

Fourth Grade

UNIT 1: My Family and Me

I can do everything from Grades K-3 plus...

UNIT PERFORMANCE OBJECTIVE 1:

I can give basic information about myself, my family, my relatives and others.

PERFORMANCE INDICATOR 1.1

I can talk and write about families and relatives of mine and others.

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 my family relatives or the relatives of others when I hear it or read it. Interpretive Listening https://www.youtube.com/watch?v=DjCzY4BsmFI https://www.youtube.com/watch?v=sBXrFBDEI08	Who is your____? My ____ is ____. My____(uncle) is the ____ (brother) of my ____.(dad)	Husband Wife Son Daughter Ant Uncle cousin Niece Nephew Grandson Granddaughter Stepmom Stepdad	Teacher plays “La familia” video. Students listen and write the names—relative member they hear. Teacher calls out a relative and students name the relative.
	I can match family members and their relationships when I hear it or read it. I can understand when I listen or read simple phrases, sentences or questions about the family and the relatives. Interpretive Listening/Reading https://www.youtube.com/watch?v=Dy0msYQYzbs https://www.123teachme.com/learn-spanish/spanish_family	I am my (father)'s ____. How is your____? He/she is ____. How are they? They are ____. What's his/her ____name? His/her name is ____.	You (formal, informal) Friendly Funny Shy Outgoing Intelligent Athletic Unfriendly/Mean	Students listen to a family song. Teacher pass out family relatives voc words. Teacher calls out names mentioned on video, and students hold up the correct voc. word to match it with the name. Students will listen to “Family Video”. Taking turns, students will share phrases, sentences or questions that they heard and identify which family members were in video.
	I can write about my family and relatives. Presentational Writing I can talk about and give simple personal descriptions of myself, my relatives and others. Presentational Speaking http://www.spanishlearninglab.com/personality-traits-in-spanish/	I have 2 ____. I don't have ____. My ____ is special because ____.		Based on a family picture, students write a paragraph of at least 10 sentences that include 2 family members they like the most, their names, ages, their relationship, and one personal description. Taking turns, students share their paragraphs aloud to the class, adding a sentence about what make their family special.

FORMATIVE PERFORMANCE ASSESSMENT

Create a family story map. In a paragraph, write about your family and your relatives' names and their relationship. In few sentences write what make your family special. Present to the class.

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UNIT PERFORMANCE OBJECTIVE 1:**I can give basic information about myself, my family, my relatives and others.****PERFORMANCE INDICATOR 1.2****I can give basic personal and physical descriptions of families and relatives of others and my own.**

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 listen and recognize personal and physical descriptions of my family/relatives and the family/relatives of others. Interpretive Listening https://www.youtube.com/watch?v=DjCzY4BsmFI https://www.youtube.com/watch?v=sBXrFBDEI08	What is his/her name? His/Her name is ____ How many _____ do you have? I have _____.	Person/ People (sing. vs. plural) My Your Your (formal, if applicable) His/Her	Using a family portrait, teacher introduces his/her family members and share simple physical and personal descriptions. Students answer multiple choice questions.
	I can match a personal description to a family member when I hear or read it. Interpretive Listening/Reading	There are _____ people in my family. This is my _____. These are my _____.	Tall/Short Blue eyes Brown eyes Green eyes Hazel eyes	Students listen to or read descriptions of a family member and match to the corresponding family/relative member picture.
	I can ask and answer questions about family. Interpersonal Communication	What is he/she like?	Brown Hair Blonde Hair Dark Hair Long Hair Short Hair Heavy/Thin	Students work in pairs and take turns to ask and answer at least 5 questions about family.
	I can describe people/pets in my family or the family of others. Presentational Speaking http://www.cal.org/earlylang/teaching/materials_and_curricula.html	He/She is _____.	Good looking/Ugly Nice Older than/Younger than	Students draw a portrait of a family (their own family, a target culture family and/or a celebrity family) and label family members. Students write at least 3 basic descriptions of the family members.

