

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>1. Identity (Self-Description)</li> <li>2. Personal Introductions</li> <li>3. Courtesy Expressions</li> <li>4. Alphabet</li> <li>5. Family Members</li> <li>6. Summative</li> </ol>	<p>❖ <b>NUMERACY AND CLASSROOM ENVIRONMENT</b></p> <ol style="list-style-type: none"> <li>1. Counting &amp; recognizing numerals out of order.</li> <li>2. Simple math equations.</li> <li>3. Classroom Objects</li> <li>4. School Supplies</li> <li>5. School Subjects</li> <li>6. Summative</li> </ol>	<p>❖ <b>CALENDAR</b></p> <ol style="list-style-type: none"> <li>1. Days</li> <li>2. Months</li> <li>3. Birthday</li> <li>4. Seasons</li> <li>5. Holidays &amp; Writing Dates</li> <li>6. Summative</li> </ol>	<p>❖ <b>WEATHER, CLOTHING, PARTS OF THE BODY</b></p> <ol style="list-style-type: none"> <li>1. Fall/Winter Weather Expressions</li> <li>2. Fall/ Winter Clothing</li> <li>3. Spring/Summer Weather Expressions</li> <li>4. Spring/Summer Clothing</li> <li>5. Body Parts</li> <li>6. Summative</li> </ol>	<p>❖ <b>NATURE &amp; ANIMALS</b></p> <ol style="list-style-type: none"> <li>1. Elements of Nature</li> <li>2. Plants &amp; Flowers</li> <li>3. Domestic Animals (Pets &amp; Farm)</li> <li>4. Wild Animals (Forest &amp; Jungle)</li> <li>5. Sea Animals</li> <li>6. Summative</li> </ol> <p>Supplemental: Earth Day Packet</p>	<p>❖ <b>EMOTIONS, COLORS, FOODS, HOBBIES</b></p> <ol style="list-style-type: none"> <li>1. Adjectives Describing Feelings and Emotions</li> <li>2. Colors</li> <li>3. Likes/Dislikes (Foods)</li> <li>4. Likes/Dislikes (Hobbies and Sports)</li> <li>5. Summer Plans</li> <li>6. Summative</li> </ol>
<p><b>Grades 4-6</b></p>	<ol style="list-style-type: none"> <li>1. Review greetings and courteous expressions.</li> <li>2. Ask others names and make introductions using the verb <i>presentar</i>.</li> <li>3. Use formal and informal "you" pronoun properly.</li> <li>4. Use self descriptive adjectives using cognates.</li> <li>5. Identify &amp; define extended family members</li> <li>6. Utilize Spanish alphabet while participating in dictation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Count 0-100 or 0-1,000, depending on grade level.</li> <li>2. Express advanced math equations.</li> <li>3. Identify, define and discuss the objects found in the classroom and school related supplies.</li> <li>4. Talk about the different subjects studied in school.</li> <li>5. Express preferences regarding school subjects by using the verbs <i>gustar</i> and <i>preferir</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the organization of the calendar and place terms in proper sequence.</li> <li>2. Explain the differences in the four seasons.</li> <li>3. Discuss birthday traditions.</li> <li>4. Discuss holidays.</li> </ol>	<ol style="list-style-type: none"> <li>1. Highlight and explain the use of the verb HACER in weather expressions.</li> <li>2. Discuss dressing for different social events or cultural occasions.</li> <li>3. Identify body parts and relate these words to states of health/illness.</li> <li>4. Explain how seasonal weather conditions affect our clothing choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore elements of nature through geographical features and major weather events.</li> <li>2. Research natural habitats and ecosystems for plant and animal life around the world.</li> <li>3. Differentiate plant and animal life in different ecosystems.</li> <li>4. Differentiate aquatic life in salt water and fresh water ecosystems.</li> <li>5. Explore ways to reduce, reuse, and recycle to protect the Earth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express feelings using emotions/conditions with ESTAR in Present Tense</li> <li>2. Describe how our color choices reveal aspects of our personalities.</li> <li>3. Explore likes/dislikes, general preferences, regarding foods, activities, sports, music, movies, books.</li> <li>4. Explain favorite summer activities and travel plans.</li> </ol>

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# FLES UNIT

## ALL ABOUT ME

### Grades 4-6

#### THEME: WHO WE ARE

#### WEEK 1

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>How can I introduce myself to someone?</p> <p>How do we make introductions?</p> <p>What are the different forms of the pronoun “you” in Spanish?</p> <p>Why is it important to use the correct form of “you?”</p>	<ol style="list-style-type: none"> <li>1. Te presento a.....– I introduce you to ..</li> <li>2. tú, usted, ustedes – you</li> <li>3. ¿Cómo estás? – How are you? (friendly)</li> <li>4. ¿Cómo está usted? How are you? (polite)</li> <li>5. Tengo hambre. – I’m hungry</li> <li>6. Tengo frío. – I’m cold</li> <li>7. Tengo calor. – I’m warm</li> <li>8. Tengo sueño. – I’m tired</li> <li>9. Estoy cansado. / Estoy cansada. – I’m tired</li> <li>10. Estoy enfermo. / Estoy enferma. – I’m sick</li> <li>11. ¿Y tú ? – And you?</li> </ol> <p><b>NOTE:</b> Vocabulary can be differentiated according to student proficiency levels.</p>	<p><b>Options:</b></p> <p>Students will work in groups of 3 or 4 and create a written dialog of basic greetings and introductions.</p> <p>Students will share their conversations by performing for the class.</p> <p>Students will work in pairs or small groups to find the appropriate response to dialogue situations using a Word Bank.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube (Greeting Song)</u></p> <p>2. <u>Learn how to Start a conversation in Spanish with What's your name (rockalingua.com)</u></p> <p>3. <u>Grade 5&amp;6: Why Not Spanish? YouTube: How are you? in Spanish    Responder ¿Cómo estás? en español. - YouTube</u></p> <p>4. <u>Grade 6: Learn Spanish - Tú or Usted? <a href="https://www.youtube.com/watch?v=kHFWV-wwvCM">https://www.youtube.com/watch?v=kHFWV-wwvCM</a></u></p>	<ol style="list-style-type: none"> <li>1. Listening to songs/conversations 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 and introduce a third person.</li> <li>5. Address your partner in both a friendly and a formal way.</li> <li>6. Ask how someone feels and respond using newly learned vocabulary phrases, using either "Estoy" or "Tengo"</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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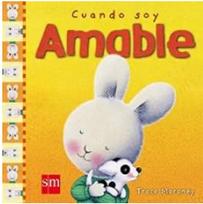
# FLES UNIT

