

Unit Plan: Fifth Grade

Unit Title: Los 6 amigos van al Cusco

Description: A unit based on the authentic text *Los 6 amigos van al Cusco* by Peruvian author Beatriz Canny de Bustamante. This story highlights locations found in the province of Cusco, Peru. Through the text, student will learn new vocabulary, strengthen their reading comprehension and writing skills, particularly in the areas of regular, present-tense verb conjugation and use of complete, complex sentences. Students will also explore Andean culture as they read and compare different Incan sites and traditions. The use of an interactive map (ThingLink) adds additional interest and organization of resources for the unit.
 ((<http://falcons spanish.blogspot.com/p/resources-grade-5.html>))

Timeframe: ~34 classes (~8.5 weeks based on 4x/week)

Standards Addressed	Communication 1.1, 1.2, 1.3, Cultures 2.2, Connections 3.1, CCSS.ELA-LITERACY.RL.5.3, CCSS.ELA-LITERACY.RL.5.4, IL Social Studies Standards 17.C.2
Unit Objectives: (The 2nd set of objectives related are taken from “Can Do” statements of LinguaFolio: http://fonetwork.uoregon.edu/wp-content/uploads/2012/04/LinguaFolio-CanDo-Statements-Novice.pdf)	During the unit, students will: <ul style="list-style-type: none"> ● identify key words and their meaning in a text. ● recognize aspects of Spanish morphology, such as verb endings. ● sequence and summarize events from the text. ● compare locations described in the text and justify preferences. ● explain cultural products and practices of ancient and modern-day Peruvian (Andean) communities. ● develop and present a final chapter for the text related to their own culture and city. <hr style="border-top: 1px dashed black;"/> Students can: <ul style="list-style-type: none"> ● understand the main idea in simple texts that contain familiar vocabulary and understand familiar words, phrases, and simple sentences. ● recognize aspects of Spanish morphology, such as verb endings ● understand written descriptions about things they have learned. ● present simple information about something learned using words, phrases, and memorized expressions. ● write about something I have learned using phrases and simple sentences, including writing about cultural information based on pictures.

End of Unit Performance Tasks (How can students demonstrate what they have learned in this unit?)

- Interpretive tasks require students to receive and comprehend oral or written communication, for example, print, audio-visual material, speech etc.

- Interpersonal tasks require direct oral communication between individuals who are in personal contact, or direct written communication between individuals who come into personal contact.
- Presentational tasks require students to produce oral or written communication for people with whom there is no immediate

Interpretive tasks: Read passages from the book to identify key vocabulary and comprehension questions

Interpersonal tasks: Describe and compare pictures of two locations from the story

Presentational tasks: Write a new ending chapter for the story: *Los 6 amigos van a Chicago*

Outline of Unit Lessons & Activities

(The number of lessons will vary according to the timeframe for the unit subtheme.)

	What is the major focus of each lesson for this unit?	Amount of time for each lesson
Lesson 1	<ul style="list-style-type: none"> • Preparing for reading: verb review • Brainstorm: What are some famous sites in Peru? In Cusco? Map walk using Thinglink • Introduction to story -- first chapter popcorn read (p. 6-18) 	45 min
Lesson 2	Section #1 of story: Cusco and Sacsayhuamán <ul style="list-style-type: none"> • Vocabulary building: word scan for present-tense verbs • Reading comprehension checks: Think-Pair-Share • Stand-up hand-up pair-up -- matching • “Tour” via pictures from trips using Flickr, Thinglink • Quiz #1 	270 min
Lesson 3	Pisac, Maras/Moray, Chinchero, Feria de Pisac <ul style="list-style-type: none"> • Vocabulary building: synonym search • Reading comprehension checks: Read Aloud, Think Aloud • Summarize the story - practice verb conjugations • Video of Pisac - listening comprehension • Quiz #2 	270 min
Lesson 4	Yucay, Urubamba, Ollantaytambo, & Machu Picchu <ul style="list-style-type: none"> • Vocabulary building: review of prior strategies and additional morphological structures: -ito, -ote • Reading comprehension checks: Story Sequencing • Summarizing sections • “Tour” using photographs: school (why quechua? / comparison - venn diagram), pachamanca • Video (listening comprehension): Amigos de una escuela peruana • Videos for expression/production: Yendo a Machu Picchu • Quiz #3 	270 min
Lesson 5	Final project: Write a new chapter of the story: <i>Los 6 amigos van a Chicago</i>	270 min

	<ul style="list-style-type: none"> • Reading comprehension checks: Story sequencing • Student writing and illustrating • Creation of ThingLink online map with students • Presentations/Readings of final chapters and peer feedback 	
Lesson 6	<ul style="list-style-type: none"> • Final summative vocabulary and reading comprehension assessment 	45 min

Texts/Resources

- copies of text: *Los 6 amigos van al Cusco*
- flash cards (online and printed) for vocabulary review
- ThingLink interactive map -- for Cusco during story (teacher-created) and for Chicago (student-created)
- videos: tourism videos for Pisac, Maras/Moray, and Machu Picchu; teacher-created video of Peruvian school (Ccotos)
- cards for Stand-up, Hand-up, Pair-Up pairing
- paper, pencils

Lesson Activities for Observation:

<p><u>Review activity:</u> Los sitios importantes del libro hasta ahora Each student will receive a card -- some students have picture cards, while others have cards with descriptions on them. Sequencing: Put events in order. Next, students will work together to find the correct match. Next, students will flip over their card and look for synonyms.</p>
<p><u>Synonyms:</u> Promethean board -- list synonyms for nouns and verbs, students write on papers using graphic organizer</p>
<p><u>Comparison:</u> Provincia de Cusco vs Illinois -- Comparison graphic organizer</p>
<p><u>Writing:</u> In small groups, choose one aspect of Chicago or Illinois that your group would like students to visit... this will help us later for final project. Just as you have a ficha, you will make your own ficha about a Chicago place.</p>