



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Spanish Grade 3

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*Approved by the Midland Park Board of Education on
October 7, 2014*

Spanish-Grade 3

Course Description:

Third Grade Spanish builds upon the vocabulary learned in first and second grade with more emphasis on speaking, reading and writing. Students will understand that Spanish comes from Spain and they will be able to connect Spanish to English through cognates. Students will be able to locate Spain, Mexico, Puerto Rico, Cuba and Dominican Republic on the map, as well as Central and South America. Students will learn some basic history of Spain and Mexico in order to understand their holidays and influences on our country. Students will be able to pronounce, read and spell Spanish words by learning the alphabet. Students will take notes on the thematic units: Salutations, basic dialogue phrases and questions, classroom objects, and calendar words. They will use these notes to take open book quizzes, class surveys and write and present dialogues. Students will participate in cultural activities from Mexico and Spain to better appreciate and respect diversity.

Suggested Course Sequence:

Unit 1: Greetings and Farewells, respect for other cultures: 5-6 weeks

Unit 2: Questions, Feelings and Mexican Holiday: Day of the Dead: 6 weeks

Unit 3: Alphabet, December Holidays in Spain, numbers to 100: 9 weeks

Unit 4: Parts of the body: 6 weeks

Unit 5: Clothing in Spanish, El Cinco de Mayo, review: 9-10 weeks

Unit Overview

Content Area: Spanish

Unit Title: Unit 1 Greetings and Farewells, respect for other cultures

Target Course/Grade Level: Grade 3 Spanish

Unit Summary: Students will use greetings, farewells and courtesy words within a whole group, with partners or individually. They will brainstorm words they remember from last year and what a cognate and a false cognate are. Students will understand why it is important to learn Spanish with respect to population of Hispanics in U.S, and why should we respect other cultures (this ties in to MP Week of Respect and Hispanic Heritage month-Sept 15-Oct 15) They will brainstorm what influences the Hispanic culture has brought to the U.S.

21st century themes: Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills

Learning Targets

Standards:

7.1 Communication: All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

7.2 Culture: All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

CPI# Cumulative Progress Indicator (CPI) *NM Novice-mid
Modes- A: Interpretive B: Interpersonal C: Presentational

7.1 NM A.1 Recognize familiar spoken words and phrases

7.1 NM A.2 Demonstrate comprehension of simple oral directions, requests, and commands

7.1 NM B.3 Imitate appropriate gestures and intonations of target language

7.1 NM B.4 Ask and respond to simple questions and express preferences based on memorized words and phrases

7.1 NM B.5 Exchange information using words and phrases in class on familiar topics

7.1 NM C.2 Imitate/recite songs in target language

7.1 NM C.3 Copy/Write words or phrases in target language

7.2 NM A.1 Develop personal identity through experiences that occur in one's family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes

Unit Essential Questions

- Why do you think it is important to learn Spanish?
- Why do you think we have a Hispanic Heritage month here in this country? Why did they make it Sept. 15th to Oct 15th?
- What is a cognate and how is it very helpful when learning a new language? How is a false cognate different?

Unit Enduring Understandings

- Hispanic is anyone who speaks Spanish as their first language; Hispanic population is over 15% and rising
- Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish.
- Target vocabulary (Salutations/courtesy words that will be used all throughout the year.
- Note taking

Unit Learning Targets

Students will...

- Connect their prior language to any Spanish they might already know or learned from last year.
- Introduce themselves using "Me llamo" and their Spanish name.
- Recognize, write and pronounce greetings/farewells and courtesy words in Spanish to use in a conversation.
- Take notes on target vocabulary.
- Define and identify cognates in Spanish and English.
- Brainstorm Hispanic influences on the United States with respect to food, music, sports, words borrowed from Spanish and analyze why the month celebrates from Sept 15 to Oct 15 to include Columbus Day.
- Locate Spain and 20 Spanish speaking countries on a map.

Evidence of Learning

Summative Assessment (6-7 class periods that meet weekly)

Unit quiz

Dialogues with teacher then partners

Teacher observations

Equipment Needed: Cd player, ELMO, Inter-write board,

Teacher Resources: Map of Spain and 19 countries, worksheets from [Teach them Spanish-Grade 3](#) and many online websites www.abcteach.com, www.spanish4teachers.org, etc..

