> <li>17. la granja-farm</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p style="color: red;"><b>¿Cómo podré decidir qué mascota elegir?</b> By Dr. Seuss</p> </div> <div style="text-align: center;">  <p style="color: red;"><b>La Señorita Mariposa</b> By Ben Gundersheimer</p> </div> </div> <div style="text-align: center; margin-top: 10px;">  <p style="color: red;"><b>Mira a los animales</b> by Kim Mitzo Thompson, Karen Mitzo Hilderbrand - Audiobooks on Google Play</p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish (Greeting Song)</u>  2. <u>(248) Pets in Spanish - YouTube (Learning Spanish with Johanna)</u>  3. <u>(248) The Farm Animals in Spanish - YouTube (Learning Spanish with Johanna)</u>  4. <u>Farm animals   Rockalingua</u>  5. <u>Mascotas Y Animales De La Granja Teaching Resources   TpT (teacherspayteachers.com)</u>  6. <u>(248) 🐔🐔 Los Pollitos Dicen Pio Pio + La Vaca Lola - Canciones Infantiles para niños - YouTube</u></p>	<p>1. Choral Repetition of Vocabulary Phrases  2. Listening to songs and stories  3. Farm Animals Game (vocabulary matching)  4. Turn &amp; Talk: Ask a partner a question.</p> <p>Q: ¿Cuál es tu animal favorito?  A: Mi animal favorito es_____.</p> <p>Q: ¿Qué mascotas tienes?  A: Tengo un(a)_____.</p> <p>-No tengo mascotas.</p>	<p>😊 I can teach someone else what I learned today. (4)  😊 I successfully completed today's activities. (3)  😐 I completed today's activities with help. (2)  😞 I did not complete today's activities. (1)</p>
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# FLES UNIT

## NATURE & ANIMALS

### GRADES 1-3

#### THEME: SHARING THE PLANET

#### WEEK 4

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>Which animals live in the forest?</p> <p>Which animals live in the jungle?</p> <p>What is the difference between a forest and a jungle?</p> <p>Where else can we see forest and jungle animals?</p>	<ol style="list-style-type: none"> <li>1. el conejo-rabbit</li> <li>2. el pájaro-bird</li> <li>3. el ciervo-deer</li> <li>4. el oso-bear</li> <li>5. la abeja-bee</li> <li>6. la mariposa-butterfly</li> <li>7. el león-lion</li> <li>8. la jirafa-giraffe</li> <li>9. el elefante-elephant</li> <li>10. el cocodrilo-crocodile</li> <li>11. la serpiente-snake</li> <li>12. el mono-monkey</li> <li>13. el tigre-tiger</li> <li>14. la gorila-gorilla</li> <li>15. la cebra-zebra</li> </ol> <p style="color: red; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	<div style="text-align: center;">  <p style="color: red; font-weight: bold;"><i>Un Viaje por Bosques del Mundo</i> By Pavla Hanackova</p> </div> <div style="text-align: center; margin-top: 20px;">  <p style="color: red; font-weight: bold;"><i>Un Día en la Selva</i> By Ella Bailey</p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)</li> <li>2. <a href="#">The Earth video   Rockalingua</a> (Wild Animals)</li> <li>3. <a href="#">(248) Los animales salvajes para niños - Vocabulario para niños - YouTube</a></li> <li>4. <a href="#">(248) PLANES DE LOS ANIMALES - Cuentos Infantiles   Cuentos para Dormir   Cuentos de Hadas Españoles - YouTube</a></li> <li>5. <a href="#">Teaching Resources &amp; Lesson Plans   Teachers Pay Teachers</a> (¿Qué tiene? Wild animal card game in Spanish)</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs and stories incorporating vocabulary</li> <li>2. Choral Repetition of Vocabulary</li> <li>3. Students sing along with songs</li> <li>4. Wild animal card game in Spanish (Partners/Table Groups) ¿Quién tiene ____?</li> </ol>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today's activities. (3)</p> <p> I completed today's activities with help. (2)</p> <p> I did not complete today's activities. (1)</p>
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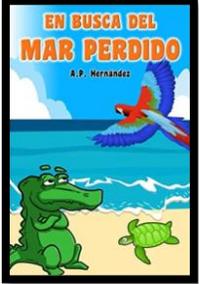
# FLES UNIT

