

## **AERO: SBC Basic Unit Template**

<b>Subject/Course:</b>	<b>Spanish - Basic</b>
<b>Grade Level:</b>	<b>6</b>
<b>Topic/Concept:</b>	<b>The individual and the Family</b>
<b>Estimated Time Required:</b>	<b>6 weeks</b>
<b>Developed by:</b>	<b>Brian Pretty ISKL, Malaysia</b>

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### **Desired Results:**

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

- Give personal information about themselves and their family members
- Present and describe themselves and their family members
- Understand how birthdays are celebrated in the Spanish-speaking world and be able to sing Happy Birthday in Spanish
- Write a paragraph following a structured model describing the student's family

#### *Standards and Benchmarks*

### **COMMUNICATION:**

#### **The Interpersonal Mode**

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

- a. Understand and use basic age-appropriate courtesy expressions and gestures, and make age-appropriate introductions, presenting classmates, family members, and friends.
- b. Ask and answer simple questions related to familiar and age-appropriate topics (family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations...)

#### **The Presentational Mode**

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

- c. Give show and tell presentations
- d. Produce and present illustrated stories, posters, and age-appropriate reports

#### *Comparisons to One's Native Language*

1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.

c. Recognize simple similarities and differences in the language systems

## **CULTURES**

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

a. Identify customs that are of interest to children (celebrations, traditional foods, aspects of family life, social interaction, and religious practices)[by the end of grade 5]

### *Comparisons to One's Native Culture(s)*

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

d. Compare intangible products of culture (children's songs, games, literature, celebrations, etc.)

2. What are the enduring understandings that this unit is built upon?

Families are basic units in society

There exist similar ways of calling parents in different cultures/languages

Birthday celebrations sometimes share similarities across cultures

Cultural traditions influence family structure

3. What essential or unit questions will prompt curiosity and focus?

Who am I? What do I look like? What are some words I would use to describe my personality?

What are my body parts named? How can I quantify those body parts?

How do I call the people in my family? How many people are there in my family? What do they look like?

How is my family different from others? What is the make-up of a typical family in the Spanish-speaking world and how does it compare with families from my own culture?

How do Spanish-speaking country family members address each other?

How do family dynamics differ in target language cultures?

Birthday celebrations. How do I celebrate my birthday? How are birthdays celebrated in the Spanish-speaking world? How do I sing "Happy Birthday" in Spanish?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Knowledge	Skills	Vocabulary
Body parts	Be able to identify and say common body parts and identify their gender Be aware how generally nouns ending in "o" are masculine and those ending in "a" are feminine (exception LA mano)	<i>la cabeza, el pelo, la cara, los ojos, las orejas, la nariz, la boca, el cuello, la espalda, el pecho, la barriga, los hombros, los brazos, el codo, las manos, los dedos, la cintura, las piernas, las rodillas, los pies, el tobillo, los dedos de pie</i>
Physical descriptions	Be able to use adjectives to better quantify descriptions as well as understand when and how to use noun-adjective agreement Understand how Spanish, unlike English, does not use possessives for body parts	<i>alto/a, bajo/a, de estatura mediana, gordo/a[gordito/a], delgado/a[delgadito/a], flaco/a[flaquito/a], de talla media, el pelo largo/corto/hasta los hombros, el pelo liso/ondulado/rizado los ojos azules/verdes, los ojos grandes/pequeños</i>
Personality traits	Be able to use a common set of adjectives to describe your own personality Understand the relevance of cognates Understand when and how to use noun-adjective agreement	<i>simpático/a, amable, generoso/a, serio/a, talentoso/a, sociable, trabajador/a, atlético/a, reservado/a, estudioso/a, artístico/a, perezoso/a, ordenado/a, desordenado/a</i>
Family/Relatives	Be able to talk about own family in terms of relationship to student	<i>padre/papá, madre/mamá, padres/papás, hermano mayor/menor, hermanito/hermanita</i>
Verbs	Be able to use listed verbs in the present tense in the 1 <sup>st</sup> and 3 <sup>rd</sup> person singular both in writing and speaking to describe self and others	<i>llamarse, tener, ser, cumplir, medir in the present tense</i>
Birthday celebrations	Understand how birthdays are celebrated in Spanish-speaking countries and be aware of variations of Happy Birthday songs in	<i>Cumpleaños, ¡Feliz cumpleaños!, regalos, fiesta, torta, celebrar, piñata, cumplir, velas/velitas, soplar</i>

