

3rd Grade Overview

What I Eat

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand a list of dinner foods and drinks.	I can read a list of dinner foods and drinks. I can read “(no) me gusta comer” and “(no) me gusta beber.”	I can ask someone if they like certain dinner foods or drinks. I can tell someone which dinner foods and beverages I like and don't like.	I can list dinner foods and drinks that I like and dislike in a short phrase.	I can label different dinner foods and drinks.

Who is My Family

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand a simple description of extended family members.	I can read a simple description of a family member.	I can tell someone about my family member. I can ask ¿Cómo es tu _____?	I can describe my family members in a short phrase.	I can write a simple description of my family members. Ex: Mi padre es alto.

What I Do in my Free Time

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand activities that are being talked about. Ex: Yo esquío.	I can read simple sentences about activities. Ex: Yo nado.	I can respond when someone asks me what activities I do. Ex: Yo leo.	I can list different activities.	

My Life as a Student

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand when I'm being asked about the day and date.	I can read the date.	I can tell someone the date with day and month. I can tell someone my birthday.	I can list the months.	I can write the date in the correct form with day and month. Ex: 3 de octubre

The World I Live In

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand vocabulary about a home. I can understand the location of family members in the home.	I can read simple descriptions of a home.	I can say where a family member is in the house. I can ask where a family member is in the house.	I can list the rooms of my home.	I can label the rooms of a home using a word bank.

3rd Grade What I Eat

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand a list of dinner foods and drinks.	I can read a list of dinner foods and drinks. I can read "(no) me gusta comer" and "(no) me gusta beber."	I can ask someone if they like certain dinner foods or drinks. I can tell someone which dinner foods and beverages I like and don't like.	I can list dinner foods and drinks that I like and dislike in a short phrase.	I can label different dinner foods and drink.

What will students know about by the end of this unit?

Vocabulary

<p><u>Dinner Foods</u> La cena La carne El pollo El pescado El arroz Las papas La zanahoria El maíz Las verduras El postre Los frijoles La sopa</p> <p><u>Dinner Drinks</u> El café</p>	<p><u>Recycle</u> El refresco La limonada El té El agua El jugo de _____ La leche</p>	<p>Me gusta comer _____.</p> <p>No me gusta comer _____.</p> <p>¿Te gusta _____?</p>	<p><u>Recycle</u> El sandwich de _____</p> <ul style="list-style-type: none"> - Jamón - Queso - Crema de cacahuete - Mermelada <p>La hamburguesa</p> <ul style="list-style-type: none"> - Mayonesa - Mostaza - Salsa de tomate <p>El perro caliente Las papas fritas La ensalada</p> <ul style="list-style-type: none"> - La lechuga - El tomate - La fruta <p>La sandia</p>
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Grammar/Structure

- Me gusta, No me gusta
- ¿Te gusta?

Culture

- Tortilla: flat bread (Mexico) vs. quiche (Spain)
- Dinner: time and duration

Teacher Extension

El aguacate Postres: el helado, , el pastel, la torta

3rd Grade My Family

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand a simple description of extended family members.	I can read a simple description of a family member.	I can tell someone about my family member. I can ask ¿Cómo es tu _____?	I can describe my family members in a short phrase.	I can write a simple description of my family members. Ex: Mi padre es alto.

What will students know about by the end of this unit?

Vocabulary

<u>Family Members</u>	<u>Recycle: Personality</u>	<u>Appearance</u>	<u>Additional Vocabulary</u>
La madre El padre El tío La tía El primo La prima	<u>Adjectives</u> Inteligente (s) Interesante (s) Artístico/a (s) Atlético/a (s) Serio/a (s) Amable (s) Gracioso/a (s) Tímido/a (s)	Mi _____ tiene el pelo _____. <u>Recycle</u> Bonita (s) Guapo (s) Alto/a (s) Bajo/a (s) Fuerte (s) Tengo el pelo _____. Rubio Castaño Negro Canoso	¿Cómo es tu _____? A mi _____ le gusta _____. Ex: A mi madre le gusta correr. A mi _____ no le gusta _____. Ex: A mi padre no le gusta nadar. <u>Recycle:</u> Mayor Menor Mi _____ es _____. Mis _____ son _____.
<u>Recycle</u> Abuelo Abuela Familia Yo Mamá Papá El hermano La hermana El gato El perro			

Grammar/Structure

- Mi _____ tiene el pelo _____.
- ¿Cómo es tu _____?
- A mi _____ le gusta _____. **Ex:** A mi madre le gusta correr.
- A mi _____ no le gusta _____. **Ex:** A mi padre no le gusta nadar.

Culture

- Titles as names: primo/a, tío/a, "mijo"/"mija" = mi hijo, mi hija

Teacher Extension

- Es pelirrojo/a.

3rd Grade My life as a Student

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand when I'm being asked about the day and date.	I can read the date.	I can tell someone the date with day and month. I can tell someone my birthday.	I can list the months.	I can write the date in the correct form with day and month. Ex: 3 de octubre

What will students know about by the end of this unit?

Vocabulary

<p><u>Date & Birthday</u> La fecha El cumpleaños</p> <p><u>Recycle</u> Los meses enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre</p>	<p><u>Phrases</u> Mi cumpleaños es el _____. Ex: Mi cumpleaños es el 8 de mayo.</p> <p>Hoy es el ____ de ____. Ex: Hoy es el 3 de enero</p> <p>Ayer fue el ____ de ____. Ex: Ayer fue el 2 de enero.</p> <p>Mañana es el ____ de ____. Ex: Mañana es el 4 de enero.</p>	<p><u>Recycle</u> el día lunes martes miércoles jueves viernes sabado domingo Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez</p>	<p><u>Recycle</u> Once Doce Trece Catorce Quince Dieciseis Diecisiete Dieciocho Diecinueve Veinte</p>	<p><u>Recycle</u> Veintiuno Veintidos Veintitres Veinticuatro Veinticinco Veintisies Veintisiete Veintiocho Veintinueve Treinta Treinta y uno</p>
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Grammar/Structure

- Mi cumpleaños es el _____. **Ex:** Mi cumpleaños es el 8 de mayo.
- Hoy es el ____ de _____. **Ex:** Hoy es el 3 de enero
- Ayer fue el ____ de _____. **Ex:** Ayer fue el 2 de enero.
- Mañana es el ____ de _____. **Ex:** Mañana es el 4 de enero.

Culture

- El primero de _____.
- No capitalization with days or months in Spanish.

3rd Grade The World I Live In

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand vocabulary about a home. I can understand the location of family members in the home.	I can read simple descriptions of a home.	I can say where a family member is in the house. I can ask where a family member is in the house.	I can list the rooms of my home.	I can label the rooms of a home using a word bank.

What will students know about by the end of this unit?

Vocabulary

<u>Home</u>	<u>Items</u>	<u>Recycle</u>	
La casa El apartamento El dormitorio La cocina El baño La sala El comedor El garaje	La puerta La ventana	Colores Comida Familia Actividades	

Grammar/Structure

- Mi casa tiene _____.
- Mi mamá está en _____.
- ¿Dónde está mi mamá?

Culture

- Variety of houses depending on location; building materials depending on geography and economics.

Teacher Extension

- El jardín, el patio, la lavadero, el techo, la chimenea, la mesa
- El auto, el carro