Formative Assessments

- | | |
|--|--|
| <ul style="list-style-type: none"> • Discussions and questioning • Observation of oral discourse/dialogues • Pronunciation of target vocabulary • Open notebook Scavenger hunt | <ul style="list-style-type: none"> • Thumbs up/down • Notes in Spanish notebook • Worksheets-cognates, greetings • Student participation • Exit tickets |
|--|--|

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What is your name?: Given Spanish name(same as last year) how to pronounce, answer "Como te llamas" "Me llamo" brainstorm Spanish words we remember from last year or may have learned over the summer. Scavenger hunt to learn classmates Spanish name	Class period
2	Note taking: Students will take notes on greetings/farewell and courtesy words to use in class such as:"Buenos dias, Buenas tardes, Buenas noches, mucho gusto, hasta luego, por favor, gracias, de nada" con permiso, lo siento, salud etc.. check notes	2 Class periods
3	Hispanic Heritage: Spanish comes from Spain, show on map plus all countries that speak Spanish; brainstorm influences of Hispanic culture on U.S, How we can show respect to people of other cultures; what is a cognate/false cognate; Columbus Day ties in to Hispanic Heritage month, why? Hand-out and crossword puzzle	2 Class periods (if needed)
4	Scavenger hunt: Answer questions based on notes to see if they are accurate and complete. Hispanic heritage exit tickets. Partner practice	Class period
5	Review and quiz	Class period

Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

- www.abcteach.com,
- www.spanish4teachers.org,
- www.enchantedlearning.com
- www.languagesresources.co.uk
- www.spanishkidstuff.com

Unit Overview

Content Area: Spanish

Unit Title: Unit 2 Questions, Feelings and Mexican Holiday: Day of the Dead

Target Course/Grade Level: Grade 3 Spanish

Unit Summary: Students will use questions and vocabulary from notes to have a dialogue with each other. They will answer question ¿Cómo estas? with feelings vocabulary. ex. tired, happy sad etc.. Students will compare and contrast the Mexican holiday Dia de Los Muertos to American Halloween. They will celebrate by making Calaveras (whimsical skeletons) and use target vocabulary to describe them with respect to name, where they are from and age.

21st century themes: Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills

Learning Targets

Standards:

7.1 Communication: All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

7.2 Culture: All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

CPI# Cumulative Progress Indicator (CPI) *NM Novice-mid
Modes- A: Interpretive B: Interpersonal C: Presentational

7.1 NM A.1 Recognize familiar spoken words and phrases

7.1 NM A.2 Demonstrate comprehension of simple oral directions, requests, and commands

7.1 NM B.3 Imitate appropriate gestures and intonations of target language

7.1 NM B.4 Ask and respond to simple questions and express preferences based on memorized words and phrases

7.1 NM B.5 Exchange information using words and phrases in class on familiar topics

7.1 NM C.3 Copy/Write words or phrases in target language

7.2 NM A.1 Develop personal identity through experiences that occur in one's family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes

7.2 NM B.5 Observe and participate in culturally authentic activities

Unit Essential Questions

- What are the similarities and differences between Day of the Dead and Halloween?
- What do you think "agreement" means? Why does a girl say she is "cansada" and a boy says "cansado?"

Unit Enduring Understandings

- "Estoy" means "I am" for temporary conditions like feelings: Estoy contento, triste, cansado etc.
- Girl in Spanish is niña, and is a feminine word so the adjective that ends in "o" must change to "a"
- Day of the Dead is a Mexican holiday that is not related to Halloween, although there are similarities in how they are celebrated.

Unit Learning Targets *Students will...*

- Express their feelings using Spanish vocabulary.
- Apply vocabulary learned to have a simple conversation in Spanish.

Evidence of Learning

Summative Assessment (5 class periods that meet weekly)

Calavera project

Dialogues with partners in front of class

Equipment Needed: Cd player, ELMO, Inter-write board,

Teacher Resources: Map of Spain and 19 countries, worksheets from [Teach them Spanish-Grade 3](#) , [Mexican Holidays](#), and online websites www.abcteach.com, www.spanish4teachers.org, etc..