	Spanish Be able to sing Happy Birthday in Spanish	
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### Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):  
Students create a family tree entitled “Mi familia ideal” where after having looking at a family tree model and describing their own family tree, students create a new family tree with any people they wish (famous athletes, movie stars, singers, writers, etc.). What I like about this product is that students love creating it, common interests can be seen amongst students and sometimes to a superficial degree values students have based on who they select for their family tree. Students are expected to listen to their classmates presenting and ask them questions.

<b>2. Provide the scoring guide/rubric for the culminating task (summative assessment).</b>				
<b>SPEAKING RUBRIC</b>				
<b>Criteria</b>	<b>1 - Attempts the standard</b>	<b>2 –Approaches the standard</b>	<b>3 - Meets the standard</b>	<b>4 - Exceeds the standard</b>
Vocabulary	Inadequate &/or inaccurate use of vocabulary.	Somewhat inadequate &/or inaccurate use of vocabulary and too basic for this level.	Adequate and inaccurate use of vocabulary.	Rich use of vocabulary.
Language Control	Inadequate &/or inaccurate use of basic language structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.
Pronunciation	Frequently interferes with communication.	Occasionally interferes with communication.	Does not interfere with communication.	Enhances communication.
Fluency	Speech halting &/or uneven with long pauses or incomplete thoughts.	Speech choppy &/or slow with frequent pauses; few or incomplete thoughts.	Some hesitation but manages to continue and complete thoughts.	Speech continuous with few pauses or stumbling.

## **Instructional Plan:**

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Activity/material/aims/week

1. Introduce body parts through white board drawing and labeling, use of some simple TPR style activities like (toca...levanta...) Simon says, fun drawing activities

Basic colours are reviewed and used to talk about hair and eye colour (*Yo tengo los ojos verdes.*); other adjectives are introduced to talk in general about height, weight (*Soy alto y de talla media.*) etc. (diminutives *-ito/-ita* to soften some adjectives. *Mi hermanita es delgadita.*)

Formative Assessment: listening quiz – *Escucha y dibuja el monstruo*

Make a brief introduction to Pablo Picasso and examples of his portraits. Activity: Picasso portraits – cut out face pieces from magazine pictures and arrange them into a *Picassoesque* creation and then glue them on a sheet and draw in a face outline.

Underneath the creation, students write a description of their created face including *grande/pequeño/corto/largo*. An extension to this could be to introduce Fernando Botero and his proportionally exaggerated figures.

Formative Assessment: Label the body with correct definite article

Create a wacky monster (try to have an example to show). Students don't show their drawing to anybody. Make it neat with a title "Mi monstruo." Add colour. Write a description of it to be ready for next class when you will describe it to a partner who will try and draw it.

Students are put into two groups. Each group gets a set of coloured cards with instructions of what to draw. Teams draw their "people". Afterwards students practice how to describe their person without looking at the cards. They then describe their person while the other group listens and looks at the drawing.

**SONG – "El cuerpo" (de Realidades). Song can be downloaded for free from the following site:**

<http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jak&wcsuffix=0001>

### **¿Quién es la persona misteriosa?**

Student stands with back to white board. Place a name behind the student on the white board. The class takes turns describing the person until the student can guess. Some are teachers and some are famous people.

Sr. Housego	Megan Fox
Sr. Shefli	Britney Spears
Jessica Alba	Sr. Thomas
Sr. Callan	David Beckham

Bart Simpson            Kobe Bryant  
Harry Potter            Barack Obama

**Silent Pictionary** – las partes del cuerpo. Students are put into two groups. The teacher sits at the back of the classroom with two stacks of cards. One student from each group comes to the teacher who flips over the cards. Students run to the white board and draw the body part. Students in each team write the word (instead of calling/shouting out) and look at the teacher for a thumb's up or down. If it is a thumb's up, another team member runs up to the teacher to see the next card with a body part.

Introduce family member names by first showing an enlarged photocopy or digital photograph of my family. I introduce each family member (Éste es mi papá. Se llama \_\_\_\_\_. Tiene \_\_\_\_ años.). To check for understanding, I can go back and point to each member and ask, "¿Quién es él?" and then write up the word on the white board.

