

**Englewood Public School District  
World Language, Spanish-Third Grade  
First Marking Period**

**Unit 1: Greetings, Farewells, Colors, and Hispanic Heritage Month: Famous People and Places**

**Overview:** During this unit, students will continue to learn the Spanish language and Hispanic culture using songs, poems, videos, and hands-on learning. Students will learn how to greet others, express themselves in a positive manner, say farewell, and identify all the colors in Spanish. They will also celebrate the Hispanic culture by learning about famous Hispanic people and South American countries. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills.

**Time Frame:** 40 to 44 Days

**Enduring Understandings:**

*Students will understand that...*

- *Interacting with others, using Spanish vocabulary will increase their language acquisition.*
- *They can greet others in Spanish using simple memorized phrases and culturally appropriate gestures.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *Using and understanding words of praise and simple commands in Spanish will increase their language proficiency.*
- *Identifying, naming, and labeling items into specific categories based upon color, number, or function will help increase their Spanish vocabulary and comprehension skills.*
- *That naming and identifying colors in Spanish will help them describe objects.*
- *That learning about different Hispanic cultures, people, and places will help them become more culturally aware.*

**Essential Questions:**

- *What is it like to learn a foreign language?*
- *How do Spanish Speakers greet each other?*
- *How can I use Spanish vocabulary that I know to identify and describe colors?*
- *How do I say goodbye and farewell in Spanish?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language improve my geography and social studies skills?*
- *How does learning Spanish help reinforce my listening and speaking skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p><b>7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during</p>	<p><b>Topics</b></p> <p>Greetings, Colors, Hispanic Heritage Month, flags of Spanish speaking South American nations, famous Hispanic people from South America</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness <a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></li> </ul> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Communicate their name and use Spanish greetings and farewells appropriately</li> <li>• Listen to, learn, and sing Spanish songs</li> </ul>	<p>Students will learn and sing Spanish Greeting songs (CRP6, 9.2.4.A.2)</p> <p>Teacher will create a chart with Spanish greeting and farewell phrases and will model using the phrases, then students will take turns asking and answering one another. (NJSLA.SL.3.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will practice greeting and responding to one another in Spanish using dialog of medium complexity (NJSLA.SL.3.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will perform the song “Himno de las américas (CRP6, 9.2.4.A.2)</p> <p>Students will participate in an assembly in honor of Hispanic heritage month (6.1.4.A.14, 6.1.4.D.13, 9.2.4.A.2)</p>	<p>Juan Luis Orozco-“Buenos Dias”-song <a href="https://youtu.be/25m0yDoKM0Y">https://youtu.be/25m0yDoKM0Y</a></p> <p>Himno de Las américas”- Song and lyrics <a href="https://youtu.be/7l-CzwJvRT8">https://youtu.be/7l-CzwJvRT8</a></p> <p><b>Hispanic Leaders and Pioneers</b> <a href="https://www.scholastic.com/teachers/collections/teaching-content/bring-hispanic-heritage-month-life-collection-">https://www.scholastic.com/teachers/collections/teaching-content/bring-hispanic-heritage-month-life-collection-</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul> <p><b>Formative Assessments:</b> Levels-Beginners, Intermediate, Advanced, Heritage</p> <p><b>All levels-</b>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are speaking, completing activities, and singing</p> <p><b>B &amp; I-</b>Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents targeted Spanish vocabulary for given unit</p> <p><b>B-</b>Students will use pictures or flashcards to indicate appropriate greeting or response</p>