Formative Assessments

- Discussions and questioning
- Observation of oral discourse/dialogues
- Pronunciation of target vocabulary
- Open notebook Scavenger hunt
- Thumbs up/down
- Notes in Spanish notebook
- Worksheets-cognates, greetings
- Student participation
- Exit tickets

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Questions: ¿Cómo estas? contento, triste, cansado, asustado, apenado, emocionado, muy bien, asi-asi, mal Add questions to notes: ¿De donde eres?, ¿Cuántos años tienes? ¿Cómo te llamas? to tell about yourself	Class period and ongoing
2	Dialogues: practice with a partner to use target vocabulary and questions to have a conversation in Spanish in front of class.	Class period and ongoing through unit
3	Dia de Los Muertos: power point, class discussion, Venn diagram to compare and contrast this holiday and Halloween, listening activity	Class period
4	Dia de Los Muertos: individual projects to make a "Calevera" using materials provided with a name, age and where they are from.	2 Class periods

Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

Curriculum Development Resources

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www.abcteach.com,

www.spanish4teachers.org,

www.enchantedlearning.com

www.languagesresources.co.uk

www.spanishkidstuff.com

www.slideshare.net/ptineo/day-of-the-dead-ppt-presentation

Unit Overview	
Content Area:	Spanish
Unit Title:	Unit 3: alphabet, December Holidays in Spain, numbers to 100
Target Course/Grade Level:	Grade 3 Spanish
<p>Unit Summary: Students will learn the alphabet to read and pronounce words in Spanish. Students will make their own picture dictionary. They will use the number patterns to count to 100 in Spanish. Students will read about the origin of the Poinsettia plant (Mexico) and compare December holidays in Spain to holidays in the U.S. Students will celebrate Dia de los Reyes Magos like they do in Spain.</p> <p>21st century themes: Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills</p>	
Learning Targets	
Standards:	
<p>7.1 Communication: All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.</p> <p>7.2 Culture: All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices</p>	
CPI#	Cumulative Progress Indicator (CPI) *NM Novice-mid Modes- A: Interpretive B: Interpersonal C: Presentational
7.1 NM A.1	Recognize familiar spoken words and phrases
7.1 NM A.2	Demonstrate comprehension of simple oral directions, requests, and commands
7.1 NM B.3	Imitate appropriate gestures and intonations of target language
7.1 NM B.4	Ask and respond to simple questions and express preferences based on memorized words and phrases
7.1 NM B.5	Exchange information using words and phrases in class on familiar topics
7.1 NM C.3	Copy/Write words or phrases in target language
7.2 NM A.1	Develop personal identity through experiences that occur in one's family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes
7.2 NM B.5	Observe and participate in culturally authentic activities
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the similarities and differences between the English and Spanish alphabets? • Compare and contrast New Year's Eve as celebrated here and in Spain? What are some holiday traditions you and your family have? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Letter sounds, different pronunciation of vowels same A,E,I,O,U, make one sound not long or short • Holiday traditions can be unique to one country ex. Loteria on December 22 in Spain or celebrated in many countries by a similar culture ex. Posadas. • Numbers have patterns which makes it easy to count if you know the tens
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Read and pronounce words in Spanish by identifying letters/sounds of the alphabet. • Recite and apply vowel sounds in Spanish. • Identify words that begin with the letters of the Spanish alphabet by creating a pictinary. • Compare and contrast traditions of the holiday seasons in the U.S to that of Spain. 	

- Students will count to 100 in Spanish.
- Students will celebrate Dia de los Reyes Magos in an authentic way.

Evidence of Learning

Summative Assessment (8-10 class periods that meet weekly)

Spelling quiz pictionary

Equipment Needed: Cd player, ELMO, Inter-write board,

Teacher Resources: worksheets from Teach them Spanish-Grade 3 , and online websites www.abcteach.com, www.spanish4teachers.org,

Formative Assessments

- Discussions and questioning
- Pronunciation of letters in Spanish alphabet
- Listening activity
- lotto
- spelling word races/white boards
- Thumbs up/down
- Worksheets-culture crosswords, alphabet review
- Student participation
- Exit tickets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Alfabeto: Students will pronounce letters of alphabet, alphabet song, find differences and similarities	Class period and ongoing through unit
2	Vocales: focus on vowels, vowel chant in Spanish, spell words on board, start pictionary	Class period and ongoing through unit
3	Holiday Traditions: Mexico-Poinsettia, Posadas, Holiday traditions in Spain-Loteria, Dia de los innocents, Nochevieja, holiday music, crossword, listening activity.	Class period
4	Celebrate Dia de los Reyes Magos with the king cake Review holidays, discuss own traditions, exit tickets	Class periods
5	Numbers: work on number packet after identifying patterns, math is Spanish	1-2 class periods and ongoing
6	Spelling: review alphabet, games and whiteboard review, spelling with a partner, finish and share pictionaries.	2 class periods
7	Spelling Quiz: unit assessment	Class period

Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

Curriculum Development Resources

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www.abcteach.com,

www.spanish4teachers.org,

www.enchantedlearning.com

www.languagesresources.co.uk

www.spanishkidstuff.com

www.donquijote.org



Unit Overview	
Content Area: Spanish	
Unit Title: Unit 5: calendar words and phrases, Cinco de Mayo	
Target Course/Grade Level: Grade 3 Spanish	
<p>Unit Summary: Students will identify and use calendar words for the days of the week, months of the year and seasons to make sentences. Students will learn about Cinco de Mayo and how the Mexicans won a battle over the French, why it is celebrated here. They will celebrate Cinco de Mayo by making Papel Picado and having an authentic celebration.</p> <p>21st century themes: Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills</p>	
Learning Targets	
Standards:	
<p>7.1 Communication: All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.</p> <p>7.2 Culture: All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices</p>	
CPI#	Cumulative Progress Indicator (CPI) *NM Novice-mid Modes- A: Interpretive B: Interpersonal C: Presentational
7.1 NM A.1	Recognize familiar spoken words and phrases
7.1 NM A.2	Demonstrate comprehension of simple oral directions, requests, and commands
7.1 NM B.3	Imitate appropriate gestures and intonations of target language
7.1 NM B.4	Ask and respond to simple questions and express preferences based on memorized words and phrases
7.1 NM B.5	Exchange information using words and phrases in class on familiar topics
7.1 NM C.3	Copy/Write words or phrases in target language
7.2 NM A.1	Develop personal identity through experiences that occur in one's family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes
7.2 NM B.5	Observe and participate in culturally authentic activities
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • The largest Cinco de Mayo celebration is actually in Los Angeles, Ca. Why do you think that is? • What are the similarities and differences between days/months in Spanish and English. • The date in Spanish language is backwards day/month/year, how can we remember this? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Target vocabulary-days, months, seasons. • Date "Hoy es day/month/year" • Cinco de Mayo is not Mexico's Independence Day, it is when they won only a battle against the French. California, Texas, Arizona, New Mexico, Colorado, Utah and Nevada were originally part of Mexico until the Mexican-American War. • Papel Picado-perforated paper used in Mexican celebrations.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Recognize, pronounce and recite days/months/seasons in Spanish. • Use months, days and numbers to say the date in Spanish; tell when your birthday is in Spanish. • Distinguish between yesterday was, tomorrow is and today is in Spanish • Compare and contrast days and months in Spanish to English. • Sing days of the week song in Spanish. • Analyze why Mexican holiday Cinco de Mayo is a big celebration here by looking at Mexican history. 	

- Decorate for Cinco de Mayo by making papel picado.
- Celebrate Cinco de Mayo with authentic celebration.

Evidence of Learning

Summative Assessment (8-9 class periods that meet weekly)

Calendar quiz

Papel Picado project

Cinco de Mayo packet

End-of-the-year review quiz

Equipment Needed:

Cd player, ELMO, Inter-write board,

Teacher Resources:

worksheets from [Teach them Spanish-Grade 3](#) , and online websites www.abcteach.com, www.spanish4teachers.org ,
[La Oruga muy Hambriento](#)

Formative Assessments

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|--|--|
| <ul style="list-style-type: none"> • Discussions and questioning • Listening activity • | <ul style="list-style-type: none"> • Worksheets-word search, riddles, questions • Student participation • Exit tickets • Student surveys |
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Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Cinco de Mayo: Mexican history, map of US and Mexico, packet, papel picado, celebration, Mexican Hat dance	2 Class periods
2	Days of the week: lunes, martes, miércoles, jueves, viernes, sábado, domingo; Listen to Oruga muy Hambriento in Spanish, days of the week song, compare days in English and Spanish, worksheets Hoy es, Mañana es Ayer fue; ¿Cuál es tu día favorito? Student survey	2 Class periods and ongoing through unit
3	Months of the year and seasons enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre; el invierno, la primavera, el verano, el otoño; favorite month survey, Birthday-Mi cumpleaños es	2 Class periods
4	Review games	1-2 Class periods
5	End-of-the-year quiz	class period

Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school and N JASK-note which classes may need an extra period

Curriculum Development Resources

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www.abcteach.com,

www.spanish4teachers.org,

www.enchantedlearning.com

www.languagesresources.co.uk

www.spanishkidstuff.com

www.donquijote.org

www.teachersfirst.com/holiday/cinco.