Draw my family tree on the white board beforehand with names of my family members and relatives and have students guess what *abuelo/a*, *tío/a*, etc. mean. Students begin a rough sketch of their own family tree and label it.

**Carrera en grupos** – Names of family members in English. SS look at cards and run to board in turn to write name in Spanish. 1st Group to finish is the winner.

Introduce my family tree again using WRD DOC. Then students pair up and share their tree.

El árbol genealógico de la familia real de España (de Zachary)  
Listening Ex. From Zachary (SP1\_U3\_SA4) and [http://zachary-jones.com/spanish/documents/span1/unit3/SP1\\_U3\\_SA4audio.mp3](http://zachary-jones.com/spanish/documents/span1/unit3/SP1_U3_SA4audio.mp3)

Extension questions to ask students about their families. *¿Ves a tus abuelos con mucha frecuencia? ¿Cómo se llaman los hijos de la hermana de tu mamá? ¿Tienes muchos o pocos primos? ¿Cuántos tíos tienes? ¿Dónde viven todos tus tíos o la mayoría de tus tíos? De todos tus primos, ¿quién es el mayor y el menor?*

En mi familia todos tenemos el pelo \_\_\_\_\_. Mi mamá tiene el pelo \_\_\_\_\_. Mis hermanas tienen el pelo \_\_\_\_\_. Yo y mi papá tenemos el pelo \_\_\_\_\_.

La casa de los Weasley (tener y los números Y llamarse y los adjetivos posesivos). From Zachary.

*¿Cuánto mides? Mido un metro y \_\_\_\_ centímetros. \_\_\_\_\_ mide un metro y \_\_\_\_ centímetros.*

*¿A quién te pareces más en tu familia? Me parezco más a mí... No me parezco mucho a mí...*

Put up description of "Mi familia excepcional" again with additional information word document. Give ss the rest of the class to work on assembling their family tree – the visual part. Next class can finish this and start on the writing part, and the following following class present to the class.

## APPENDICES

(1)

### ASSIGNMENT DESCRIPTION: MI FAMILIA IDEAL/EXCEPCIONAL

You are going to create an imaginary family that you think would be cool to be a part of for one week. Include a mother, a father, two or more siblings, 2 grandparents, 2 or more uncles and aunts and 4 or more cousins and a pet or pets (that is a total of at least 13). The people in your family can be real, fictional, contemporary or somebody from the past. You will be creating a display showing this new temporary family in a family tree style. You may choose to do the visual on a poster or on the computer.

### Example of how to present "Mi Familia Excepcional"

**Ésta es** mi familia excepcional.

**Éste es** mi abuelo. Se llama George y es un actor. **Ésta es** mi abuela Verónica. Es una supermodelo. **Éste es** mi padre. Se llama Clark Kent. Es un superhéroe y es muy fuerte.

You can also add information about their height, hair colour, and if you would like to try, their looks or personality (Es bonita = She is pretty; Es guapo = He is handsome; Es elegante = She is elegant; Es enrollado = He is cool; Es preciosa = She is beautiful/lovely; Es fuerte = He is strong; Es inteligente = He is intelligent; Es cariñosa = She is affectionate/loving; etc, etc).

Remember, you can add MUY to mean VERY.

Ejemplo, Ella es muy bonita. (=She is very pretty)

(2)

## Mi árbol genealógico

1. **Éste es** mi árbol genealógico. *This is my family tree.*

2. **Ésta es** mi familia. *This is my family.*

3. **Éstos son** mis parientes. *These are my relatives.*

4. Ésta es mi mamá. Se llama \_\_\_\_\_. Tiene \_\_\_\_\_ años.  
*This is my mom. Her name is \_\_\_\_\_. She is \_\_\_\_\_ years old.*

Éste es mi papá. Se llama \_\_\_\_\_. Tiene \_\_\_\_\_ años.  
*This is my dad. His name is \_\_\_\_\_. He is \_\_\_\_\_ years old.*

Ésta/Éste soy yo. Me llamo \_\_\_\_\_. Tengo \_\_\_\_\_ años.  
*This is me. My name is \_\_\_\_\_. I am \_\_\_\_\_ years old.*

Ésta es mi hermana mayor/menor. Se llama \_\_\_\_\_. Tiene \_\_\_\_\_ años. *This is my older/younger sister. Her name is \_\_\_\_\_. She is \_\_\_\_\_ years old.*

Éste es mi hermano mayor/menor. Se llama \_\_\_\_\_. Tiene \_\_\_\_\_ años. *This is my older/younger brother. His name is \_\_\_\_\_. He is \_\_\_\_\_ years old.*

Éstos son mis hermanos. Éstas son mis primas...