## ALL ABOUT ME

### GRADES 4-6

#### THEME: WHO WE ARE

#### WEEK 2

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<ol style="list-style-type: none"> <li>1. What are some examples of cognates?</li> <li>2. How can I describe myself to others using words that are similar in English and Spanish?</li> <li>3. Why are some adjectives masculine and others feminine?</li> <li>4. Does every adjective have a masculine and feminine form?</li> <li>5. What are “opuestos” when we describe ourselves and each other?</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Cómo eres?</b> - What are you like? Yo soy - I am</li> </ol> <p><u>Cognates describing people:</u>  <b>amable</b> – amiable or friendly  <b>atlético/a</b> - athletic  <b>artístico/a</b> - artistic  <b>astuto /a</b> -astute or clever  <b>Inteligente</b>-intelligent  <b>creativo</b> – creative  <b>paciente</b> - patient  <b>eficiente</b> - efficient  <b>egoísta</b> - egotistical or selfish  <b>elegante</b> - elegant  <b>emocional</b> – emotional  <b>flexible</b> - flexible  <b>idealista</b> - idealistic  <b>independiente</b> – independent</p> <p><u>Adjectives taught in opposite pairs:</u>  <b>alto / bajo</b> – tall /short  <b>inteligente / tonto</b> – smart / silly  <b>tímido / sociable</b> – shy / social  <b>grande / pequeño</b> - big / small  <b>guapo /feo</b> - handsome or beautiful / ugly  <b>delgado / gordo</b> – thin/ fat</p>	<p><b>Options:</b></p>  <p style="color: red;"><i>¡Opuestos! Un divertido libro de aprendizaje para niños de 2 a 5 años.</i></p>  <p style="color: red;"><i>Quando soy amable by Tracey Moroney</i></p> <p>Students will complete crossword puzzle based on newly learned adjectives describing people.</p> <p>Students create an acrostic poem, using their first or last name and newly learned adjectives.</p> <p>Students write a description of a family member or friend using new vocabulary terms.</p>

	<p>trabajador / perezoso – hard-working/lazy cortés / grosero – polite/rude</p> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p>Students will write a kind description of a boy classmate and a girl classmate.</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>Learn Spanish With BASHO &amp; FRIENDS   Adjectives in Spanish + Diversity and Equality</u>  2. <u>Learn how to Start a conversation in Spanish with What's your name (rockalingua.com)</u>  3. <u>(202) Cuando soy Amable- Trace Moroney- cuento infantil - YouTube</u>  4. Teacher created visuals depicting opposite adjectives.</p>	<p>1. Q: ¿Cómo eres?  A: Soy_____.</p> <p>(Say one thing about yourself in Spanish.)</p> <p>2. Q: ¿Cuál es el opuesto de (adjetivo)?  A: Es _____.</p> <p>(Student responds with the opposite adjective.)</p> <p>3. BINGO game using newly learned opposite vocabulary terms.</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

## ALL ABOUT ME

### GRADES 4-6

#### THEME: WHO WE ARE

#### WEEK 3

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
1. Can I recognize the 30 letters of the Spanish alphabet in random order? 2. How many words can I spell out using the Spanish alphabet?	Teacher can assign random words in English and Spanish for Dictation activity.	<b>Options:</b> Students are given a section of the alphabet (maximum 5 letters) and they create an “ABC poem” on the theme of their choice. Students decode words based on spelling written in the Spanish alphabet.
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a> (Greeting Song) 2. Alphabet Chart with pictures for each letter 3. <a href="#">ABC Spanish   Kids Books READ ALOUD! (A Bilingual Alphabet Book!) - YouTube</a> 4. <a href="#">SPANISH ALPHABET SONG BY KK - Bing video</a> 5. <a href="#">(216) El abecedario en español - YouTube</a>	1. Recitation of alphabet with timer. 2. Pair work: Students hold up cards with letter of alphabet in random order for partner to name. Tally is kept of partner’s progress. 3. Dictation: Teacher and students spell out words using Spanish alphabet.	😊 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)

# FLES UNIT

## ALL ABOUT ME

### GRADES 4-6

#### THEME: WHO WE ARE

#### WEEK 4

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities																		
<p>How do I talk about my family members in Spanish?</p> <p>Which family members do I live with?</p> <p>Who do I admire most in my family? Why?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. son</td> <td style="width: 33%;">7. stepmother</td> <td style="width: 33%;">13. godmother</td> </tr> <tr> <td>2. daughter</td> <td>8. stepfather</td> <td>14. godfather</td> </tr> <tr> <td>3. niece</td> <td>9. stepsister</td> <td>15. mother-in-law</td> </tr> <tr> <td>4. nephew</td> <td>10. stepbrother</td> <td>16. father-in-law</td> </tr> <tr> <td>5. cousins</td> <td>11. half-sister</td> <td>17. sister-in-law</td> </tr> <tr> <td>6. parents</td> <td>12. half-brother</td> <td>18. brother-in-law</td> </tr> </table> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	1. son	7. stepmother	13. godmother	2. daughter	8. stepfather	14. godfather	3. niece	9. stepsister	15. mother-in-law	4. nephew	10. stepbrother	16. father-in-law	5. cousins	11. half-sister	17. sister-in-law	6. parents	12. half-brother	18. brother-in-law	<p><u>Options:</u></p> <p>Students will prepare a family tree of their immediate relatives, labeling each one with newly learned vocabulary terms.</p> <p>Students will analyze a family tree and complete a cloze activity in Spanish to identify familial relationships.</p>
1. son	7. stepmother	13. godmother																		
2. daughter	8. stepfather	14. godfather																		
3. niece	9. stepsister	15. mother-in-law																		
4. nephew	10. stepbrother	16. father-in-law																		
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6. parents	12. half-brother	18. brother-in-law																		
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION																		
<p>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a> (Greeting Song)</p> <p>2. <a href="#">Family in Spanish - YouTube</a> Learning Spanish with Johanna: Family video</p> <p>2. <a href="#">(216) La familia - YouTube</a></p> <p>3. <a href="#">Family Members   Rockalingua</a></p> <p>4. Teacher Created Visuals of Family members</p>	<p>1. Choral Repetition of Family Vocabulary</p> <p>2. Students turn and talk using sentence starters such as: -Tiene un/una..... -¿Cómo se llama?</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 4-6