<p><b>greetings, leave-takings, and daily interactions.</b></p> <p><b>7.1.NM.B.4</b> <b>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</b></p> <p><b>7.1.NM.B.5</b> <b>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</b></p> <p><b>7.1.NM.C.3</b> <b>Copy/write words, phrases, or simple guided texts on familiar topics</b></p> <p><b>7.1.NM.C.4</b> <b>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</b></p>	<ul style="list-style-type: none"> <li>• Understand and say Spanish rhymes</li> <li>• Use dialog of medium complexity to practice greetings and farewells</li> <li>• Use appropriate gestures when greeting others, leaving others, and in daily interactions</li> <li>• Ask simple questions in target language.</li> <li>• Understand and use common Spanish expressions</li> <li>• Learn about the different countries where Spanish speakers live</li> <li>• Learn about the Hispanic Heritage month in the United States</li> <li>• Identify flags from Spanish speaking countries</li> <li>• Learn about famous Hispanic people</li> <li>• Learn and identify ten colors in Spanish</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>In order to learn more about Hispanic heritage, students will create a mini-biography of a famous Hispanic person (NJSLSA.W.3.2, 6.1.4.D.13, CRP4, , 9.2.4.A.2)</p> <p>Students will learn about the nine Spanish Speaking South American nations and color the flags related to those countries (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua y Panamá) (9.2.4.A.2)</p> <p>Students will learn colors by singing Spanish songs (CRP6, 9.2.4.A.2)</p> <p>Students will create color labels and place them around the classroom. They will also identify light and dark shades of colors (CRP6, 9.2.4.A.2)</p> <p>Students will review unit vocabulary by playing color and country bingo (9.2.4.A.2)</p>	<p><a href="#"><u>resources/#Hispanic%20Leaders%20and%20Pioneers</u></a> <b>24 Great Ideas for Celebrating Hispanic Heritage Month</b> <a href="https://www.scholastic.com/teachers/articles/teaching-content/24-great-ideas-hispanic-heritage-month/"><u>https://www.scholastic.com/teachers/articles/teaching-content/24-great-ideas-hispanic-heritage-month/</u></a></p> <p><b>Additional Resources for the study of Hispanic Heritage:</b> <b>NEA:</b> <a href="http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html"><u>http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html</u></a> <b>Teacher Vision:</b> <a href="https://www.teachervision.com/holidays/hispanic-heritage-month#"><u>https://www.teachervision.com/holidays/hispanic-heritage-month#</u></a></p> <p><b>Flag Coloring Sheets</b> <a href="http://www.spanish411.net/resources/FlagColoringSheets.pdf"><u>http://www.spanish411.net/resources/FlagColoringSheets.pdf</u></a></p> <p>“Colorín Colorado” <a href="https://rockalingua.com/songs/colors-and-numbers"><u>https://rockalingua.com/songs/colors-and-numbers</u></a></p> <p><b>Bingo Card Generator</b> <a href="http://myfreebingocards.com/bingo-card-generator"><u>http://myfreebingocards.com/bingo-card-generator</u></a></p>	<p><b>I</b>-Students will say simple oral greeting and farewell <b>A</b>-Students will expand verbal greeting using more complex vocabulary and demonstrate a second verbal greeting/farewell <b>H</b>-Students will use 3 or more different expressions of greetings and farewell in proper context using more complex dialog</p> <p><b>B</b>-Students will sing the song “Himno de las américas” <b>I</b>-Students will summarize mini-biography of three famous Hispanics <b>A</b>-Students will summarize mini-biography and identify three South American flags related to those famous Hispanics <b>H</b>-Students will use more complex dialog and vocabulary to summarize famous South American Hispanics and the flags related to the countries from where they come.</p>
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				<p><b>Alternative Assessment:</b> Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p><b>Summative Assessments:</b></p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p><b>Alternative Assessment:</b> Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p>
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## Accommodations and Modifications:

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**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

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More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format appropriate to grade 3. Oral prompts can be given.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to allow instruction to be differentiated by content, process, and/or product in order to address student interests</li> <li>• Real world scenarios</li> </ul>

<ul style="list-style-type: none"> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, technology tools).</li> </ul>	<p>what the student is expected to do</p> <ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Student Driven Instruction</li> <li>• Use project-based Spanish learning to connect Spanish with real life experiences.</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul>
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*Interdisciplinary Connections:*

**ELA - NJSLS/ELA:**

**RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**SOCIAL STUDIES:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.4.A.2** Identifying various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Vocabulary:** diálogo-hola, adios, Buenos dias, Buenas tardes, Buenas, noche, ¿Como estas? “Muy bien, gracias”, hasta luego, si, no, gracias, de nada, **Colores-** marrón, rojo, amarillo, verde, blanco, azul, negro, anaranjado, morado, gris, rosado o rosa, café, colores claros y colores oscuros  
**Países sudamericanos:** Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Perú, Uruguay, Venezuela, banderas, famosos hispanos sudamericanos. **Other vocabulary depending on students language levels**