## NATURE & ANIMALS

### GRADES 1-3

## THEME: SHARING THE PLANET

### WEEK 5

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>Which animals live in the sea?</p> <p>What is your favorite sea animal?</p> <p>How can we keep sea animals safe?</p>	<ol style="list-style-type: none"> <li>1. el pez-fish</li> <li>2. el tiburón-shark</li> <li>3. el delfín-dolphin</li> <li>4. la ballena-whale</li> <li>5. la estrella de mar-starfish</li> <li>6. el pulpo-octopus</li> <li>7. la tortuga-turtle</li> <li>8. el cangrejo-crab</li> <li>9. la langosta-lobster</li> <li>10. la foca-seal</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p style="color: red;"><i>Aventuras en el fondo del mar... By A.P. Hernández</i></p> </div> <div style="text-align: center;">  <p style="color: red;"><i>En busca del mar perdido By A.P. Hernández</i></p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p style="color: red;"><i>Cuentos para salvar el planeta By Anna Casals &amp; Paolo Ferri</i></p> </div>
<p>RESOURCES AND MATERIALS</p>	<p>LISTENING AND SPEAKING ACTIVITIES</p>	<p>SELF-REFLECTION</p>

<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)</li> <li>2. <a href="#">(248) En el fondo del mar canciones infantiles - YouTube</a></li> <li>3. <a href="#">(248) Los animales acuáticos para niños - Vocabulario para niños - YouTube</a></li> <li>4. <a href="#">Los animales del mar- Sea animals by The magic of Amigo   TpT</a> (<a href="#">teacherspayteachers.com</a>)</li> <li>5. <a href="#">(248) El Pot Petit - The pirates - YouTube</a></li> <li>6. <a href="#">miscositas.com   La mujer-pescado</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs and stories</li> <li>2. Choral repetition of vocabulary</li> <li>3. ¿Quién tiene_____? Wild Animals of the Land &amp; Sea Card Game</li> <li>4. <a href="#">248) Dubbi Kids   Animales del Mar   Juego para niños - YouTube</a> (Which animals live in the ocean?) - Listening Activity</li> </ol>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today's activities. (3)</p> <p> I completed today's activities with help. (2)</p> <p> I did not complete today's activities. (1)</p>
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**FLES UNIT  
NATURE & ANIMALS  
GRADES 1-3**

**THEME: SHARING THE PLANET**

**WEEK 6 SUMMATIVE**

LISTENING AND SPEAKING	READING AND WRITING
<p>Students can identify and pronounce Spanish words and phrases listed as "VOCABULARY" from the previous five weeks.</p> <p>They can identify vocabulary by viewing teacher-generated visuals.</p> <p>They can identify and state weather expressions, clothing, and body parts responding to questions and non-verbal gestures made by the teacher.</p> <p>Students can pronounce new vocabulary through choral repetition, songs, and turn-and-talk partner practice.</p>	<p>Student will complete activities with a Word Bank in Spanish to write the correct names of places in nature and animals for corresponding pictures.</p> <p><b>Note:</b> Students will complete word searches or crossword activities to further practice the unit vocabulary as direct by FLES Teacher.</p>