#### THEME: WHO WE ARE

#### WEEK 5

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>What words can I use to describe the emotions that my family members might be feeling?</p> <p>What is a false cognate?</p>	<ol style="list-style-type: none"> <li>1. Estoy _____ - I am</li> <li>2. Estás _____? - Are you?</li> <li>3. Está _____? - Is he or she?</li> <li>4. triste / feliz – sad/happy</li> <li>5. enojado/a - angry</li> <li>6. confundido/a - confused</li> <li>7. preocupado/a - preoccupied or worried</li> <li>8. orgulloso/a - proud</li> <li>9. deprimido/a - depressed</li> <li>10. emocionado/a - excited</li> <li>11. avergonzado/a - ashamed or embarrassed</li> <li>12. embarazada - pregnant *</li> </ol> <p>*Example of a false cognate</p> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><u>Options:</u></p> <div style="text-align: center;">  <p style="color: red;"><b>Manejar mis emociones</b> by Kenneth Martz and Meredith Martz</p> </div> <p>Students will complete crossword puzzle based on newly learned adjectives.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <b><u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube (Greeting Song)</u></b></p> <p>2. Teacher-created Visuals of Family members</p> <p>3. <b><u>ESTOY FELIZ - Bing video</u></b></p> <p>4. <b><u>(271) 6 answers to ¿Cómo estás? for children learning Spanish - YouTube</u></b></p> <p>5. <b><u>(271) Emotions in Spanish, ¿Cómo Estás? ~ Level 1   Mi Camino Spanish™ - YouTube</u></b></p>	<p>1. Students identify family vocabulary words based on pictures.</p> <p>2. Based on pictures, students identify if a family member is happy, sad, angry, confused, worried, proud, depressed, excited or embarrassed.</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  
ALL ABOUT ME  
GRADES 4-6**

**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 work in groups of 3 or 4 and create a written dialog of basic greetings and introductions. Students create an acrostic poem, an “ABC poem,” and a family tree.</p> <p>Students will recognize, identify, pronounce, and write the Spanish alphabet, and participate in Dictation activities.</p> <p>Students will complete crossword puzzles of newly learned vocabulary terms.</p>

# FLES UNIT

## NUMERACY & CLASSROOM

### GRADES 4-6

#### THEME: HOW WE ORGANIZE OURSELVES

#### WEEK 1

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>What are the numbers from 0-100 in Spanish? (Grade 4)</p> <p>What are the numbers from 0-1,000 in Spanish? (Grades 5-6)</p>	<p>Numbers from 0-100 or from 0-1,000 depending upon grade level.</p> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><u>Options:</u></p> <p>Crossword Puzzles based on number vocabulary terms.</p> <p>Word Find</p> <p>Cloze Activity</p> <p>Simple Equations</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<p>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a> (Greeting Song)</p> <p>2. <a href="#">Learn to count in Spanish with BASHO &amp; FRIENDS [Episode Version] - YouTube</a></p> <p>3. Teacher Created Visuals of Numbers</p> <p>4. Teacher Created PowerPoint presentations</p> <p>5. Decks of playing cards</p>	<p>1. Listening to songs &amp; read-aloud with vocabulary.</p> <p>2. Choral Repetition of numbers 0-1000</p> <p>3. Cooperative Learning Games</p> <p>4. Number Recognition Card Game (students will multiply each card by 10)</p> <p>5. Teacher created <i>Jeopardy</i> 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

## NUMERACY & CLASSROOM

### GRADES 4-6

**THEME: HOW WE ORGANIZE OURSELVES**

**WEEK 2**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>How can I show that I can perform addition, subtraction, multiplication and division problems in Spanish?</p>	<p>Numbers from 0-100 or from 0-1,000 depending upon grade level.</p> <p>Review prior vocabulary terms:</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> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><u>Options:</u></p> <p>Math equations written in Spanish words</p> <p>Crossword puzzles based on number vocabulary terms</p> <p>Word Find using number vocabulary in Spanish</p>
<p>RESOURCES AND MATERIALS</p>	<p>LISTENING AND SPEAKING ACTIVITIES</p>	<p>SELF-REFLECTION</p>

<p>1. <b><u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube (Greeting Song)</u></b></p> <p>2. <b><u>Learn to count in Spanish with BASHO &amp; FRIENDS [Episode Version] - YouTube</u></b></p> <p>3. <b>Teacher Created Visuals of Numbers</b></p> <p>4. <b>Teacher Created PowerPoint presentations</b></p> <p>5. <b>Decks of playing cards</b></p>	<p>1. <b>Listening to songs &amp; read-aloud with vocabulary.</b></p> <p>2. <b>Choral Repetition of numbers 0-1000</b></p> <p>3. <b>Cooperative Learning Games</b></p> <p>4. <b>Number Recognition Card Game (students will multiply each card by 10)</b></p> <p>5. <b>Teacher created <i>Jeopardy</i> game.</b></p>	<p> <b>I can teach someone else what I learned today. (4)</b></p> <p> <b>I successfully completed today's activities. (3)</b></p> <p> <b>I completed today's activities with help. (2)</b></p> <p> <b>I did not complete today's activities. (1)</b></p>
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# FLES UNIT

## NUMERACY & CLASSROOM

### GRADES 4-6

**THEME: HOW WE ORGANIZE OURSELVES**

**WEEK 3**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>How do we talk about the objects that we see and use in the classroom?</p> <p>Which school supplies do you use every day?</p>	<p>Review 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> <li>11. la computadora-computer</li> <li>12. la impresora-printer</li> <li>13. el teclado-keyboard</li> <li>14. el ratón-mouse</li> <li>15. la pantalla-screen</li> <li>16. el cuaderno-notebook</li> <li>17. el borrador-eraser</li> <li>18. la bandera-flag</li> <li>19. la ventana-window</li> <li>20. la puerta-door</li> <li>21. la papelera/cesta-wastepaper basket</li> <li>22. el mapa-map</li> <li>23. el aula/salón-classroom</li> <li>24. la pizarra blanca-whiteboard</li> </ol>	<p><u>Options:</u></p> <p>Students respond to written questions related to the location of objects in the classroom, as well as the quantity of a specific object.</p> <p>Students write Spanish vocabulary words to match pictures of classroom objects.</p> <p>Students complete a Word Find highlighting classroom vocabulary.</p>

	<p>25. el reloj-clock  26. los marcadores/plumones-markers  27. los crayones-crayons  28. las tijeras-scissors  29. el pegamento-glue  30. el escritorio-teacher's desk  31. ¿Dónde está _____?  32. Aquí está _____.  33. La _____ está allí.  34. La _____ está allá  35. ¿Cuántas _____ hay en la clase?  36. ¿Cómo se dice _____ en español?</p> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<p>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a> (Greeting Song)  2. <a href="#">Video – Numbers 10-20   Learning Spanish with Johanna</a>  3. Teacher Created Visuals of Numbers  4. Decks of playing cards  5. Classroom objects flashcards  6. Rap video: “Mi mochila”  <a href="#">(248) En mi mochila - YouTube</a>  7. Teacher-created PowerPoint presentations</p>	<p>Students listen to questions related to the location of objects in the classroom, as well as how many there are of specific objects.</p> <p>Students volunteer responses.</p> <p>Students pose questions to each other in group setting.</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

## NUMERACY & CLASSROOM

### GRADES 4-6

**THEME: HOW WE ORGANIZE OURSELVES**

**WEEK 4**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>How can we prepare a conversation about our classroom environment?</p>	<p>See vocabulary terms from Week 3 above.</p> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><u>Options:</u></p> <p>Students read teacher-created conversations related to the classroom environment and create one of their own with a partner.</p> <p>Students will share their conversations by performing for the class.</p> <p>Students will read a short passage based on vocabulary and answer related comprehension questions.</p>
<p>RESOURCES AND MATERIALS</p>	<p>LISTENING AND SPEAKING ACTIVITIES</p>	<p>SELF-REFLECTION</p>