Unit Overview

Content Area: Spanish

Unit Title: Unit 4: alphabet, classroom objects, definite articles, agreement; Spain

Target Course/Grade Level: Grade 3 Spanish

Unit Summary: Students will learn the classroom objects and categorize them into feminine and masculine words. Students will differentiate between the definite articles: el, la, los and las and will apply rules of agreement with respect to feminine and masculine as well as plurals. Students will create written and spoken sentences in Spanish using “es” “son” and “Hay” Students will locate Spain on map and learn interesting facts about Spain with respect to Cultural Awareness Week.

21st century themes: Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills

Learning Targets

Standards:

7.1 Communication: All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

7.2 Culture: All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

CPI#	Cumulative Progress Indicator (CPI) *NM Novice-mid Modes- A: Interpretive B: Interpersonal C: Presentational
7.1 NM A.1	Recognize familiar spoken words and phrases
7.1 NM A.2	Demonstrate comprehension of simple oral directions, requests, and commands
7.1 NM B.3	Imitate appropriate gestures and intonations of target language
7.1 NM B.4	Ask and respond to simple questions and express preferences based on memorized words and phrases
7.1 NM B.5	Exchange information using words and phrases in class on familiar topics
7.1 NM C.3	Copy/Write words or phrases in target language
7.2 NM A.1	Develop personal identity through experiences that occur in one’s family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes

Unit Essential Questions

- Madrid is in the exact center of Spain, why is that a good place for a capital city?
- How can you remember that “ventana” is window or “pluma” is pen?
- How might you know if a noun in Spanish is masculine or feminine?

Unit Enduring Understandings

- Target vocabulary-classroom objects.
- El, la, los and las are used for “the”
- Every noun in the Spanish language is either masculine or feminine.
- Adjectives and articles agree in gender and plural.
- Make sentences using es and son(to be) and Hay(there is there are).
- Location of Spain on map, Iberian Peninsula, Madrid is the capital.

Unit Learning Targets *Students will...*

- Recognize, pronounce and recite classroom objects in Spanish.
- Write classroom object vocabulary in notebook.
- Distinguish between masculine and feminine nouns and which definite article to use: el, la, los and las.
- Make words plural in Spanish.
- Create sentences using verb tense of “es” and “son” and “Hay” taking agreement into consideration.
- Translate sentences from English to Spanish and Spanish to English.

- Locate Spain on the map and recall basic information such as capital, location, size etc...

Evidence of Learning

Summative Assessment (8-9 class periods that meet weekly)

Translation sheet quiz

Verdad or Falso-Fact sheet about Spain

Equipment Needed:

Cd player, ELMO, Inter-write board,

Teacher Resources:

worksheets from [Teach them Spanish-Grade 3](#) , and online websites www.abcteach.com, www.spanish4teachers.org , DVD: Countries Around the World: Spain

Formative Assessments

- Discussions and questioning
- Listening activity
- Graphic organizers-definite articles
- sentence races/white boards
- Worksheets-word search, riddles, translation
- Student participation
- Exit ticket(Spain)

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Classroom objects: note taking, pronunciation, mnemonic devices to connect to words. Practice worksheets	Class period and ongoing through unit
2	Definite articles: el, la, los and las , categorize words into masculine and feminine. Respond to ¿Que es esto? look in notes.	Class period and ongoing through unit
3	Spain: map skills, peninsula, Madrid and location, watch DVD, exit ticket, Verdad or Falso sheet	1-2 Class periods
4	Plurals: rules for plurals, practice sheet, vocabulary review games.	Class periods
5	Making sentences: using “es” “son” or “hay” students make sentences using pictures of classroom objects, agreement.	1-2 class periods and ongoing
6	Translation sheet quiz, using notes.	1 class period

Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

Curriculum Development Resources

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www.donquijote.org

http://kids.nationalgeographic.com/content/kids/en_US/explore/countries/spain/