**Tooele County School District**

**BEGINNING LANGUAGE – Level 1**

**UNIT 5 OVERVIEW: Let me introduce my family!**

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

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| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Person-to-Person** | **Speaking** | **Writing** |
| * I can understand what people say in a short conversation about family members.
* I can understand basic descriptions of family members.
* I can understand names of objects in my home.
* I can understand basic conversations about household chores
 | * I can understand personal e-mails, notes and other short reading about family.
* I can identify family member words from a family tree.
* I can understand the purpose of short simple reading materials such as advertisements, brochures, schedules, cards and maps.
 | * I can describe my family members’ physical and personality traits
* I can ask a variety of questions about someone’s family and home.
* I can ask and tell what members of my family like to do and why.
* I can ask and discuss household chores.
 | * I can describe my family.
* I can talk about what members of my family like and don’t like and they do in their free time.
* I can present information on what my family likes to do and why.
* I can discuss household responsibilities
 | * I can write a personal history
* I can write a letter, blog, email, etc., about my family.
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Essential Unit Questions:

* What is the nature of family relationships in other cultures?
* What makes a home?

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

Vocabulary

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| --- | --- | --- | --- |
| Father- el padreMother- la madreSpouse- el esposo/aParents- los padresBrother- el hermanoSister- la hermanaSon- el hijoDaughter- la hijaChild- el niño/aUncle- el tíoAunt- la tíaStepfather- el padrastroStepmother- la madrastraStepsister- la hermanastraDe- of/from, “‘s”In law- politico/aGrandchild- el/la nieto/a | Stepbrother- el hermanastroGrandmother- la abuelaGrandfather- el abueloGrandparents- los abuelosCousins- los primosNiece/Nephew- el sobrino/aOlder- mayorYounger- menorDog- el perroCat- el gatoFish- el pezPet- el animal de casaTo Have- tenerTo make/to do- hacerDishes- los platosTener que- to have toTo mop- trapear | House- la casaApartment- el apartamentoTo live- vivirTable- la mesaBed- la camaChair- la sillaCouch- el sofáLamp- la lámparaLiving room- la salaDining room- el comedorKitchen- la cocinaBathroom- el bañoBedroom- el dormitorio, cuartoChores- los quehaceresCar- el carro, cocheTener ganas de- to feel likeTo sweep- barrer | Stairs- las escaleras1st floor- la planta baja2nd floor- el primer pisoMy- mi/sYour- tu/s, su/sHis- su/sHer- su/sTheir- su/sOur- nuestro/a/sTo wash- lavarTo take out the trash- sacar la basuraTo clean- limpiarTo tend/babysit- cuidar aTo help- ayudar aTo mow the lawn- cortar el céspedClothing- la ropa |

Grammar/Structures

* Full usage of gender/number agreement if it hasn’t been taught yet.
* Spanish: Full usage of “*gustar*” if it hasn’t been taught yet.
* Review “to have” and introduce “to do/to make”
* Basic possessive adjectives/possession.

Culture, Communication and Connections:

* I can provide a definition of “nuclear family” in the target cultures.
* I can explain the traditional family living arrangements in the target cultures.
* I can explain what a family does together in different countries and compare it with my own.
* I can explain the target cultures’ perspectives on the elderly members of society.
* I can explain the role of pets in the target cultures.