<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>	<p>Students will share their conversations by performing for the class.</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 4-6

### THEME: HOW WE ORGANIZE OURSELVES WEEK 5

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>How do we discuss the subjects we study in school?</p> <p>What is your favorite subject? Why?</p>	<ol style="list-style-type: none"> <li>1. las materias escolares – school subjects</li> <li>2. la ciencias sociales- social studies</li> <li>3. el inglés - English</li> <li>4. el español- Spanish</li> <li>5. la ciencia – science</li> <li>6. las matemáticas - math</li> <li>7. el arte - art</li> <li>8. la tecnología - technology</li> <li>9. la educación física - physical education</li> </ol>	<p><u>Options:</u> Students will complete a crossword puzzle using school subject vocabulary.</p> <p>Students will read teacher-created conversations using newly learned vocabulary related to school subjects and create one of their own with a partner.</p>

	<p>10. la música - music  11. Prefiero – I prefer  12. Me gusta – I like / No me gusta-I don't like  13. ¿Prefieres ____ o ____? (Do you prefer ____ or ____?)  14. ¿Te gusta ____? (Do you like ____?)</p> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p>Students will write a short paragraph in Spanish stating which subjects they do and do not like, stating their favorite subject.'</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="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a> (Greeting Song)  2. Crossword puzzles  3. Word search  4. Teacher created PowerPoint presentations.  5. Teacher created visuals.</p>	<p>1. Choral repetition of vocabulary  2. Turn &amp; Talk: Students will discuss the school subjects that they like and do not like.  3 Students will discuss the conversation that they have written and practice it together.  4. Students will share their conversations by performing for the class</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**  
**NUMERACY & CLASSROOM**  
**GRADES 4-6**

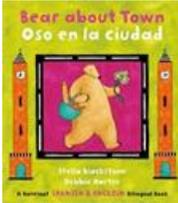
**THEME: HOW WE ORGANIZE OURSELVES**  
**WEEK 6 SUMMATIVE**

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><li>6. Students can perform conversations created by teacher and by students.</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>Students will create a conversation with a partner related to newly learned vocabulary related to classroom objects.</p> <p>Students will create a conversation with a partner related to newly learned vocabulary related to school subjects.</p> <p><b>Note: FLES teachers can modify classroom activities according to student proficiency level.</b></p>

# FLES UNIT CALENDAR GRADES 4-6

## THEME: WHERE WE ARE IN PLACE & TIME

### WEEK 1

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>What words do we use to put the days of the week in order?</p> <p>How do the days of the week determine the activities we do?</p> <p>What is your favorite day of the week?</p>	<ol style="list-style-type: none"> <li>1. Review of the 7 days of the week</li> <li>2. calendario – calendar</li> <li>3. preferido/favorito - favorite</li> <li>4. semana – week</li> <li>5. hay – there is / there are</li> <li>6. hoy- today</li> <li>7. manana-tomorrow</li> <li>8. ayer-yesterday</li> <li>9. pasado manana-day after tomorrow</li> <li>10. anteayer- the day before yesterday</li> <li>11. si - if</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><b>Options:</b></p>  <p style="color: red;"><b><i>Oso en la ciudad</i> by Stella Blackstone</b></p> <p>Students will respond to written questions by using logic and sequencing. Examples: 1. If today is Sunday, tomorrow is ____. 2. If yesterday was Tuesday, the day before yesterday was _____.</p> <p>Students will read a short passage highlighting days of the week and schedule vocabulary and respond to comprehension questions based on that passage.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></li> <li>2. <u>Days of the week   Rockalingua</u></li> <li>3. <u>(267) Days of the Week in Spanish - YouTube (Learning Spanish with Johanna)</u></li> <li>4. <u>(271) Los días de la semana - YouTube</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Choral Repetition of the days of the week, (<i>Jeopardy</i> song)</li> <li>2. "Director" Sequencing Game using the following terms: anteayer, ayer, hoy, mañana, pasado mañana.</li> <li>3. BINGO game using newly learned vocabulary terms and seven days of the 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 4-6

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

### WEEK 2

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>What are the months of the year in Spanish?</p> <p>What is a cognate?</p> <p>How many terms in this week's lesson are cognate?</p> <p>What do you notice that is different about how the months of the year are written in Spanish?</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> <li>6. hora – hour</li> <li>7. minuto – minute</li> <li>8. segundo – second</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p>Options:</p>  <p style="color: red;"><i>Un año entero</i> by Ruby Lee</p> <p>Students will choose one month of the year and create an acrostic poem.</p>

		<p>Students will complete a Word Find on the months of the yeas and days of the week in Spanish.</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>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></p> <p>2. <u>Back to school   Rockalingua (Months &amp; Seasons)</u></p> <p>3. <u>Months of the year in Spanish - YouTube (Learning Spanish with Johanna)</u></p> <p>4. <u>(271) Los meses del año - YouTube</u></p>	<p>1. Choral repetition of months of the year.</p> <p>2. Each student recites the months of the year with a partner.</p> <p>3. How many months are there in one year?</p> <p>4. How many hours are there in one day?</p> <p>5. How many minutes are there in one hour?</p> <p>6. How many seconds are there in one minute?</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 CALENDAR GRADES 4-6

## THEME: WHERE WE ARE IN PLACE & TIME

### WEEK 3

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>How do we talk about birthday celebrations? How do we talk about the items found at a birthday celebration? How do birthday celebrations differ in other countries?</p>	<ol style="list-style-type: none"> <li>1. piñata</li> <li>2. cumpleaños - birthday</li> <li>3. pastel - cake</li> <li>4. globos - balloons</li> <li>5. adornos – decorations</li> <li>6. velas - candles</li> <li>7. corona - crown</li> <li>8. sombrero - hat</li> <li>9. pastelitos - cupcakes</li> <li>10. regalos - gifts</li> <li>11. helado - ice cream</li> </ol> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><b>Options:</b> Students prepare a birthday card for a family member or friend by using pictures supplied by teacher. Each picture is labeled in Spanish. The receiver’s birthdate is written in Spanish.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<ol style="list-style-type: none"> <li>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a></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 ❤️👍 MX - YouTube</a></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. Each student will say his/her birthday aloud.</li> <li>2. Students and teacher discuss birthday traditions in the U.S. and in the Spanish-speaking world. Similarities and differences are put in a Venn diagram.</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 CALENDAR GRADES 4-6

