

Somers Point School District

Spanish Curriculum

Grade 4

August 2007

Board Approved: November 2008

Subject: Spanish

Grade: Four

First Quarter

- I. Homes
 - a. Rooms
 - b. Furniture
 - c. Compare dwellings in different places
- II. Rooms in the School
 - a. Listen to directions
 - b. Give directions
 - c. Tell location of rooms
- III. Analyze sound/letter relationships

Second Quarter

- I. Food and Meals
 - a. Describe meal times
 - b. Use time expressions
 - c. Analyze menus, labels and advertisements
 - d. Compare and contrast Spanish speaking and US customs
- II. Agree and Disagree

Third Quarter

- I. Feeling and Emotions
 - a. Poetry including rhyme
 - b. Characters in stories
- II. Past times and Hobbies
 - a. Describe you hobbies
 - b. Make plans
 - c. Invitations
 - d. Agreement/Disagreement
- II. Location using prepositions

Fourth Quarter

- I. Community
 - a. Describe your community
 - b. Compare and Contrast U.S. and Spanish speaking
- II. Occupations
 - a. Identify
 - b. Ask/tell what someone does
 - c. Tell what parents do and tell future goals
 - d. Ask/tell characteristics that match each profession

Grade Level: 4
Subject: Spanish

Suggested Days of Instruction:	TOPIC: Community, Occupations, and Transportation		GOAL: Students will be able to describe and communicate within their communities.
Objectives/Concepts/ Cumulative Process Standards Students will be able to:	Essential Questions Conceptual Understandings	Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment	
<ul style="list-style-type: none"> • Describe their community • Use prepositions of place • Use a map to tell and give directions around town • Identify occupations • Tell what their parents do • Ask/tell what someone does for a living • Tell what they want to be when they grow up • Describe character traits that are important for each occupation • Describe ways to travel • Read for information • Compare and contrast U.S. and Spanish speaking communities 	<ol style="list-style-type: none"> 1. What is your community like? What places are there? 2. What are some common occupations, and which one is best suited for your personality and interests? 3. Communities reflect the cultures and environments of the people who live there. 4. Mass transit is a more commonly used form of daily transportation than cars in many other countries 	<ul style="list-style-type: none"> • Group Work: Use a word bank to label a community map • Pair Work: Use a map to practice prepositions of place • TPR: Ss get up and stand according to preposition • Use map to tell and give directions around town • Create a map of Somers Point and label it in Spanish • Group Work: Ss use pictures/cognates to identify occupations and fill in a chart • Pair Work: Ss tell what they want to be and what their parents do • Ss do a class survey of the occupations they want • Group Work: Ss match characteristics to professions • Ss use pictures and word bank to fill out chart • Ss create a matching game on transportation and play memory 	

Grade Level: 4
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Feelings and Emotions

GOAL: Students will be able to communicate emotions.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Express feelings and emotions
- Use feelings and emotions to describe people and characters

1.How can you describe how you feel?

- Group Work: Ss use cognates to determine the English meanings of words and fill in chart
- TPR: Ss act out emotions, Ss guess
- Group Work: Ss read scenarios and decide which emotion the person is feeling
- Ss use a template to write a Valentine's Day card with a rhyming poem
- Group Work: Ss brainstorm characters from stories they have read to match emotions and feelings

Grade Level: 4
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Food and Meals

GOAL: Students will be able to communicate about foods and meal.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Describe meals and meal times
- Use specific time expressions
- Analyze menus, labels, and advertisements
- Use expressions of agreement and disagreement
- Compare and contrast Spanish speaking and U.S. meal customs

1. How can you say when and what you eat?
2. How can you find out important information about products?
3. People's meals and meal times reflect their cultures and environments.

- Brainstorm a class list of food words to elicit prior knowledge
- Group Work: read meal descriptions and decide which meal is which
- Use a play clock to practice time expressions
- Read text about meal times and descriptions in the target culture and compare to the U.S.
- Group Work: Discuss a menu and order for the table
- Pair Work: Discuss likes, dislikes, meal times, and agree or disagree

Grade Level: 4
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Sound/Letter Relationships

GOAL: Students will be able to understand and use the sound/letter relationships in Spanish to communicate.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Understand and use the Spanish letter/sound system
- Use the sound/letter system to “sound out” words for spelling
- Pronounce and read words accurately

1. What are common Spanish spelling patterns?
2. The Spanish sound/letter relationship is very predictable and much simpler than English
3. The Spanish language is Latin based and therefore many cognates exist between Spanish and English

- Ss create a phonetic dictionary with word examples in English and Spanish for each letter
- Pair Work: Ss give each other words to spell from cards, and partners use phonetics to sound it out

Grade Level: 4
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Home

**GOAL: Students will be able to communicate regarding
their home and compare and contrast homes.**

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Identify the rooms and furniture in a home
- Describe their homes
- Compare and contrast dwellings in the U.S. and in Spanish speaking countries
- Use prepositions of place to describe locations of objects

1. Peoples' homes reflect the culture and environment in which they live

- Use a cut away house picture to identify rooms
- Design a blue print for Ss' homes
- Read text about dwellings in other countries and use a Venn diagram to compare and contrast S's home with a home from a Spanish speaking country
- Play "House Movers;" Ss tell a partner where to put furniture using prepositions of place

Grade Level: 4
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Home and School Buildings

GOAL: Students will be able to describe rooms in the home and school using prepositions.