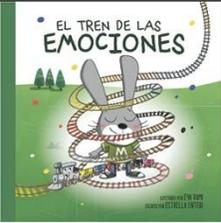
# FLES UNIT

## EMOTIONS, COLORS, FOODS, HOBBIES

### GRADES 1-3

#### THEME: HOW WE EXPRESS OURSELVES

#### WEEK 1

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What are some of the different emotions you feel?</p> <p>How can you control your emotions when you are angry or upset?</p> <p>How do you feel about the end of the school year and summer vacation?</p> <p>Who do you like to share your feelings with?</p>	<ol style="list-style-type: none"> <li>1. ¿Cómo estás?- How are you?</li> <li>2. Estoy bien / malo(-a). - I'm fine / not doing well.</li> <li>3. Estoy_____. - I am_____.</li> <li>4. feliz/cotento(-a) - happy</li> <li>5. triste – sad</li> <li>6. emocionado(-a) - excited</li> <li>7. nervioso(-a) - nervous</li> <li>8. ocupado(-a) - busy</li> <li>9. preocupado(-a) - worried</li> <li>10. enojado(-a) - mad</li> <li>11. enfermo(-a) - sick</li> <li>12. orgulloso(-a) - proud</li> <li>13. asustado(-a) - scared</li> <li>14. cansado(-a) - tired</li> <li>15. confundido(-a) - confused</li> </ol> <p style="color: red; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	 <p style="color: red; font-weight: bold;"><i>El tren de las emociones</i> By Eva Rami</p>  <p style="color: red; font-weight: bold;"><i>A veces me siento...</i> By Rebecca and James McDonald</p> <p style="color: red; font-weight: bold;"><u>(248) "EL ÁRBOL DE LAS EMOCIONES" Cuento infantil. - YouTube</u></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish (Greeting Song)</a></li> <li>2. <a href="#">(248) Feelings and Emotions in Spanish (Spanish Vocabulary for Kids)   Learning Time Fun Spanish - YouTube</a></li> <li>3. <a href="#">(248) Emotions in Spanish, ¿Cómo Estás? ~ Level 1   Mi Camino Spanish™ - YouTube</a></li> <li>4. <a href="#">How are you? Feelings   Rockalingua (Song)</a></li> <li>5. <a href="#">How are you?   Rockalingua (Vocabulary Game)</a></li> <li>6. (248)  <a href="#">El color de las emociones de los niños</a>  <a href="#">La CALMA</a>  - YouTube</li> <li>7. (248) <a href="#">"EL ÁRBOL DE LAS EMOCIONES" Cuento infantil. - YouTube</a></li> <li>8. <a href="#">(271) LOS SENTIMIENTOS - Spanish Feelings/Emotions - YouTube</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs &amp; read aloud with vocabulary</li> <li>2. Choral Repetition of Vocabulary Phrases</li> <li>3. Drag &amp; Match Vocabulary Game (Rockalingua)</li> <li>4. Emotions Game: Students work with partner or small group. Each student takes a turn asking the others, “¿Cómo estás?” The other students pick an emoji card from a small set of cards, holds it up to show the others in the group, and identifies the emotion displayed on the card in Spanish (ex. Estoy_____). Students continue to take turns choosing cards, asking, and responding to visual prompts.</li> </ol>	<ol style="list-style-type: none"> <li> I can teach someone else what I learned today. (4)</li> <li> I successfully completed today’s activities. (3)</li> <li> I completed today’s activities with help. (2)</li> <li> I did not complete today’s activities. (1)</li> </ol>
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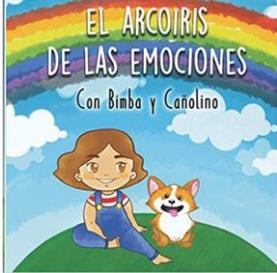
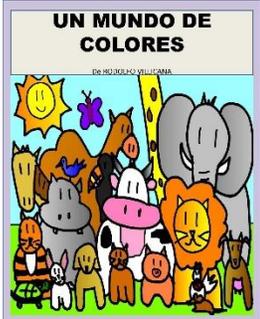
# FLES UNIT