## THEME: WHERE WE ARE IN PLACE & TIME

### WEEK 4

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>1. What holidays are typically celebrated in Spanish speaking countries?</p> <p>2. In which of the four seasons do these holidays fall?</p>	<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> <li>6. El Año Nuevo – New Year’s Day</li> <li>7. El día de la raza – Columbus Day</li> <li>8. El día de las brujas – Halloween</li> <li>9. Las Posadas</li> <li>10. El día de los enamorados / de San Valentín - Valentine’s Day</li> <li>11. El cinco de mayo</li> <li>12. El día de la madre – Mother's Day</li> <li>13. El día del padre – Father's Day</li> <li>14. El día de la Independencia – Independence Day</li> <li>15. El día laboral – Labor Day</li> <li>16. El día de los presidentes – President's Day</li> <li>17. El día de los soldados caídos -Veteran’s Day</li> <li>18. Los cuatro estaciones: verano, otoño, invierno y primavera</li> </ol>	<p><b>Options:</b></p> <p>Students work with a partner to categorize holidays according to their seasons.</p> <p>They will prepare a chart with four columns.</p> <p>Each column will be labeled with one of the four seasons.</p> <p>Each holiday will be placed in one of the columns.</p>

	<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>
<p>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></p> <p>2. <u>Spanish Vocabulary ★ Holidays words ★ Learn Spanish - YouTube</u></p> <p>3. <u>(271) Día de los Muertos (Day of the Dead) music video for kids - YouTube</u></p> <p>4. <u>(271) Festividades y conmemoraciones - YouTube</u></p>	<p>1. Choral Repetition of Vocabulary</p> <p>2. Students and Teacher discuss the results of chart activity.</p> <p>a. How many holidays are there in summer?</p> <p>b. How many holidays are there in autumn?</p> <p>c. How many holidays are there in spring?</p> <p>d. How many holidays are there in winter?</p> <p>3. What is your favorite holiday?</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 CALENDAR GRADES 4-6

## THEME: WHERE WE ARE IN PLACE & TIME

### WEEK 5

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>How can I express the dates of each holiday?</p> <p>Which dates on the calendar are most important to me? Why?</p>	<p>Review holiday vocabulary terms.</p> <p>Review numbers from 1-31 in written words.</p> <p>Review the months of the year.</p> <p style="color: red;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><b>Options:</b></p> <p>Students will continue to create a calendar and include 6-8 important holidays written in Spanish.</p> <p>Students will read dates of holidays in Spanish and choose the corresponding holiday in Spanish from a Word Bank.</p> <p>Students will research each holiday and write out the date for them in the present year.</p> <p><i>Example: El día de las brujas es el treinta y uno de octubre.</i></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<ol style="list-style-type: none"> <li>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a> (Greeting Song)</li> <li>2. <a href="#">(299) Los meses del año - YouTube</a> (Holidays in Spanish-speaking world)</li> <li>3. <a href="#">Spanish Vocabulary ★ Holidays words ★ Learn Spanish - YouTube</a></li> <li>4. <a href="#">(271) Día de los Muertos (Day of the Dead) music video for kids - YouTube</a></li> <li>5. <a href="#">(271) Festividades y conmemoraciones - YouTube</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Choral repetition of vocabulary</li> <li>2. Students volunteer to say the date of their favorite holiday.</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 4-6**

**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> <p>Students respond to written questions by using logic and sequencing.</p> <p>Students will choose one month of the year and create an acrostic poem.</p> <p>Students will prepare a birthday card in Spanish for a friend or relative.</p>

# FLES UNIT

## WEATHER, CLOTHING, PARTS OF THE BODY

### GRADES 4-6

#### THEME: HOW THE WORLD WORKS

#### Week 1

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<ol style="list-style-type: none"> <li>1. What is the weather like in the different seasons?</li> <li>2. How are seasons different in other parts of the world?</li> <li>3. What type of weather do you prefer? Why?</li> <li>4. What is the difference between weather and climate?</li> </ol>	<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. Llueve. / Está lloviendo. / Va a llover.</li> <li>6. Hace frío.</li> <li>7. Nieva. / Está nevando. / Va a nevar.</li> <li>8. Está ventoso.</li> <li>9. Está lluvioso.</li> <li>10. Hace sol. / Está soleado.</li> <li>11. ¿Prefieres los días lluviosos/soleados?</li> <li>12. Prefiero los días_____.</li> </ol> <p style="color: red; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	<p><b>Options:</b> Students will compare weather conditions in different cities around the world and use new vocabulary expressions to describe the season and weather.</p> <p>Students will complete a reading comprehension activity in Spanish pertaining to weather and complete the comprehension questions related to the activity.</p> <p><b><u>SPANISH READING: MI ESTACIÓN DEL AÑO FAVORITA by SPAIN IN MY HEART</u></b> <b><u>(teacherspayteachers.com)</u></b></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></p> <p>2. <u>spanish playground weather - Google Search</u></p> <p>3. <u>(299) El clima para niños - Los tipos de clima del mundo - YouTube</u></p> <p>4. <u>Weather video in Spanish for kids.   Rockalingua</u></p> <p>5. <u>Four seasons video to learn Spanish   Rockalingua</u></p> <p>6. <u>(299) Ventoso   Spanish Word of the Day #5 [Spanish Lessons] - YouTube</u></p> <p>7. <u>(299) Aventura en el Bosque Lluvioso   Costa Rica   Iberojet - YouTube</u></p> <p>8. <u>(299) Learn Spanish: Climate in Spain (basic level) - YouTube</u></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)  Q: ¿Prefieres los días lluviosos o soleados?  A: Prefiero los días _____.</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 4-6**

**THEME: HOW THE WORLD WORKS**

**Week 2**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>What do you wear to protect yourself in the cold weather?</p> <p>Where can you travel to escape the cold weather in winter?</p>	<ol style="list-style-type: none"> <li>1. ¿Qué llevamos en el otoño/el invierno?</li> <li>2. el suéter</li> <li>3. el jersey</li> <li>4. la sudadera</li> <li>5. los pantalones</li> <li>6. una chaqueta</li> <li>7. un impermeable</li> <li>8. un abrigo</li> <li>9. las botas</li> <li>10. los zapatos</li> <li>11. el gorro</li> <li>12. el sombrero</li> <li>13. la bufanda</li> <li>14. los mitones</li> <li>15. los guantes</li> <li>16. el paraguas</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><u>Options:</u> Students will complete a Word Find activity to practice clothing vocabulary.</p> <p>Students will connect the appropriate article of clothing with the weather expression completing a cloze activity.</p> <p>Students will analyze a brief reading in Spanish relating to clothing vocabulary and use the information in the text to respond to simple comprehension questions.</p> <p><u>La ropa de invierno - Winter Clothes [Spanish-English Vocabulary Word Search]. (teacherspayteachers.com)</u></p> <p><u>Reading Activity: La Ropa by Profe Hodges   Teachers Pay Teachers</u></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></p> <p>2. <u>(299) Spanish Weather and Clothes Vocabulary   Easy Spanish Conversations   El clima - YouTube</u></p> <p>3. <u>(299) Ropa de invierno. Vocabulario en español. - YouTube</u></p> <p>4. <u>(299) Spanish Words Kids Love: La Ropa from Spanish Playground - YouTube</u></p>	<p>1. Listening to songs/conversations</p> <p>2. Choral repetition of the words</p> <p>3. Winter Clothes Game (Rockalingua)</p> <p>4. Turn-and-Talk: ¿Qué llevamos en_____?</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 4-6**