FORMATIVE PERFORMANCE ASSESSMENT

Students create a family tree. Using memorized phrases, students write the following: How many members are in the family, family members' names, and basic descriptions. Students present family tree to a small group or whole class.

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UNIT 2: Make Yourself at Home!

I can do everything from Grades K-3, and Unit 1 plus...

UNIT PERFORMANCE OBJECTIVE 2:
I can talk and write about what I do at home.

PERFORMANCE INDICATOR 2.1
I can describe my daily routines.

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 recognize daily routines when I hear them or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=6TaaXIH1MOA&t=2s https://www.youtube.com/watch?v=NSblebrx6ng	What do you do in the morning/afternoon/evening/night? In the morning: I wake up I get up I shower I dress up I eat breakfast I go to school In the afternoon: I go home I play I take a nap I study In the evening/night: I eat dinner I watch TV I go to bed/sleep My routine is__	First Then Before After Usually Sometimes Never Early Late Breakfast Lunch Dinner Meal	Students listen to a TL video about a child's routine. In a white board students draw an activity they have seeing being done in the morning, afternoon and evening. Teacher plays video again students check their drawings.
	I can sequence activities according to daily routines Interpretive Reading https://www.youtube.com/watch?v=4V5gG3EcoGk https://www.youtube.com/watch?v=MDRt40JVqYg			Given a list or pictures of activities, students will put activities in order of sequence in three categories: morning, afternoon and evening/night
O U T P U T	I can tell my daily routine and compare with someone else's. Interpersonal Communication	I arrive (to) school at____ I leave school at_____ I don't _____		In pairs and taking turns, students will share their daily routine and the activities they do. Students will compare their routines.
	I can prepare a daily schedule. Presentation Writing			Students will create a chart to illustrate their daily routines and the activities they do during the day. It must include times, pictures, and a brief description of each activity.

FORMATIVE PERFORMANCE ASSESSMENT

On a poster, students illustrate an activity they like to do the most during the morning, afternoon and evening. Students will write a short paragraph explaining why they like the chosen activities. Students will present to an audience.

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I can talk and write about what I do at home.

I can describe the foods that I and others eat.

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 recognize a variety of foods when I hear it or read it.</p> <p>Interpretive Listening/Reading https://www.youtube.com/watch?v=uu5gm6LgCzo https://www.youtube.com/watch?v=TO815ucYZDg https://www.youtube.com/watch?v=HO0F0f7O8kU</p>	<p>What is this? This is an/a_____</p> <p>What do you eat in the_____? In the _____I eat_____.</p> <p>What would you like to eat for_____? For _____I would like to eat_____.</p> <p>What's your favorite_____? (meal, dessert, snack) My favorite ____ is.</p>	<p>Fruit (apple, orange, grapes, bananas, etc.) Vegetables (Carrots, lettuce, tomato, etc.) Salad Sandwich Hamburger French fries Meat/Beef Chicken Fish Rice Soup Bread (with butter) Eggs Cereal Bacon Dessert Ice cream Cake Cookies</p>	<p>Teacher present food visuals and students write the name of the food item. Teachers reverse activity, shows the vocabulary word and students illustrate the food item.</p>
	<p>I can understand when someone describes the food they eat for different meals of the day.</p> <p>Interpretive Listening/Reading https://www.youtube.com/watch?v=xQySL95OlzM</p>			<p>Teacher plays video, and pass out food images/pictures or food manipulatives. Students categorize the food according to the time of the meal.</p>
OUTPUT	<p>I can ask and respond to questions about meals and food.</p> <p>Interpersonal Communication</p>	<p>I'm hungry I'm thirsty I do/don't like it/them It's delicious It's yucky</p>	<p>Water Soda Milk Juice Lemonade Tea</p>	<p>Students take turns asking and responding to at least 5 questions about what they eat during the day.</p>
	<p>I can say or write about what I eat for each meal.</p> <p>Presentational Speaking/Writing</p>		<p>Snack</p>	<p>Students pretend to make a daily menu to prepare for their best friend who is visiting for few days. Students create a shopping list of what they need for each meal.</p>

On a paper plate, students illustrate their favorite meal. Students may choose breakfast, lunch or dinner. Paper plate includes at least four foods and a drink. On the back of the plate, students write a five sentence paragraph describing their meal.