# Englewood Public School District

## World Language, Spanish-Third Grade

### Second Marking Period

#### Unit 2: Colors and sizes, Numbers from 21-50, The Family Tree, Adjectives, and Understanding, and Answering Questions

**Overview:** During this unit, students will continue to learn the Spanish language using songs, stories, and hands-on learning. Students will learn about families, colors, sizes, numbers, and adjectives. They will also learn how to ask and answer questions in Spanish. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

**Time Frame:** 42 to 46 Days

#### Enduring Understandings:

*Students will understand that...*

- *Interacting and playing games with others will increase their Spanish vocabulary.*
- *They can identify and name colors and sizes in Spanish.*
- *Singing songs in Spanish will increase their oral language.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *Understanding simple commands and following directions in Spanish will increase their oral comprehension.*
- *Identifying numbers in Spanish will help them count objects.*
- *They can name and describe family members in Spanish.*
- *They can understand and use adjectives when speaking Spanish.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How do I memorize and perform a song?*
- *What is a family?*
- *How will counting in Spanish help me improve my math skills?*
- *How can learning sizes and colors help me become a better speaker and writer?*
- *How can learning Spanish adjectives help improve my language arts skills?*
- *How will asking and answering questions in Spanish help me improve my oral comprehension and speaking skills?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*



Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p><b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.B.5</b> Exchange information using</p>	<p><b>Topics</b></p> <p>Families, numbers, colors, sizes, adjectives, and asking and answering questions</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness <a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></li> </ul> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Play matching games related to unit vocabulary</li> </ul>	<p>Students will identify, classify and name family members; Mother, father, grandmother, grandfather, son, daughter, sister, brother, baby, aunt, uncle, cousin (padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo) (9.2.4.A.2)</p> <p>Students will create poster size family trees using the correct Spanish names (CRP6, 9.2.4.A.2)</p> <p>Students will watch a short video teaching students basic adjectives to describe animals (8.1.5.A.1, 9.2.4.A.2)</p> <p>Following a teacher led lesson about descriptive adjectives focusing on number, size, and colors, students will work in pairs orally to describe objects and people in their classroom using adjectives (NJSLA.SL.3.1, CRP4, CRP6, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p>	<p>Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/songs/family-members">https://rockalingua.com/songs/family-members</a></p> <p>Mi Familia <a href="https://www.pinterest.com/pin/272538214935530805/">https://www.pinterest.com/pin/272538214935530805/</a></p> <p>Spanish for Kids-Adjectives and Describing <a href="https://youtu.be/CN4IJq9tsVc">https://youtu.be/CN4IJq9tsVc</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul> <p><b>Formative Assessments:</b> Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, listening, speaking, and singing</p> <p>Teacher will observe and/or take anecdotal notes and ask students to name family members and the days of the week.</p> <p>Students will: <b>B</b>-Name 4-5 members of the family orally <b>I</b>-Name 8 members of the family</p>