**THEME: HOW THE WORLD WORKS**

**Week 3**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>What is the weather like in the Northeastern part of the United States in the spring and summer?</p> <p>How is the weather different in Southern Hemisphere?</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. el sol</li> <li>6. Está nublado.</li> <li>7. las nubes</li> <li>8. Llueve / Está lloviendo. / Va a llover.</li> <li>9. la lluvia</li> <li>10. Hace viento. / Está ventoso.</li> <li>11. Hace calor. / Está caliente.</li> <li>12. Hay una tormenta.</li> <li>13. Hay trueno y relámpagos.</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><b>Options:</b> Students will apply vocabulary phrases to pictures of weather conditions.</p> <p><u><a href="#">El tiempo y las estaciones by Tienda Ole   Teachers Pay Teachers</a></u></p> <p><u><a href="#">Conversando sobre el clima en español - Ejercicios en PDF - SpanishLearningLab</a></u></p> <p>Students will explore readings pertaining to spring and summer and respond to comprehension questions.</p> <p><u><a href="#">Spanish Weather and Seasons Bundle: Top 5 Resources at 30% off! (El Tiempo) (teacherspayteachers.com)</a></u></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></p> <p>2. <u>Spanish Spring video for Kids   Rockalingua</u></p> <p>3. <u>Summer short story   Rockalingua</u></p> <p>4. <u>(216) Las estaciones - YouTube</u></p> <p>5. <u>(299) El tiempo atmosférico para niños   Aprender vocabulario en español   Nuevas palabras para niños - YouTube</u></p>	<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 listen and respond to questions on weather reports.</li> </ol> <p><u>Describiendo el Clima en Español y Haciendo Pronósticos del Tiempo - SpanishLearningLab</u></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 4-6**

**THEME: HOW THE WORLD WORKS**

**Week 4**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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. las chanquetas</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><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><u>Options:</u> Students will write what students in pictures are wearing using clothing vocabulary.</p> <p>Students will read mini-stories and respond to questions pertaining to vocabulary.</p> <p><u>La Ropa, Mini Stories, Vocabulary in Context, Listening Skills, Listen and Draw (teacherspayteachers.com)</u></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a></p> <p>2. <a href="#">Spanish Spring video for Kids   Rockalingua</a></p> <p>3. <a href="#">Spanish video about clothes, places, weather   Rockalingua</a></p> <p>4. <a href="#">(216) Ropa de Verano: Episodio 1 - Vocabulario en español para niños - YouTube (Smile &amp; Learn)</a></p> <p>5. <a href="#">(216) Ropa de invierno y ropa de verano - Vocabulario en español para niños - YouTube</a></p> <p>6. <a href="#">(299) Vocabulary: summer clothes in Spanish 🧣👗👔   Spanish class - YouTube</a></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. 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 4-6**

**THEME: HOW THE WORLD WORKS**

**Week 5**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>How does clothing relate to body parts?</p> <p>How can I describe what is hurting me or where I feel sick?</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> <li>14. el estómago-stomach</li> <li>15. la garganta-throat</li> <li>16. la espalda-back</li> <li>17. el pelo-hair</li> <li>18. ¿Qué te pones?</li> <li>19. Me pongo_____.</li> <li>20. ¿Qué te duele(n)?</li> <li>21. Me duele(n)_____.</li> </ol> <p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><u>Options:</u></p> <p>Students will complete a Word Find activity to practice body parts in Spanish.</p> <p><u>EL CUERPO HUMANO / THE HUMAN BODY IN SPANISH</u> <u>by Joyce Diaz   TpT (teacherspayteachers.com)</u></p> <p>Students will identify and label an assortment of body parts in Spanish.</p> <p>Students will analyze pictures of different people who are sick or injured and identify what part of the body hurts them in Spanish.</p> <p>Students will read a passage about children who are injured or sick and complete a cloze activity to describe which body part is hurting each child based on the descriptions.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></p> <p>2. <u>(216) Cabeza Hombros Rodillas Y Pies &amp; Más Canciones Infantiles - YouTube</u></p> <p>3. <u>Learn Parts of the Body in Spanish video   Rockalingua</u></p> <p>4. <u>(216) Las partes del cuerpo humano para niños   Vídeos educativos para niños - YouTube (Smile &amp; Learn)</u></p> <p>5. <u>Bits de Inteligencia en Español. El cuerpo humano by Ms Beatriz   TpT (teacherspayteachers.com)</u></p> <p>6. <u>(299) Learning Spanish: The human body - American Spanish 🗣️👄👉 (basic level) - YouTube</u></p> <p>7. <u>(299) Where does it hurt? Level A2 - YouTube</u></p>	<p>1. Listening to songs and conversations</p> <p>2. Choral repetition of selected vocabulary terms</p> <p>3. TPR Activity (Head, Shoulder, Knees, &amp; Toes)</p> <p>4. TPR Activity (Simón Dice/Simon Says)</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 4-6**

**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><b>Note:</b> Students will complete other writing activities as instructed by FLES teachers throughout the unit. Activities might include short teacher-directed projects.</p>

# FLES UNIT

## NATURE & ANIMALS

### GRADES 4-6

#### THEME: SHARING THE PLANET

#### WEEK 1

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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> <p>How can natural disasters affect nature?</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. el valle-valley</li> <li>12. las flores—flowers</li> <li>13. el lago—lake</li> <li>14. el río—river</li> <li>15. el mar—sea</li> <li>16. el océano—ocean</li> <li>17. la tormenta-storm</li> <li>18. el terremoto-earthquake</li> <li>19. la inundación-flood</li> <li>20. el huracán-hurricane</li> <li>21. la erupción volcánica- volcanic eruption</li> <li>22. los incendios-fires</li> </ol>	<p><b>Options:</b> Students will complete a Word Find/cloze activity to practice the new vocabulary terms.</p> <p>Students will draw and label a picture using ten of the vocabulary terms in Spanish.</p> <p>Students will write sentences in Spanish to describe what is happening outside in nature using at least ten of the vocabulary words.</p> <p>Students will begin a guided Reduce, Reuse, and Recycle mini project in Spanish.</p> <p><u>Template 3 R's (reduce, reuse, recycle)  </u> <u>Rockalingua</u></p>