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UNIT 3: Let's Go Shopping!

I can do everything from Grades K-3, and Units 1-2 plus...

UNIT PERFORMANCE OBJECTIVE 3:

I can interact in shopping transactions in my culture and in the culture of others.

PERFORMANCE INDICATOR 3.1

I can interact in a variety of shopping transactions.

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 numbers 0-1000 using money when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=Yidnh5oOEEM	Let's Count By Hundreds	Numbers 100-1000	Teacher place a variety of supermarket items in the room with attached price tags big enough for all to see. Teacher call out a price and student's name or move to the item.
		How may I help you?	Currency Money Bills Coins Change	
	I can follow along with a shopping transaction and the use of money when I hear or read it. Interpretive Listening/Reading http://www.videoele.com/A2_El-mercado.html https://www.youtube.com/watch?v=PFEQAQDfGk8 https://www.youtube.com/watch?v=TO815ucYZDg	How much does it cost? It costs_____.	Department Store (Super)Market Shopping Cart/List/Bag Ice Cream Shop Restaurant	Using a given video, students record at least 5 items and their prices.
		How much money do I need? I/You need _____.	Cashier I/You order	
O U T P U T	I can interact in shopping transactions. Presentational Speaking/Writing Interpersonal Communication Resources (flyers) http://simplebooklet.com/publish.php?wpKey=k1nyb124aYajaVlan1FqmK#page=3	How much money is left? How much change should I get? Anything else?	I spend/spent I buy/bought Price On sale Bargain/Good deal I/You save(d) Expensive Cheap Receipt Product Per (pound, item, etc.)	Using a shopping flyer, students make a list of products they need for an upcoming party. Students list items and prices and add the total amount of money they need to go shopping.
		Here is your change.		In pairs, students write at least a 6 line dialogue about a shopping day at the market.

FORMATIVE PERFORMANCE ASSESSMENT:

In pairs and using props, students role-play a visit to a store or market from a Target Language culture. Characters include a shopper and a salesperson. Dialogue must include at least 8 sentences including greeting, asking for product and its price, a transaction of product using target language currency, change given, words of courtesy, and a farewell. Students present the dialogue to an audience.

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UNIT 4: How Do We Get There?

I can do everything from Grades K-3, and Units 1-3 plus...

UNIT PERFORMANCE OBJECTIVE 4:

I can describe how and why I go to a place in a community.

PERFORMANCE INDICATOR 4.1

I can get to a place by following or giving directions.

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 understand simple directions when I hear or read them.</p> <p>Interpretive listening/Reading</p> <p>https://www.youtube.com/watch?v=jvkcD6WCqxQ</p> <p>https://www.youtube.com/watch?v=XKPDCvT0RLE</p> <p>https://www.youtube.com/watch?v=DK2ADib6C10</p>	<p>Go straight Straight ahead Turn right/left Turn around</p> <p>It is in front of It is behind It is close (near) to It is far from It is next to It is in between ___ and ____.</p> <p>It's on the corner It's above It's below</p> <p>Where is the ___?</p> <p>How do I/you get to ___? The ___ is ____</p> <p>In the ____, I found ____.</p>	<p>Cardinal Points North East South West</p> <p>Street Block Corner Bridge</p>	<p>Teacher creates/label city locations in the classroom. Teacher call out loud simple directions students move and follow directions given. Student's name final destination.</p>
	<p>I can understand and respond to questions about a city locations when I hear it or read them.</p> <p>Interpretive listening/Reading</p> <p>https://goo.gl/images/RFSvIB</p> <p>https://www.slideshare.net/wespeakspanish/dar-y-pedir-direcciones-19059425</p> <p>https://www.youtube.com/watch?v=EOj8PjmmRrw</p> <p>https://www.tes.com/us/teacher-lessons/las-direcciones-worksheet-7544836</p>			<p>Teacher presents a city map with designated locations. Teacher creates true/false questions and students respond appropriately.</p>
	<p>I can give simple directions to find a destination.</p> <p>Interpersonal Communication</p>			<p>In pairs and with a baggy filled with a variety of school locations, students will pick and give directions on how to get to the school destination. Each one will take turns until finished. Students use memorized directional phrases.</p>
O U T P				

