Unit Plan: Families  

6th grade Spanish

**Day 1**—Introducing vocabulary for “family.”

**Day 2**—Reviewing/practicing vocabulary—discussing our concept of family and about our families.

**Day 3**—Concept of families in Hispanic culture.

**Day 4**—Continue work on projects/products.

**Day 5**—Share final products—oral conversation with teachers this day.

**Day 6**—Finish sharing products. Quest on vocabulary and concepts of family.

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**Lesson Plan (Day 3 of Unit)**

Student Teachers’ Name ______ Connie Kettner (Made collaboratively with Alexa Marquardt) ______

Subject ______ Spanish _______ Grade Level ______ 6th _______ Period/Time ______ 50 min ______

Name of Lesson _______ Family culture and vocabulary words _______

I.  **Goal:** To learn vocabulary words to be able to talk about family in Spanish, and to learn about families in Hispanic cultures.

II.  **Objectives:**

1.  Students will be able to use appropriate Spanish vocabulary about “family” in a paragraph, song, or oral conversation with a teacher.

2.  Students will be able to describe unique elements of families in Hispanic culture and compare and contrast their family with families in Hispanic cultures in a paragraph, song, or oral conversation with a teacher.

III.  **Materials:**

- *Abuelos* by Pat Mora, Ill. By Amelia Lau Carling (Spanish Edition)
- “A Dios le Pido” by Juanes
- Nonfiction article about family
- Student response journals
Scrap paper for input choice selection
Craft and drawing supplies
Dictionary from ELLs’ native language(s) to Spanish
Dictionary from ELLs’ native language(s) to English
Spanish-English dictionaries (enough for whole class)
Dry erase board, markers, eraser

IV. Procedure:

1. Students sit in their seats when they enter the classroom.

2. Teacher will tell the students which of their top two input choices they have. (Students will have voted for their top two choices the day before, and the teacher will have considered them overnight and given the student one of his/her choices. The gifted learners would have been encouraged by the teacher to choose between inputs #2 and #4. Students with learning disabilities would have been directed towards input #3 and modified #1. Students with MR would have been directed towards inputs #1 and #2).

3. Students go to the table with their input choice and work. All students have access to Spanish-English dictionary to assist their comprehension of their input. **ELL students**—use native language-English dictionary, native-language-Spanish dictionary.
   
   **Input #1**—Read (individually) *Abuelos* by Pat Mora, Ill. By Amelia Lau Carling (Spanish Edition). Complete input response questions. **Students with MR and LD**—partner reads the story aloud; discuss the story afterwards with the input response questions.

   **Input #2**—Students will be assigned to read one of two nonfiction articles about families in Hispanic cultures based on skill level. Complete input response questions. **Gifted Learners**—read higher level article. **Student with MR**—work with a partner to read the less challenging article and to answer the input response questions.


   **Input #4**—Listen to “A Díos le Pido” by Juanes from Grooveshark.com. Then, relisten while reading printed lyrics sheet. Listen a third time, with the lyrics sheet, starring the lines that relate to family. After the third listening, students write in English what they believe the lines say about family relationships.

   Teacher observes students while working, to ensure they are on-task and to assist them in their study of their input choice.

4. As students finish reviewing their input choice, they write their name under the output choice that they would like. All students choose whether they would like to work with a partner or not. All students have access to necessary language dictionaries as they complete their output products. **Student with LD**—strongly suggested to work with a partner. Student with LD would be able to help develop the ideas, but the partner would do more of the writing. **ELL students**—if the students’ native language is Spanish, they would either create an output in Spanish and a separate one in English, to be able to practice both languages, or they would create a higher level output. If the students’ native language is not Spanish, they would need to create an output at the same level as the other students, but can also create an output in their native language, if that would be helpful.

   **Output #1**—Students will write a paragraph in Spanish that communicates their understanding of the unique elements of families in Spanish culture, comparing and contrasting these elements with their own families while also using the appropriate
vocabulary to describe families. **Student with MR**—draws a picture of a family. His/her partner will talk with the student with MR about the picture and then will write what the partners decide they would like to say as an explanation and back story for the picture. **Gifted students**—more writing, with fewer mistakes, and at a higher level of engagement would be expected and would be reflected in the students’ rubric.

**Output #2**—Students will write a song in English about family in Hispanic cultures, using at least 10 Spanish vocabulary words about family. **Student with MR**—work with a partner, both in writing the song and performing it to the class. **Gifted students**—need to write the whole song in Spanish.

**Output #3**—Students will carry on a relaxed conversation in Spanish with the teacher about families in Hispanic cultures. The students will be asked to describe how they see their family being similar to and different from what they have learned about Hispanic families. Before this conversation, students will work with other students who have chosen this option to practice using the Spanish vocabulary words and considering the concepts about Hispanic families that they want to remember. **Gifted students**—this conversation would be at a higher level of conversation, and the teacher will challenge the students to engage in conversation at a higher level. **ELL students**—If native language is Spanish, the conversation would be carried out at a higher level of intellectual engagement. If native language is not Spanish, this conversation could still be successful. The student may need to write out as well as practice some of what he/she wants to say before speaking with the teacher.

5. Students begin work on their output and plan to work on them more the next day. Teacher records what each student has chosen.

6. Students are dismissed.

**V. Assessment:**
- Teacher observes students will working on inputs and outputs and completes observation checklist for each student.
- Teacher evaluates students’ outputs with a specialized rubric, based on the output choice and the appropriate expectations for students’ ability levels.

**VI. Assignment:**
- Students complete output choice.
- At the end of the unit, students will reflect on their output choice in a journal, responding to the following questions:

1) Did I understand the topic of family from my work with my input choice? Why or why not?
2) How well does my product reflect my understanding of families in Hispanic cultures?
3) Did I make good decisions about whether to work with a partner or not? How did this decision help or hurt my work?
4) What else would I like to learn about families in Hispanic cultures?
5) How comfortable am I with speaking/writing about family in Spanish, on a scale of 1-5, (1 not at all comfortable, 5 very comfortable)?

The teacher will review these journals and will respond to students’ comments in writing in order to help coach students through learning from their choice and from this unit.