

Third Grade
UNIT 1: We're Looking Good!

I can do everything from Kindergarten, 1st - 2nd Grade plus...

UNIT PERFORMANCE OBJECTIVE 1:

I can understand, speak and write about the body and the clothes I wear.

PERFORMANCE INDICATOR 1.1

I can understand, speak, and write about the body.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
I N P U T	I can identify the body parts when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=VopguiSV0Ng https://www.youtube.com/watch?v=vqtYlze2lQc https://www.youtube.com/watch?v=HQTVw8rm7qg	What is this? What are these? This is my _____. These are my _____. What are the parts of your body? What sense goes with (body part)_____?	Eyes Ears Nose Mouth Face Head Stomach Back Arms Hands Fingers Legs Knees Feet/Toes Hair	Teacher leads a game of "Simon Says." Teacher calls out monster's body parts and students use whiteboards to draw the monster according to teacher's directions. For example, "this monster has 5 eyes."
	I can match an activity that corresponds with a body part when I hear or read it. Interpretive Listening/Reading https://www.youtube.com/watch?v=pc06kmPcNkk	What do you use to _____? I use my _____ to _____.	To sing To speak To breathe To walk/run To clap To listen To read To dance *Add/Review senses from kindergarten	Teacher asks what body part we use to complete a certain activity and students point/touch the matching body part.
O U T P U T	I can ask and respond to questions about body parts. Interpersonal Communication	Simon says, "touch your _____." I have _____ You have _____ The monster has _____		In pairs, students take turns and reverse roles. One student indicates a body part and asks "What is/are this/these?" and the other student answers "this/these is/are my _____." Teacher shows a visual of an activity. Students make complete sentences to say what body part they use for that activity. Ex. I use my eyes to read.
	I can say or write what body part I or others use to do an activity. Presentational Speaking/Writing			

FORMATIVE PERFORMANCE ASSESSMENT

Students create and illustrate a "My Monster" poster. Students will include 3 speech bubbles on the poster to say what body part he uses to do an activity and add 5 complete sentences to describe the monster and its body parts. Students present their work to an audience.

Third Grade

UNIT PERFORMANCE OBJECTIVE 1:**I can understand, talk and write about the body and the clothes I wear.****PERFORMANCE INDICATOR 1.2.****I can describe the clothing I wear.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
I N P U T	<p>I can identify articles of clothing that I or others wear when I hear or read them.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=k-nuv3_xbQk</p> <p>https://www.youtube.com/watch?v=L9SwajGGoRU</p>	<p>What do you wear when ____?</p> <p>I wear ____.</p> <p>What is he/she wearing?</p> <p>He/She is wearing ____.</p> <p>Where do you wear (a/an) ____?</p>	<p>Review clothing from 2nd grade</p> <p>Add:</p> <p>Short sleeves Long sleeves Suit Tie Socks Pajamas Sandals Boots Hat</p>	<p>Students play a clothing bingo game.</p> <p>Teacher holds up articles of clothing and students point to the correct vocabulary word.</p>
	<p>I can match an article of clothing to a body part.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=UiPVISZgRVY</p>	<p>I wear a/an ____ on my ____.</p>		<p>Given a paper doll template, students draw an article of clothing on the matching body part called out by the teacher.</p> <p>https://www.pinterest.com/pin/165577723773512086</p>
O U T P U T	<p>I can write about what someone is wearing.</p> <p>Presentation Writing</p>			<p>Students create a "model" using cut-outs and label the clothing items and write 3 simple sentences stating what he/she is wearing and on which body part.</p>
	<p>I can ask others and respond to questions about clothing and corresponding body parts.</p> <p>Interpersonal Communication</p>			<p>In pairs or small groups, students ask "What do you wear on your ____ (head)?" and answer "I wear a ____ (hat)."</p>

FORMATIVE PERFORMANCE ASSESSMENT

In groups, students trace the body of one group member onto butcher paper. Students draw clothing on the model and write a small paragraph that includes character name, physical description, body parts, and a description of what the model is wearing. Students present the model to an audience.

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UNIT 2: There's No Place Like Home!

I can do everything from Kindergarten, 1st - 2nd Grade and Unit 1 plus...**UNIT PERFORMANCE OBJECTIVE 2:****I can describe how I spend my time at home.****PERFORMANCE INDICATOR 2.1****I can describe rooms and activities at home.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify the rooms of a home when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=MZgYF0cO2iQ https://www.youtube.com/watch?v=6V5FkFig0yg	How many _____ rooms does your home have?	House Apartment Kitchen Bathroom Dining Room Living Room Bedroom Yard Patio Garage Pool	Teacher uses visuals and asks students yes/no questions about the rooms and activities.
	I can choose what activities correspond to rooms in a home. Interpretive Listening/Reading	My house has _____. In which room do you _____?	Big Small	Using vocabulary cards, students match the activity with the corresponding room.
	I can describe what I do at home. Presentational Speaking	I _____ in my/the _____.	To/ I / You... Cook Eat Shower Watch TV Sleep Wash Play Study	Students illustrate their home and present information about what they do in each room.
OUTPUT	I can ask and respond to questions about what I do in specific rooms of my home. Interpersonal Communication	Where do you spend most of your time?		
		I spend the most time in the/my _____.		In pairs, students ask and respond to questions about what they do in the different rooms of their home. Students switch partners and reverse roles.