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U T	I can ask where something is located. <i>Interpersonal Communication</i>			Students will use a simple map to formulate 3 questions to ask a peer to locate where places are on the map and answer questions when asked.
	I can create and label a simple map. <i>Presentational Speaking/Writing</i>			Students create a map that include city or school locations. Students place three different things (food, monsters, animals, etc.) in different locations of the map. Partner gives directions on how to get to the location and says what he/she finds there.

FORMATIVE PERFORMANCE ASSESSMENT

Working in groups, students research a target culture city and create a map illustrating at least 5 locations in the city. Students must label streets, main locations, and bridges. Students choose a starting point location and give directions to and describe the location of each place.

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UNIT PERFORMANCE OBJECTIVE 4:**I can describe how and why I go to a place in a community.****PERFORMANCE INDICATOR 4.2****I can understand, talk and write about how I get to a place and what I see there.**

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 recognize modes of transportation when I hear or read them.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=R13a53E1dbw</p> <p>https://www.youtube.com/watch?v=5GEtUYnWEec</p> <p>https://rockalingua.com/sites/default/files/w3_transportes.pdf</p>	<p>How do I get there?</p> <p>To ride To drive On foot</p> <p>The best transportation to get to the ____ is ____.</p> <p>How do I get to the... Zoo Aquarium Amusement Park Movie Theatre</p>	<p>Transportation Walk Bicycle Airplane Car Bus Taxi Train Boat To fly To drive To Move On the road In the water</p>	<p>Teacher uses images/props of modes of transportation and students identify them.</p> <p>1st column of pictures of modes of transportation 2nd column names written in target language. Students match the two columns</p>
	<p>I can understand descriptions of places when I hear or read them.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=QghIF9cro_Y</p> <p>https://www.youtube.com/watch?v=VB68GgLY60g</p> <p>http://classroommagazines.scholastic.com/issues/2016-01-05/book#10</p>	<p>What is your favorite place to go?</p> <p>My favorite place to go is ____.</p> <p>Why do you like to go there?</p> <p>Because.... It is fun I can learn about... It is interesting</p>	<p>Lion Tiger Bear Elephant Monkey Giraffe</p> <p>Fish Shark Whale Dolphin Penguin Stingray</p> <p>Roller Coaster Waterslide Attractions</p> <p>Tickets Popcorn Movie</p>	<p>Teacher provides handout with two columns. First column includes pictures of various places, and second column includes descriptions of the place. Students match the two columns.</p>
O U T	<p>I can talk about how to get to a place and describe what I see.</p> <p>Interpersonal Communication</p>			<p>In pairs and using flash cards, students take turns pulling a card. Students say: what is the place on the card, how he/she plans to get there, what</p>

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T P U T				animals they will see or things they will do in that location.
	I can explain how to get to a place and the various modes of transportation that may be used. <i>Presentation Speaking</i>			In pairs, students create a dialogue describing how you plan to use various means of transportation while traveling from one place to another in a target language country. Students present dialogue.

FORMATIVE PERFORMANCE ASSESSMENT

Divide the class in groups of six. Each student receives a picture of a mode of transportation. Each student talks for 2-3 minutes about that particular mode of transportation, and where they would like to go, and they would like to see there.