Nosotros vivimos en \_\_\_\_\_. *We live in \_\_\_\_\_.*

Tíos/Tío/Tía/ *uncles & aunts uncle/aunt*

Primos/Primo/Prima *cousins/male cousin/female cousin*

Abuelos/Abuelo/Abuela *grandparents/grandfather/grandmother*

Abuelitos/Abuelito/Abuelita *grandparents/grandpa/grandma*

Hermano/Hermana/Hermanos *brother/sister/siblings*

Padres/Mamá/Madre/Papá/Padre *parents/mom/mother/dad/father*

Hijos/Hijo/Hija *children/son/daughter*

Esposo/Marido, Esposa *husband, wife*

Sobrinos/Sobrino/Sobrina *nephews & nieces/nephew/niece*

Nietos/Nieto/Nieta *grandchildren/grandson/granddaughter*

Padrastra *stepfather*

Madrastra *stepmother*

Hermanastro *stepbrother*



Hermanastra *stepsister*

(3)

GROUP DRAWING ACTIVITY – Divide the class into two groups. Cut the following chart into two columns, one stack of cards for each group. Teams read their cards and draw each instruction. Once they are done, each group takes turns describing the drawing based on the information on the cards.

Dibuja un cuerpo largo y rectangular.	Dibuja un cuerpo cuadrado.
Dibuja una cabeza redonda.	Dibuja una cabeza enorme.
Dibuja un ojo pequeño y dos ojos triangulares.	Dibuja dos ojos grandes y un ojo en forma de una estrella.
Dibuja una oreja mediana.	Dibuja cinco orejas.
Dibuja una nariz fea (ugly).	Dibuja una nariz larga y delgada.
Dibuja una boca mediana con labios finos.	Dibuja una boca pequeña con labios sexy.
Dibuja un cuello corto y grueso (thick).	Dibuja un cuello delgado y largo.

Dibuja dos brazos musculosos.	Dibuja tres brazos.
Dibuja manos con seis dedos.	Dibuja manos con tres dedos.
Dibuja cuatro piernas cortas.	Dibuja una pierna.
Dibuja pies grandes y dedos de los pies largos.	Dibuja un pie pequeñito.
Dibuja pelo corto y rizado.	Dibuja pelo muy largo y ondulado.

(4)

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## EVALUACIÓN ORAL: Mi familia excepcional

*Ésta es mi familia excepcional. Este señor es mi abuelo. Se llama...*

<p><b><u>CRITERIA A: ORAL COMMUNICATION: MESSAGE AND INTERACTION</u></b></p> <ol style="list-style-type: none"><li>1. Information is communicated clearly and effectively (easy for audience to follow, logical order, not too repetitious in terms of repeated words or language structures)</li><li>2. Speech flows with ease (no long pauses or stalling, little or no backtracking)</li><li>3. Evidence of preparation</li><li>4. Awareness of audience (not talking to only one person, not looking at the audience [at all])</li></ol>	/8
<p><b><u>CRITERIA B: ORAL COMMUNICATION: LANGUAGE</u></b></p> <p>A) Informative: 1. Detailed description of people on the visual including who is who (relationships), physical and personality descriptions, what they do and additional information (age, birthday, languages...)</p> <p>B) Delivery: 2. Only occasional mistakes with pronunciation and intonation, neither of which interferes with the clarity of the message</p> <p>3. Wide range of vocabulary and language structures used (Éste es mi...Ésta es mi...Éstos son mis...Éstas son mis.../Es.../Tiene...</p>	/8
<p>Comments:</p>	

(5)



## Self-Assessment and Reflection



*Identifying your strengths and areas for improvement, setting goals, time organization*