FORMATIVE PERFORMANCE ASSESSMENT

Students create a dream home and label the rooms. Students write 5 simple sentences describing one activity they do in each room. Students present their dream home to an audience.

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UNIT PERFORMANCE OBJECTIVE 2:
I can describe how I spend my time at home.
PERFORMANCE INDICATOR 2.2**I can name basic furniture and appliances in the rooms of my home.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify furniture and rooms of a home when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=Qs3kUMqRvKY https://www.youtube.com/watch?v=ejwMNVyp8EI&t=72s https://www.youtube.com/watch?v=MZgYF0cO2iQ	In which room is the _____? The _____ is in the _____. Where do you ____? (sleep) I _____ in/on a _____ in the _____. (sleep, bed, bedroom)	Furniture Appliance Stove Refrigerator Sink Mirror Bathtub/Shower Table Sofa Chair Bed Television Dresser Car	Students read a simple story about a home and what is in it and answer yes/no questions about the story. Teacher presents sentences about activities and furniture in a home. Students circle the corresponding picture.
	I can match an activity to the corresponding room item. Interpretive Listening/Reading https://www.youtube.com/watch?v=6V5FkFig0yg	How many _____ does your home have? My home has _____.	Review: have/has don't /doesn't have	In pairs, students ask and answer questions about the rooms and furniture/appliances of their homes. Students switch partners and reverse roles. Students illustrate their home and describe it to a partner.
OUTPUT	I can ask and respond to questions about my home. Interpersonal Communication			
	I can tell someone what my home is like including what is in it. Presentational Speaking			

FORMATIVE PERFORMANCE ASSESSMENT

Students write a poem, song or rap about their home and activities they do there. It must include at least 8 vocabulary words and phrases learned. Students participate in peer editing and perform their work to an audience.

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UNIT 3: How Cool Is Our School?

I can do everything from Kindergarten, 1st - 2nd Grade and Units 1-2 plus...

UNIT PERFORMANCE OBJECTIVE 3:

I can understand, talk and write about what I learn at school.

PERFORMANCE INDICATOR 3.1

I can understand, talk and write about my school schedule.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify school subjects when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=m5fdWGeHBtM https://www.youtube.com/watch?v=HfcrHBfqOgo	What day do you have ____ class? I have ____ class on ____ (days). Every day	Class Subject Math Reading Writing Science Social Studies Art Music P.E. Language Technology Media	Teacher uses visuals to ask yes/no questions about school subjects.
	I can understand a class schedule when I hear or read it. Interpretive Listening/Reading https://www.youtube.com/watch?v=nnR3tJiCgyQ	What is your favorite class at school? My favorite class is _____. Is ____ class easy or hard?	*Lunch *Recess	Students watch/listen to given video. Students list the classes that Sabo attends during his school day.
	I can tell someone about my class schedule and what I do at school. Presentational Speaking https://www.youtube.com/watch?v=-t59WtRZw6M	_____ class is easy/hard. Review: I like/don't like Days of week School supplies	Easy Hard To learn To read To write To add/subtract To draw To sing To play sports To speak	Throwing a prop, students take turns to say two complete sentences (using language chunks provided) about their class schedule.
OUTPUT	I can ask and answer questions about my class schedule. Interpersonal Communication Resources http://spanish4teachers.org/elementaryspanishresources/ https://www.csun.edu/~hcedu013/eslsp.html			<i>In pairs and taking turns, students ask and answer questions about their school schedule.</i>

FORMATIVE PERFORMANCE ASSESSMENT

Students illustrate a class schedule and write a short paragraph that includes the days and times they meet, their favorite class and teacher, and a simple description of what they do/learn at school.