## EMOTIONS, COLORS, FOODS, HOBBIES

### GRADES 1-3

**THEME: HOW WE EXPRESS OURSELVES**

**WEEK 2**

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>How does our favorite color express who we are?</p> <p>What do the colors we like tell others about us?</p>	<ol style="list-style-type: none"> <li>1. los colores-colors</li> <li>2. ¿Cuál es tu color favorito? - What is your favorite color?</li> <li>3. Mi color favorito es _____. - My favorite color is _____.</li> <li>4. azul – blue</li> <li>5. rojo – red</li> <li>6. verde – green</li> <li>7. amarillo – yellow</li> <li>8. anaranjado – orange</li> <li>9. rosado – pink</li> <li>10. morado – purple</li> <li>11. marrón / café / pardo – brown</li> <li>12. gris – gray</li> <li>13. negro – black</li> <li>14. blanco – white</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p><i>El arcoiris de las emociones</i> By Elisa Cucinelli</p>  <p><i>Un mundo de colores</i> By Rodolfo Villicana</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)</p> <p>2. <a href="#">(248) Spanish for Kids   Colors, colors - ¡Colores, colores! - Calico Spanish Learning Songs for Kids - YouTube</a></p> <p>3. <a href="#">Learn Colors in Spanish Video   Rockalingua</a></p> <p>4. <a href="#">(271) CUENTO COLORES SECUNDARIOS - YouTube</a></p>	<p>1. Listening to songs and stories</p> <p>2. Choral repetition of the words</p> <p>3. Color Memory Game, <a href="#">Free Game to Learn Colors in Spanish   Rockalingua</a></p> <p>4. Turn &amp; Talk</p> <p>Q: ¿Cuál es tu color favorito?</p> <p>A: Mi color favorito es _____.</p>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today's activities. (3)</p> <p> I completed today's activities with help. (2)</p> <p> I did not complete today's activities. (1)</p>
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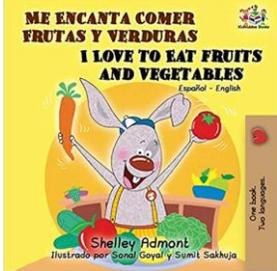
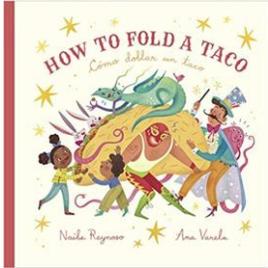
# FLES UNIT

## EMOTIONS, COLORS, FOODS, HOBBIES

### GRADES 1-3

**THEME: HOW WE EXPRESS OURSELVES**

**WEEK 3**

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What are your favorite foods?</p> <p>Can you describe what is in your favorite foods?</p> <p>What special foods do you eat for holidays or family celebrations?</p>	<ol style="list-style-type: none"> <li>1. ¿Qué te gusta comer? - What do you like to eat?</li> <li>2. Me gusta(n)_____. - I like_____.</li> <li>3. No me gusta(an). - I don't like_____.</li> <li>4. pupusas</li> <li>5. empanadas</li> <li>6. tamales</li> <li>7. tacos</li> <li>8. pizza</li> <li>9. dedos de pollo</li> <li>10. hamburguesas con queso</li> <li>11. papas fritas</li> <li>12. pollo frito</li> <li>13. ensalada</li> <li>14. frutas</li> <li>15. helado</li> <li>16. torta de tres leches</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	 <p><b>Me encanta comer frutas y verduras</b> By Shelly Admont</p>  <p><b>How to Fold a Taco</b> <b>Cómo doblar un taco</b> By Naibe Reynoso</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <a href="#">Hola a todos - Calico Spanish (Greeting Song)</a></li> <li>2. <a href="#">Fruits in Spanish video and song   Rockalingua</a></li> <li>3. <a href="#">(267) ¿Te Gusta El Helado De Brócoli?   Canciones Infantiles   Super Simple Español - YouTube</a></li> <li>4. <a href="#">(267) ¿Te Gustan Los Milkshakes De Lasaña?   Canciones Infantiles   Super Simple Español - YouTube</a></li> <li>5. <a href="#">(267) El Cuento de la Pupusa - YouTube</a></li> <li>6. <a href="#">(267) El Comelotodo come comida colombiana - YouTube</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Choral Repetition of Vocabulary Phrases</li> <li>2. Listening to songs and stories</li> <li>3. Turn &amp; Talk: Using flash cards with pictures of different foods named in Spanish, students ask a partner:   Q: ¿Te gusta(n)_____?   A: Sí / No me gusta(n)_____.</li> </ol> <p>Students continue to go through food flash cards, taking turns asking each other about their likes and dislikes in Spanish.</p>	<p>😊 I can teach someone else what I learned today. (4)</p> <p>🙂 I successfully completed today's activities. (3)</p> <p>😐 I completed today's activities with help. (2)</p> <p>☹️ I did not complete today's activities. (1)</p>
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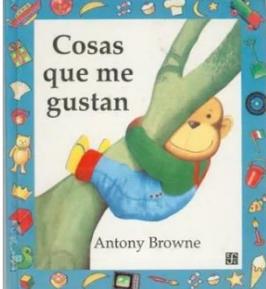
# FLES UNIT