### MI FAMILIA EXCEPCIONAL

Answer the following questions by circling one of the numbers or writing in a comment					
How much effort did you put into completing this assignment? (Did you rush through it? Did you put thought and care into your visual and your presentation? Did you try your best? Are you impressed with the presentation of your product? Etc.) <b>Communicate Effectively</b>	1	2	3	4	5
Were you able to organize your time and finish this assignment by its due date, and with enough time to make improvements? <b>Learn Enthusiastically</b>	1	2	3	4	5
What do you like the most about your assignment? What were you pleased with? Was it the creativity of your ideas, the neatness of your work, the quality of your work, how you presented the information, the details of your presentation, or something else? Write a comment or comments. <b>Think Creatively, Learn Enthusiastically, Communicate Effectively</b>					
What was the most difficult part of this assignment? Did this affect how well you think you did? What did you have difficulty doing? How did/could you improve?					
List one to three things you will remember/try to do for the next assignment you have.	→				
	→				
	→				

1 → I feel I did not put in the required effort to succeed in this assignment.

2 → It was barely satisfactory.

3 → It was all right.

4 → I was quite pleased, but I could still do better.

5 → I was extremely satisfied. There is not much more I could have done.

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## La familia del Sr. Pretty

*No tengo una familia muy grande. En mi familia somos cuatro: mi mamá, mi papá y mi hermana menor. No tenemos una mascota. Mi mamá se llama Denise y es peruana. Tiene sesenta y cuatro años y su cumpleaños es el diez de noviembre. Mi mamá es baja y de talla media. Ella tiene el pelo canoso, un poquito largo y un poquito ondulado. Tiene los ojos marrones. Mi papá se llama Larry y es canadiense. Tiene sesenta y siete años y su cumpleaños es el tres de marzo. Es alto y delgado. Él tiene el pelo canoso, muy corto y liso. Tiene los ojos verdes. Mi papá mide un metro y ochenta y tres centímetros. Mis padres viven en Canadá. Tengo una hermana menor que se llama Karen. Ella tiene treinta y siete años y su cumpleaños es el doce de abril. Karen es de estatura mediana y de talla media. Tiene el pelo ni largo ni corto y un poco ondulado. Tiene los ojos color avellana.*

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## La familia del Sr. Pretty

En mi familia 1. \_\_\_\_\_ cuatro: mi mamá, mi papá, mi hermana menor y 2. \_\_\_\_\_ . Mi mamá 3. \_\_\_\_\_ Denise y es peruana. Tiene sesenta y cuatro años y su 4. \_\_\_\_\_ es el 5. \_\_\_\_\_ de noviembre. Mi mamá es 6. \_\_\_\_\_ y de talla media, tiene el 7. \_\_\_\_\_ canoso, largo y ondulado.

Tiene los

8. \_\_\_\_\_ marrones. Mi papá se llama Larry y es canadiense. Tiene 9. \_\_\_\_\_ y siete años y su cumpleaños es el tres de 10. \_\_\_\_\_. Es alto y es delgado, tiene el pelo canoso, muy 11. \_\_\_\_\_ y liso. Tiene los ojos 12. \_\_\_\_\_. Tengo una hermana 13. \_\_\_\_\_ que se llama Karen. Ella 14. \_\_\_\_\_ treinta y siete años y su cumpleaños es el doce de abril. Karen es de 15. \_\_\_\_\_ mediana y de talla media. Tiene el pelo ni largo ni corto y un poco 16. \_\_\_\_\_. Tiene los ojos marrones.

<b>cumpleaños</b>	<b>ojos</b>	<b>pelo</b>	<b>menor</b>
<b>yo</b>	<b>ondulado</b>	<b>estatura</b>	<b>diez</b>
<b>se llama</b>	<b>corto</b>	<b>verdes</b>	<b>somos</b>
<b>sesenta</b>	<b>tiene</b>	<b>marzo</b>	<b>baja</b>

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## La familia – oraciones revueltas

1. de cumpleaños octubre es su 20 el
2. llama Claudia mamá se mi
3. verdes los tiene ojos
4. el hermana largo mi pelo menor tiene
5. estatura hermano es mediana mi de mayor
6. una familia tengo grande
7. mamá y dos años tiene mi cincuenta