	<p><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION
<ol style="list-style-type: none"> <li>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a></li> <li>2. <a href="#">(248) Las plantas con flores - YouTube</a></li> <li>3. <a href="#">Plantas, Árboles y Flores - Vocabulario (Guía Estudio 2020) (trucoslondres.com)</a></li> <li>4. <a href="#">The Earth video   Rockalingua</a></li> <li>5. <a href="#">Template 3 R's (reduce, reuse, recicle)   Rockalingua</a></li> <li>6. <a href="#">(299) DESASTRES NATURALES para niños - TERREMOTO 🧑‍🚒 VOLCÁN 🌊 TSUNAMI 🌀 HURACAN 🌀 TORNADO 🔥 INCENDIO - YouTube</a></li> <li>7. <a href="#">(299) ¿Qué es un huracán? Huracanes, Tifones y Ciclones   Videos Educativos para niños. - YouTube</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to songs &amp; video clips with vocabulary</li> <li>2. Choral Repetition of Vocabulary Phrases</li> <li>3. Turn-and-Talk: Students will verbally identify elements of nature with a partner.</li> <li>4. <i>La Tierra</i> (Rockalingua)</li> <li>5. Reducir, Reutilizar, Reciclar Video Clip1</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

## NATURE & ANIMALS

### GRADES 4-6

#### THEME: SHARING THE PLANET

#### WEEK 2

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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> <p>How do we protect nature?</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> <li>16. Reducir-Reduce</li> <li>17. Reusar/Reutilizar-Reuse</li> <li>18. Reciclar-Recycle</li> </ol> <p style="color: red; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	<p><b>Options:</b> Students will match Spanish vocabulary terms with pictures/descriptions specific plants and flowers.</p> <p>Students will describe a nature preserve (una reserva natural) in Spanish using 10 of the vocabulary terms and create a visual to match the description.</p> <p>Students will complete a guided Reduce, Reuse, Recycle mini project in Spanish.</p> <p><u>Template 3 R's (reduce, reuse, recicle)   Rockalingua</u></p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></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>(299) Reducir, Reutilizar y Reciclar. Para mejorar el mundo   Videos Educativos para Niños - YouTube</u></p> <p>5. <u>Template 3 R's (reduce, reuse, recycle)   Rockalingua</u></p> <p>6. <u>(299) Reducir, Reutilizar y Reciclar. Para mejorar el mundo   Videos Educativos para Niños - YouTube</u></p> <p>6. <u>(299) DESASTRES NATURALES para niños - TERREMOTO 🧑‍🦲 VOLCÁN 🌋 TSUNAMI 🌊 HURACAN 🌀 TORNADO 🌪️ INCENDIO - YouTube</u></p> <p>7. <u>(299) ¿Qué es un huracán? Huracanes, Tifones y Ciclones   Videos Educativos para niños. - YouTube</u></p>	<p>1. Students will listen to songs and video clips pertaining to plants and flowers.</p> <p>2. Choral repetition of vocabulary</p> <p>3. Read aloud different ways to reduce, reuse, and recycle.</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 4-6

#### THEME: SHARING THE PLANET

#### WEEK 3

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<p>What pets do we have at home?</p> <p>What animals live on a farm?</p> <p>How do we classify terrestrial, aerial, and aquatic animals?</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; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	<p><u>Options:</u> Students will complete Word Find activities to practice new vocabulary terms.</p> <p>Students will classify which animals are terrestrial, aerial, and aquatic.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <u>(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u></p> <p>2. <u>(299) Los animales terrestres, aéreos y acuáticos TÍA VERO - YouTube</u></p>	<p>1. Choral Repetition of Vocabulary Phrases</p> <p>2. Listening to informative video clips</p> <p>3. 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)</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 4-6

#### THEME: SHARING THE PLANET

#### WEEK 4

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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>	<p><b>Options:</b></p> <p>Students will complete a Word Find or cloze activity to practice new vocabulary terms.</p> <p>Students will continue to classify animals as terrestrial, aerial, or aquatic.</p> <p>Students will create a terrestrial, aerial, or aquatic habitat in the form of a poster, PowerPoint presentation, or diarama. The must include a full heading, a graphic/visual representation of the habitat, ten animals which live in that habitat, and label all ten animals in Spanish.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <b>1. (299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</b></p> <p>2. <b><u>The Earth video   Rockalingua (Wild Animals)</u></b></p> <p>3. <b>(248) Los animales salvajes para niños - Vocabulario para niños - YouTube</b></p> <p>4. <b>(299) Animales aéreos, acuáticos y terrestres - YouTube</b></p> <p>5. <b>Teaching Resources &amp; Lesson Plans   Teachers Pay Teachers (¿Qué tiene? Wild animal card game in Spanish)</b></p>	<p>1. Listening to songs and stories incorporating vocabulary</p> <p>2. Choral Repetition of Vocabulary</p> <p>3. Students sing along with songs</p> <p>4. Wild animal card game in Spanish (Partners/Table Groups) ¿Quién tiene ____?</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 4-6

#### THEME: SHARING THE PLANET

#### WEEK 5

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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 delfin-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; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	<p><u>Options:</u> Students will complete a Word Find or cloze activity to practice new vocabulary terms.</p> <p>Students will complete classification of animals as terrestrial, aerial, or aquatic.</p> <p>Students will continue to create a terrestrial, aerial, or aquatic habitat in the form of a poster, PowerPoint presentation, or diarama. The must include a full heading, a graphic/visual representation of the habitat, ten animals which live in that habitat, and label all ten animals in Spanish.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<ol style="list-style-type: none"> <li>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a></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 (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 4-6**

**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>Students will complete practice activities as directed by their FLES teacher.</p> <p>Students will complete a nature preserve presentation and/or a habitat project in Spanish.</p>

# FLES UNIT

## EMOTIONS, COLORS, FOODS, HOBBIES

### GRADES 4-6

#### THEME: HOW WE EXPRESS OURSELVES

#### WEEK 1

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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> <li>16. deprimido(-a)- depressed</li> <li>17. Él está_____.-He is_____.</li> <li>18. Ella está_____. -She is_____.</li> <li>19. Ellos están_____.-They are_____.</li> <li>20. Ellas están_____.-They are_____.</li> </ol> <p style="color: red; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	<p><u>Options:</u> Students will write out how people feel based on pictures demonstrating emotions. (Pictures of emojis/emoticons can also be used for this activity.)</p> <p>Students will read short passages in Spanish to discover how some students are feeling. They will write the correct emotional reaction to correspond to each student at the end of each passage.</p>
<b>RESOURCES AND MATERIALS</b>	<b>LISTENING AND SPEAKING ACTIVITIES</b>	<b>SELF-REFLECTION</b>

1. [\(299\) Learn Spanish Greetings - Hola Amigo - with BASHO & FRIENDS - YouTube](#)
2. [\(248\) Feelings and Emotions in Spanish \(Spanish Vocabulary for Kids\) | Learning Time Fun Spanish - YouTube](#)
3. [\(248\) Emotions in Spanish, ¿Cómo Estás? ~ Level 1 | Mi Camino Spanish™ - YouTube](#)
4. [How are you? Feelings | Rockalingua \(Song\)](#)
5. [How are you? | Rockalingua \(Vocabulary Game\)](#)
6. [\(248\) 🌈 El color de las emociones de los niños 🗣️ La CALMA 😊 - YouTube](#)
7. [\(248\) "EL ÁRBOL DE LAS EMOCIONES" Cuento infantil. - YouTube](#)
8. [\(271\) LOS SENTIMIENTOS - Spanish Feelings/Emotions - YouTube](#)

1. Listening to songs & read aloud with vocabulary
2. Choral Repetition of Vocabulary Phrases
3. Drag & Match Vocabulary Game (Rockalingua)
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.