<p><b>words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas</b></p> <p><b>7.1.NM.C.4</b>  <b>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</b></p> <p><b>7.1.NM.B.1</b>  <b>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</b></p> <p><b>7.1.NM.A.4</b>  <b>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</b></p>	<ul style="list-style-type: none"> <li>• Ask and answer simple questions in target language</li> <li>• Use Spanish adjectives to describe color, quantity, and size of objects</li> <li>• Categorize and classify objects</li> <li>• Understand and use common Spanish commands</li> <li>• Read and say the numbers 21-50 in Spanish</li> <li>• Identify and say the members of an extended family</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>Students will work in pairs to ask and answer the following questions:  ¿Cuántos miembros hay en tu familia?, ¿Cómo se llama tu madre/padre?  ¿Cuántos hermanos tiene usted? ¿De qué país provienen tus abuelos?",  "¿Tienes primos?"  (NJSLSA.SL.3.1, CRP6, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will play a game of Spanish Bingo to review family names (9.2.4.A.2)</p> <p>After watching a short Spanish video about counting from 1-50 Students will practice counting numbers from 21-50 in Spanish (9.2.4.A.2)</p> <p>Students will work in small groups and play the "How does it look?" game (¿Como es?)  (NJSLSA.SL.3.1, CRP6, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p>	<p>Bingo card generator  <a href="http://myfreebingocards.com/bingo-card-generator">http://myfreebingocards.com/bingo-card-generator</a></p> <p>"From 1-50 in Spanish"  <a href="https://youtu.be/iaZj4NVFFtI">https://youtu.be/iaZj4NVFFtI</a></p>	<p><b>A</b>-Match pictures of family members with the Spanish name and orally say the name using 10 family names  <b>H</b>-Draw and label their family and create a family dialog with a partner to identify which family member they are discussing</p> <p><b>B</b>-Students will orally identify 4 objects that are different colors</p> <p><b>I</b>-Students will orally identify 6 objects that are different colors</p> <p><b>A</b>-Student will orally identify and describe 8 or more objects using color words and size words</p> <p><b>H</b>-Students will orally identify and label 9 or more classroom objects and describe the object by color and number using more complex sentences</p> <p><b>Summative Assessments:</b></p>
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				<p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p><b>Alternative Assessment:</b> Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p>
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<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, technology tools).</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format appropriate to grade 3. Oral prompts can be given.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to allow instruction to be differentiated by content, process, and/or product in order to address student interests</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based Spanish learning to connect Spanish with real life experiences.</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs</li> </ul>

		the community helping with a project, journal articles, and biographies).	to extend learning opportunities.
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***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**SOCIAL STUDIES:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.4.A.2** Identifying various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Vocabulary: Familia-** miembros, padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo, ¿Cuántos miembros hay en tu familia?, ¿Cómo se llama tu madre/padre?, **Numbers-21-50, Colores-** marrón, rojo, amarillo, verde, blanco, azul, negro, anaranjado, morado, gris, rosado o rosa, café, colores claros y colores oscuros **adjetivos-**bueno, malo, tamaño, grande, más grande, pequeño, más pequeño, mediano, alto, corto. **Other vocabulary depending on students language levels**

# Englewood Public School District

## World Language, Spanish-Third Grade

### Third Marking Period

#### Unit 3: Clothing, Household Objects, Professions, Community and Food

**Overview:** During this unit, students will continue to be introduced to the Spanish language using songs, poems, videos, games, and hands-on learning. Students will learn about items of clothing, common animals, and body parts. Students will also continue learning basic Spanish commands and discussion techniques. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

**Time Frame:** 43 to 47 Days

#### Enduring Understandings:

*Students will understand that...*

- *Interacting and playing games with others, using Spanish vocabulary will increase their oral language skills.*
- *They can identify, say, and label clothing items and body parts in Spanish.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *Asking and answering questions in Spanish will help improve their oral comprehension and vocabulary skills.*
- *Listening to Spanish stories will increase their oral comprehension.*
- *Following commands in Spanish will improve their language acquisition.*
- *They can identify and label items into specific categories using Spanish vocabulary.*
- *They can sing songs in Spanish.*
- *They can identify and classify common animals in Spanish.*
- *They can have simple conversations in Spanish using known vocabulary words.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning Spanish vocabulary improve my reading skills?*
- *How does understanding and responding to basic Spanish commands help me communicate better?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*