## EMOTIONS, COLORS, FOODS, HOBBIES

### GRADES 1-3

#### THEME: HOW WE EXPRESS OURSELVES

#### WEEK 4

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What do you like to do?</p> <p>How does what you like to do change when it is hot or cold outside?</p> <p>What do you like to do by yourself?</p> <p>What do you like to do with your family or friends?</p>	<ol style="list-style-type: none"> <li>1. ¿Qué te gusta hacer? - What do you like to do?</li> <li>2. Me gusta _____. - I like _____.</li> <li>3. leer – to read</li> <li>4. jugar – to play</li> <li>5. saltar – to jump</li> <li>6. cantar – to sing</li> <li>7. bailar – to dance</li> <li>8. correr – to run</li> <li>9. comer – to eat</li> <li>10. dormir – to sleep</li> <li>11. patinar – to skate</li> <li>12. pintar – to paint</li> <li>13. dibujar – to draw</li> <li>14. nadar – to swim</li> </ol> <p style="color: red; text-align: center;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<div style="text-align: center;">  <p style="color: red;"><b><i>Cosas que me gustan</i></b> By Anthony Brown <a href="#">(267) Cuento infantil: Cosas que me gustan - Anthony Browne. - YouTube</a></p> </div> <div style="text-align: center; margin-top: 10px;">  <p style="color: red;"><b><i>Hacer lo que te gusta... importa</i></b> By Gisel Moussali</p> </div>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>Hola a todos - Calico Spanish</u> (Greeting Song)</p> <p>2. <u>(267) The "Me Gusta" Song - YouTube</u></p> <p>3. <u>(267) "ME GUSTA" Level 1   Mi Camino Spanish™ - YouTube</u></p> <p>4. <u>Learn the uses of I like and I am in Spanish   Rockalingua</u></p>	<p>1. Listeners to songs and stories using vocabulary</p> <p>2. Choral Repetition of Vocabulary</p> <p>3. Students sing along with songs</p> <p>4. Go around the room with Sentence Starters and Visual Prompts:</p> <p>Q: ¿Qué te gusta hacer?</p> <p>A &amp; Q: (A mí) me gusta_____.                      ¿y a ti?</p> <p>A: (A mí) me gusta_____.</p>	<p> I can teach someone else what I learned today. (4)</p> <p> I successfully completed today's activities. (3)</p> <p> I completed today's activities with help. (2)</p> <p> I did not complete today's activities. (1)</p>
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# FLES UNIT