**Objectives/Concepts/
Cumulative Process Standards**

Students will be able to:

- Identify the rooms and furniture in a home
- Describe their homes
- Compare and contrast dwellings in the U.S. and in Spanish speaking countries
- Use prepositions of place to describe locations of objects
- Tell location of school rooms
- Listen and follow oral directions
- Read and follow written directions
- Give oral and written directions
- Compare and contrast a school building in the U.S. with a school in a Spanish Speaking country

**Essential Questions
Conceptual Understandings**

1. Peoples' homes and schools reflect the culture and environment in which they live.
2. How can you find your way around?
- 3 How can you help someone else find his/her way?

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

- Use a cut away house picture to identify rooms
- Design a blue print for Ss' homes
- Read text about dwellings in other countries and use a Venn diagram to compare and contrast S's home with a home from a Spanish speaking country
- Play "House Movers;" Ss tell a partner where to put furniture using prepositions of place

- Use a school map to point and say school rooms
- Listen to directions to find the target location on a map
- Pair Work: Give directions to each other to locate rooms
- Pair Work: Use written directions to find their way around the school building
- Group Work Project: Design and present a "dream school" blue print and map that reflects the needs, culture, and environment of the students.

4th grade vocabulary

The Home and Furniture

Spanish	English
Apartamento	apartment
Casa	House
Dormitorio	Bedroom
Sala	Living room
Cocina	Kitchen
Bano	Bathroom
Escaleras	Stairs
Sótano	Basement
Patio	Patio
Patio trasero	Backyard
Piso (primer, Segundo)	Floor (first floor, second floor)
Sofá	Sofa/couch
Cama	Bed
El sillón	Armchair
La mesa	Table
La lámpara	Lamp
La television	TV
La ventana	window

Adverbs of place

Spanish	English
Hay	There is/are
Cerca de	Near
Lejos de	Far from
Entre	Between
En frente de	In front of
Detrás de	Behind
Al lado	Next to
A la izquierda	To the left
A la derecha de	To the right

Rooms of the School

Spanish	English
Biblioteca	Library
Gimnasio	Gymnasium
Cafetería	Cafeteria
Salón de música	Music room
Bano	Bathroom
Oficina de la enfermera/enfermería	Nurse's office
Pasillo	hallway
Oficina del director/la directora	Principal's office
Salon de arte	Art room

Food and Meals

Spanish	English
Desayuno	Breakfast
Almuerzo	Lunch
Cena	Dinner
Merienda	Snack
Comida basura	Junk food
Sopa	Soup
Ensalada	Salad
Comida ligera	Fast food
Pizza	Pizza
Espaguetti	Spaghetti
sandwich	sandwich
Chocolate	Chocolate
Papas	Potatoes
tomate	tomatoes
Te	Tea
café	coffee

Time Expressions

Spanish	English
En punto	On the dot
...2 y media	2:30
Y cuarto	Quarter after
Menos cuarto	Quarter of/to
¿Por cuánto tiempo?	For how long?

Feelings/Emotions

Spanish	English
Alegre/feliz	Happy
Triste	Sad
Confuso	Confused
Nervioso	Nervous
Cansado	Tired
Enojado/enfadado	Angry
Contento	Happy
Emocionado	Excited
Tengo hambre	Hungry
Tengo sed	Thirsty
Tengo miedo	Scared
Tengo frío	Cold
Tengo calor	hot

Passtimes/Hobbies

Spanish	English
Jugar béisbol	Play baseball
Jugar baloncesto	Play basketball
Jugar hockey	Play hockey
Surfir	Surf
Jugar fútbol	Play soccer

Jugar <u>fútbol</u> Americano	Play football
Ir de compras	Go shopping
Cantar	Sing

Bailar	Dance
Dibujar	Draw
leer	Read
Escribir	Write
Hablar por teléfono	Talk on the phone
navegar la red	Surf the internet
Escuchar musica	Listen to music
Mirar la tele	Watch TV
Jugar videojuegos	Play videogames
Monopatín	Skateboard
Tocar un instrumento	Play an instrument
reunirse con amigos	Spend time with friends
Ir a la playa	Go to the beach
Dónde	Where
Cuándo	when
Yo tambien	Me too
Yo tampoco	Me neither

Community	
Spanish	English
Supermercado	Supermarket
Biblioteca	Library
El parque	Park
Paseo de bicicletas	Bike path
Farmacia	Pharmacy
Escuela	School
iglesias	Church
Tiendas	Store
Correro	Post office
Hospital	Hospital
La playa	Beach
Museo	museum

Cultural symbols

Spanish	English
Bandera	Flag
monumento	Monument
estatua	Statue
Representa	Represent
Aguila	Eagle
Símbolo	Symbol
La Estatua de Libertad	Statue of Liberty
presidente	President
guerra	War
nacional	National