

## Communities (Grade 3-Spanish)

**Unit Theme/Title:** Our Community **Lesson Topic:** People in our  
community

**Unit Goals:** By going on field trips, reading books, writing letters, listening to speakers, and participating and doing other activities related to communities through the use of comparison, communication, connection, communities, and cultures that are integrated into the lessons, third grade students will learn about communities.

### Specific Lesson Objectives:

1. The third grade students will demonstrate comprehension of people vocabulary, by labeling photographs of people in the community with Velcro words in the learning center and answering comprehension questions about the books read each day in class.
2. The third grade students will write a description of a person (in Spanish) and draw a picture to go with the descriptions, based on the books read each day in class.
3. The third grade students will be able to demonstrate comprehension a cut-and-paste vocabulary at the end of the week as well as spell the vocabulary words in Spanish and English. (This lesson addresses the standards of communication, connection, and communities.)

### Required Materials and Equipment:

- \* 10 laminated, color pictures of different people in the community
- \* Velcro vocabulary words
- \* Chart Paper
- 4 Markers
- \* Worksheet with cut-and-paste vocabulary in Spanish for the people of the community
- \* Glue
- \* Scissors
- \* Lined Paper
- \* Pencils
- \* Coloring Supplies
- \* For a list of books, see Reference List

### Procedures (including formative assessment): (Length of Lesson: 1 Week)

- \* **Anticipatory Set:** The teacher holds up each of the photographs one at a time. These photographs should match the community helpers found in the books and may include other community helpers as well. *^Quien puedes decirme el nombre de esta persona? ^Que tipo de trabajo tiene esta persona?* (Who can tell me the name of this person? What kind of job does this person have? The students raise their hands and give answers. (These answers will probably be in English. Therefore after a student gives the correct answer, the teacher will give the Spanish name for each job.)

- \* **Input/Modeling:** The teacher will go through the pictures say the title of each job in Spanish. After going once through the pictures, the teacher will repeat the process, but this time the students will repeat the words in Spanish. The teacher will use chart paper to show the students how to spell the title of each community helper covered each day, both in Spanish and English. Also, each day the teacher will pick one or two books from the above list to read to the students, so that the students can learn something about each profession.
- \* **Guided Practice/Checking for Understanding:** The teacher will ask questions of the student about each community helper covered each day. For example, for firefighters, the teacher could ask something like, "¿Que hace un bombero? ¿Que lleva un bombero?" (What does a firefighter do? What does a firefighter wear?) The teacher will, everyday, go through the pictures and the students will name the titles of the jobs. After a few minutes, if the students do not recall the title of the job, the teacher will tell them. The students will repeat this answer.
- \* **Independent Practice:** The students each day will write a short description about the job(s) they learned about (in Spanish) and draw a picture to show that person. The description will include the title of the job, what each job entails, and anything else the student wishes to add. (This is an assessment of whether the students are learning the job titles and know information about each of the community helpers covered this week.

**Extensions/Modifications:** If the students finish early with their descriptions and pictures they can go to a center which will have the laminated pictures as well as the written vocabulary word that can be attached to the picture using Velcro. In each of the centers, there will also be a place where they can look at the pictures of the different people in the community and practice writing the names of the people. There will be a sheet that has the correct spelling of the community helper at the center. The students could also read the books that are in the reading center regarding community helpers. If the students or a student is having trouble with the vocabulary, the teacher can provide extra instruction and modeling, as well as extra guided practice.

**Assessment:** At the end of the week the students will be given a worksheet with vocabulary and will be required to cut and paste the correct vocabulary word next to each picture. Also there will be a spelling test on the names of the community helpers (such as firefighter or bombero) on both the English and Spanish vocabulary. *Spelling Words*

1. dentist (dentista)
2. doctor (doctor)
3. teacher (maestro)
4. veterinarian (veterinario)
5. firefighter (bombero)
6. librarian (bibliotecario)
7. janitor (conserje)
8. police officer (policia)
9. mail carrier (cartero)
10. nurse (enfermera)