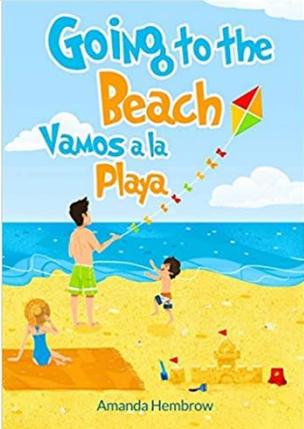
## EMOTIONS, COLORS, FOODS, HOBBIES

### GRADES 1-3

**THEME: HOW WE EXPRESS OURSELVES**

**WEEK 5**

ESSENTIAL QUESTIONS	TERMS	READ ALOUD
<p>What do we do during the summer vacation?</p> <p>Where do we go during the summer months?</p> <p>How do we get there?</p>	<ol style="list-style-type: none"> <li>1. ¿Qué te gusta hacer en el verano? - What do you like to do in the summer?</li> <li>2. Me gusta ir _____. - I like to go_____.</li> <li>3. al parque - to the park</li> <li>4. a la playa - to the beach</li> <li>5. a la piscina – to the pool</li> <li>6. al parque de diversiones – to the amusement park</li> <li>7. a El Salvador/Honduras (etc.)</li> <li>8. ¿Cómo vas? - How do you go?</li> <li>9. Voy a pie. - I go on foot.</li> <li>10. Voy en bicicleta. - I go by bicycle.</li> <li>11. Voy en coche. - I go by car.</li> <li>12. Voy en tren. - I go by train.</li> <li>13. Voy en autobús. - I go by bus.</li> <li>14. Voy en avión. - I go by plane.</li> <li>15. ¡Qué te diviertas! - Have fun!</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p> <p><b>***For these last weeks of the school year, FLES teachers can choose to explore beach vocabulary</b></p>	 <p><b>Vamos al parque</b> By Violeta Denou</p>

	<p>or park-related terms instead of covering an overview of student summer plans.</p>	 <p><i>Vamos a la playa</i> By Amanda Hembrow</p>
<p><b>RESOURCES AND MATERIALS</b></p>	<p><b>LISTENING AND SPEAKING ACTIVITIES</b></p>	<p><b>SELF-REFLECTION</b></p>
<p>1. <a href="#">Hola a todos - Calico Spanish</a> (Greeting Song)  2. <a href="#">(271) Canciones de verano infantiles para niños: ¡Verano! Fin de curso</a> ☀️👉 - YouTube  3. <a href="#">(271) CantaJuego - Verano</a> - YouTube  4. <a href="#">(271) Holidays at the Beach in Spanish for Children   Educational Videos for Kids</a> - YouTube  5. <a href="#">(271) Learn Spanish with BASHO &amp; FRIENDS   The beach   La playa</a> - YouTube</p>	<p>1. Listening to songs and stories  2. Choral repetition of vocabulary  3. Beach Bingo Vocabulary Game (on Teachers Pay Teachers)  4. Turn &amp; Talk  Q: ¿Qué te gusta hacer en el verano?  A. Me gusta _____.  Q. ¿Cómo vas al parque/a la playa/a la piscina?  A. Voy a pie/en coche/en bus.</p>	<p>😊 I can teach someone else what I learned today. (4)  😊 I successfully completed today's activities. (3)  😐 I completed today's activities with help. (2)  😞 I did not complete today's activities. (1)</p>

**FLES UNIT**  
**EMOTIONS, COLORS, FOODS, HOBBIES**  
**GRADES 1-3**

**THEME: HOW WE EXPRESS OURSELVES**

**WEEK 6 SUMMATIVE**

LISTENING AND SPEAKING	READING AND WRITING
<p>Students can identify and pronounce Spanish words and phrases listed as “VOCABULARY” from the previous five weeks.</p> <p>They can identify vocabulary by viewing teacher-generated visuals.</p> <p>They can identify and state weather expressions, clothing, and body parts responding to questions and non-verbal gestures made by the teacher.</p> <p>Students can pronounce new vocabulary through choral repetition, songs, and turn-and-talk partner practice.</p>	<p>Students will complete cloze activities with Word Bank to match with corresponding pictures depicting popular likes/dislikes regarding foods, everyday activities, summer destinations, and means of transportation.</p> <p>Note: FLES Teachers can modify the content of activities to highlight the specific vocabulary terms they cover with their classes.</p>