- 😊 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)

# FLES UNIT

## EMOTIONS, COLORS, FOODS, HOBBIES

### GRADES 4-6

**THEME: HOW WE EXPRESS OURSELVES**

**WEEK 2**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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><b>Options:</b> Students will identify colors in a Word Find / Crossword Puzzle activity.</p> <p>Students will begin writing their “Quién soy yo” projects in the form of a PowerPoint Presentation or Word Document Paper.</p> <p>The project must contain:</p> <ul style="list-style-type: none"> <li>• at least three visuals which represent how they express themselves (through a favorite color, music, sports, art, favorite food, favorite subject in school)</li> <li>• at least 10 well-written sentences in Spanish explaining how they express themselves through their feelings, likes, and dislikes.</li> </ul> <p><b>Note:</b> Students will be provided with an exemplar of the project and a variety of sentence starters to use in creating their own written presentations.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

<p>1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a></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 4-6

#### THEME: HOW WE EXPRESS OURSELVES

#### WEEK 3

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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 style="color: red; text-align: center;"><b>NOTE: Vocabulary can be differentiated according to student proficiency levels.</b></p>	<p><u>Options:</u> Students will identify foods in a Word Find / matching activity.</p> <p>Students will continue writing their “Quién soy yo” projects in the form of a PowerPoint Presentation or Word Document Paper. The project must contain:</p> <ul style="list-style-type: none"> <li>• at least three visuals which represent how they express themselves (through a favorite color, music, sports, art, favorite food, favorite subject in school)</li> <li>• at least 10 well-written sentences in Spanish explaining how they express themselves through their feelings, likes, and dislikes.</li> </ul> <p><u>Note:</u> Students will be provided with an exemplar of the project and a variety of sentence starters to use in creating their own written presentations.</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 4-6

#### THEME: HOW WE EXPRESS OURSELVES

#### WEEK 4

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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; font-weight: bold;">NOTE: Vocabulary can be differentiated according to student proficiency levels.</p>	<p><u>Options:</u> Students will identify favorite activities (verbs in the infinitive) in a Word Find / matching activity.</p> <p>Students will continue writing their “Quién soy yo” projects in the form of a PowerPoint Presentation or Word Document Paper.</p> <p>The project must contain:</p> <ul style="list-style-type: none"> <li>• at least three visuals which represent how they express themselves (through a favorite color, music, sports, art, favorite food, favorite subject in school)</li> <li>• at least 10 well-written sentences in Spanish explaining how they express themselves through their feelings, likes, and dislikes.</li> </ul> <p><u>Note:</u> Students will be provided with an exemplar of the project and a variety of sentence starters to use in creating their own written presentations.</p>
RESOURCES AND MATERIALS	LISTENING AND SPEAKING ACTIVITIES	SELF-REFLECTION

1. [\(299\) Learn Spanish Greetings - Hola Amigo - with BASHO & FRIENDS - YouTube](#)
2. [\(267\) The "Me Gusta" Song - YouTube](#)
3. [\(267\) "ME GUSTA" Level 1 | Mi Camino Spanish™ - YouTube](#)
4. [Learn the uses of I like and I am in Spanish | Rockalingua](#)

1. Listeners to songs and stories using vocabulary
2. Choral Repetition of Vocabulary
3. Students sing along with songs
4. Go around the room with Sentence Starters and Visual Prompts:

Q: ¿Qué te gusta hacer?

A & Q: (A mí) me

gusta\_\_\_\_\_. ¿y a ti?

A: (A mí) me gusta\_\_\_\_\_.

-  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)

# FLES UNIT

## EMOTIONS, COLORS, FOODS, HOBBIES

### GRADES 4-6

**THEME: HOW WE EXPRESS OURSELVES**

**WEEK 5**

ESSENTIAL QUESTIONS	TERMS	Weekly Reading & Writing Activities
<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>Options:</b> Students will identify places they like to go to in the summer in a Word Find / cloze / matching activity.</p> <p>Students will finish writing their “Quién soy yo” projects in the form of a PowerPoint Presentation or Word Document Paper. The project must contain:</p> <ul style="list-style-type: none"> <li>• at least three visuals which represent how they express themselves (through a favorite color, music, sports, art, favorite food, favorite subject in school)</li> <li>• at least 10 well-written sentences in Spanish explaining how they express themselves through their feelings, likes, and dislikes.</li> <li>• Students will express where they like to go during summer vacation, as well as how they like to travel.</li> </ul> <p><b>Note:</b> Students will be provided with an exemplar of the project and a variety of sentence starters to use in creating their own written presentations.</p>

	<p>or park-related terms instead of covering an overview of student summer plans.</p>	
<p><b>RESOURCES AND MATERIALS</b></p>	<p><b>LISTENING AND SPEAKING ACTIVITIES</b></p>	<p><b>SELF-REFLECTION</b></p>
<p>1. 1. <a href="#">(299) Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</a></p> <p>2. <a href="#">(271) Canciones de verano infantiles para niños: ¡Verano! Fin de curso 🌞🏖️ - YouTube</a></p> <p>3. <a href="#">(271) CantaJuego - Verano - YouTube</a></p> <p>4. <a href="#">(271) Holidays at the Beach in Spanish for Children   Educational Videos for Kids - YouTube</a></p> <p>5. <a href="#">(271) Learn Spanish with BASHO &amp; FRIENDS   The beach   La playa - YouTube</a></p>	<p>1. Listening to songs and video</p> <p>2. Choral repetition of vocabulary</p> <p>3. Beach Bingo Vocabulary Game (on Teachers Pay Teachers)</p> <p>4. Turn &amp; Talk</p> <p>Q: ¿Qué te gusta hacer en el verano?</p> <p>A. Me gusta_____.</p> <p>Q. ¿Cómo vas al parque/a la playa/a la piscina?</p> <p>A. Voy a pie/en coche/en bus.</p> <p>5. Volunteers to present their “Quién soy yo” projects</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**  
**EMOTIONS, COLORS, FOODS, HOBBIES**  
**GRADES 4-6**

**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 Word Find/ Cloze activities to match vocabulary terms with corresponding pictures depicting popular likes/dislikes regarding foods, everyday activities, summer destinations, and means of transportation.</p> <p>Students will complete written “Quién soy yo” projects and present their work for extra credit.</p> <p>Note: FLES Teachers can modify the content of activities to highlight the specific vocabulary terms they cover with their classes.</p>