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UNIT PERFORMANCE OBJECTIVE 3:**I can understand, talk and write about what I learn at school.****PERFORMANCE INDICATOR 3.2****I can use numbers 0-100 to tell time, to shop, and in other daily activities.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	<p>I can understand numbers up to 100 when I hear or read them.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=U5HoomNvgfI https://www.youtube.com/watch?v=k4IJGPfHidY https://www.youtube.com/watch?v=I71avDklalk</p>	<p>Let's count! By (twos, fives, tens)</p> <p>How many are there?</p> <p>There is/There are</p> <p>How much does it cost?</p> <p>It costs_____.</p>	<p>Numbers 0-100</p> <p>To shop/To buy I bought I spent Money Dollars Cents</p> <p>Time Hour(s) Minute(s) Quarter after Half past Quarter till</p>	<p>Teacher calls out a number. Students create or write the number called. (Options: Using play-doh, whiteboards, body movements, tracing via page protector, etc.)</p>
	<p>I can recognize and understand when someone asks a question about time or money.</p> <p>Interpretive Listening</p> <p>https://www.youtube.com/watch?v=2YhtvRPRNCs&t=24s</p>	<p>What time is it?</p> <p>It is_____.</p> <p>At what time do you have _____? (class)</p> <p>I have _____(class) at _____ (time).</p> <p>At what time do you arrive/leave school?</p> <p>I arrive/leave at _____.</p>		<p>Teacher uses a clock to tell time or a store advertisement to show prices (up to 100) and students answer yes/no questions.</p>
OUTPUT	<p>I can apply numbers 0-100 in time, shopping or other daily-life situations.</p> <p>Interpersonal Communication/Presentational Speaking</p> <p>https://www.youtube.com/watch?v=d_LF_MwkuD8 https://www.youtube.com/watch?v=k4IJGPfHidY</p>			<p>Students price pictures on a shopping advertisement and present to a partner.</p>

FORMATIVE PERFORMANCE ASSESSMENT

Students create a “What do I need for school?” story. Story includes what time they went to the store, what and how many items they purchased, how much the items cost, and the total amount of money spent. Students illustrate and present/role play the story.

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UNIT 4: My Community and Me

I can do everything from Kindergarten, 1st - 2nd Grade and Units 1-3 plus...**UNIT PERFORMANCE OBJECTIVE 4:****I can understand, speak and write about my community and the communities of others.****PERFORMANCE INDICATOR 4.1****I can give simple directions to a place in a community.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify places in my community when I hear or read it. Interpretive Listening/Reading https://www.youtube.com/watch?v=4KzO0Is3Vhl&t=21s	What places do you go to in your community? I go to the ____.	City Town School Hospital Post Office House/Apartment Church Temple Mosque	Teacher uses maps or other visuals to ask yes/no questions about places in the community.
	I can understand basic directions when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=XKPDcVt0RLE https://www.youtube.com/watch?v=jvkcD6WCqxQ	When do you go to the ____? I go to the ____ on ____. Where is the ____? The ____ is to the left/right of the ____. The ____ is between ____ and ____.	Hotel Store Park Restaurant Bakery Fire Station Police Station Library	Teacher takes students on a school tour and gives directions. Students follow directions accordingly.
OUTPUT	I can give basic directions to arrive at a location. Interpersonal Communication	The ____ is on the corner.	Street Block Turn Right Left	Given a baggie with a variety of school locations (cafeteria, media center, etc), students take turns selecting a location and explaining to each other how to arrive there.
	I can ask and respond to questions about where I go in a community. Interpersonal Communication			Students take turns asking and answering questions about when and where they go in the community. Students rotate partners.

FORMATIVE PERFORMANCE ASSESSMENT

Students receive a city map that includes at least 5 locations. From a starting location, students give basic directions to arrive at each place. Students present information to an audience.

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UNIT PERFORMANCE OBJECTIVE 4:**I can understand, speak and write about my community and the communities of others.****PERFORMANCE INDICATOR 4.2****I can describe the members of a community.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify professions in a community when I hear or read them. Interpretive Reading/Listening https://www.youtube.com/watch?v=OSqRQ2QbChg&t=9s	Where does a _____ work? He/She works _____. Where do you work? I work _____.	Teacher Doctor Dentist Nurse Veterinarian Mailman Waiter/server Chef Firefighter Police Officer Baker Salesman	Teacher names a profession and students illustrate it on a whiteboard.
	I can match professions to locations. Interpretive Listening/Reading https://www.youtube.com/watch?v=Um-MBPCtxMo	What would you like to be? I would like to be a _____. When I grow up		Teacher holds up a visual of a location in a community. Students indicate the corresponding profession.
	I can name professions and say what they do. Presentational Speaking/Writing	What do you do? What does he/she do? He/she... Teaches children Takes care of (teeth/people/animals) Puts out fires Cooks/bakes Keeps community safe		Students write or say 5 simple sentences about professions in their family and give basic descriptions of what they do.
	I can ask and respond to questions about what profession I would like to be. Interpersonal Communication			Students take turns asking and answering what profession they would like to be when they grow up.

FORMATIVE PERFORMANCE ASSESSMENT

In pairs, students create a 10-line dialogue that includes a name/greeting, ask where a family member works, what they do, what you would like to be and why, and a farewell. Students present dialogue to an audience.