- How does learning Spanish help me understand texts?
- How does learning Spanish increase my content area vocabulary?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.NM.A.2</b>  <b>Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</b></p> <p><b>7.1.NM.B.2</b>  <b>Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</b></p> <p><b>7.1.NM.B.3</b>  <b>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</b></p> <p><b>7.1.NM.B.4</b>  <b>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</b></p> <p><b>7.1.NM.C.4</b></p>	<p><b>Topics</b></p> <p>Identifying colors, learning the four seasons, and learning Spanish commands</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness  <a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></li> </ul> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Learn the four seasons in Spanish</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Understand and say Spanish rhymes</li> <li>• Perform direct actions</li> </ul>	<p>Students will watch, listen to and sing songs about clothing items and what to wear depending upon the weather (CRP6, 9.2.4.A.2)</p> <p>Students will play Simon Says (Simon dice) using descriptive clothing words:</p> <ul style="list-style-type: none"> <li>○ Stand if you are wearing a blue shirt</li> <li>○ Point to a person wearing blue pants</li> <li>○ Turn around if you are wearing black pants</li> <li>○ Sit if you are wearing a sweater</li> </ul> <p>(9.2.4.A.2)</p> <p>Students will orally read and color in Spanish vocabulary cards listing clothing items. They will then work in pairs to describe the clothing items.  (NJSLSA.RI.3.4, NJSLSA.SL.3.1, CRP4,</p>	<p>Spanish Playground-Clothing Songs and Videos  <a href="https://www.spanishplayground.net/spanish-clothing-songs-kids/">https://www.spanishplayground.net/spanish-clothing-songs-kids/</a></p> <p>Printable Spanish Clothing Vocabulary Cards  <a href="https://www.spanishplayground.net/spanish-clothing-songs-kids/">https://www.spanishplayground.net/spanish-clothing-songs-kids/</a></p> <p>Clothing Vocabulary Worksheet  <a href="https://www.spanishplayground.net/wp-content/uploads/2014/11/spa">https://www.spanishplayground.net/wp-content/uploads/2014/11/spa</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul> <p><b>Formative Assessments:</b>  Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, listening, and singing</p> <p>Teacher will check listening comprehension and memorization by orally dictating a Spanish sentence and having a student identify the sentence on the board</p> <p>Student will demonstrate acquisition of Spanish by:</p>

<p><b>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</b></p> <p><b>7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> <li>• Ask simple questions in target language.</li> <li>• Recite oral vocabulary</li> <li>• Understand and use common Spanish words related to unit vocabulary</li> <li>• Identify and label clothing, animals, and body parts in Spanish</li> <li>• Follow directions in Spanish</li> <li>• Perform direct actions when given a Spanish command</li> </ul>	<p>CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students complete the words with the correct vowels, which is important for correct pronunciation. They will write complete sentences about what they are wearing and read aloud the sentences (NJSLSA.W.3.2, CRP4, , 9.2.4.A.2)</p> <p>Students will be introduced to new vocabulary by watching short videos about household objects (9.2.4.A.2)</p> <p>Following direct instruction on household vocabulary, students will work in small groups to respond to questions about household items using task cards (NJSLSA.SL.3.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will watch vocabulary videos about professions and jobs (9.2.4.A.2)</p>	<p><a href="#">nish-clothing-vocabulary-printable.pdf</a></p> <p>The House in Spanish <a href="https://youtu.be/gm2aAOILJA4">https://youtu.be/gm2aAOILJA4</a> Aprender español: Muebles y otros objetos de la casa (nivel básico) <a href="https://youtu.be/N1suJvcnMno">https://youtu.be/N1suJvcnMno</a></p> <p>Household Task Cards <a href="https://www.spanishplayground.net/wp-content/uploads/2016/11/La-Casa-tablero-task-cards.pdf">https://www.spanishplayground.net/wp-content/uploads/2016/11/La-Casa-tablero-task-cards.pdf</a></p> <p>Aprender español: Profesiones y oficios II <a href="https://youtu.be/f8Dhq5Gymww">https://youtu.be/f8Dhq5Gymww</a> Aprender español: Profesiones y oficios <a href="https://youtu.be/4Mk6Yi9H1FU">https://youtu.be/4Mk6Yi9H1FU</a></p> <p>“Las professions” <a href="https://rockalingua.com/songs/professions">https://rockalingua.com/songs/professions</a></p> <p>Community Helpers in Spanish</p>	<p><b>B</b>-Singing a song whose lyrics name clothing items <b>I</b>-Recite 4 clothing items from memory <b>A</b>-Recite at least 6 clothing items from memory <b>H</b>-Recite all clothing items and give examples of clothing items students are wearing in the classroom</p> <p>Students will demonstrate the following: <b>B</b>-Orally name five household objects <b>I</b>-Orally name at least 7 household objects <b>A</b>-Orally name at least 9 household items <b>H</b>-Draw and label a house or apartment and name all the objects and rooms orally</p> <p>Students will demonstrate the following: <b>B</b>-Orally name at least 6 different foods <b>I</b>-Orally name at least 8 different foods <b>A</b>-Have oral dialog using simple question</p>
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		<p>Students will read the lyrics and learn a song about professions (NJSLSA.RI.3.4, 9.2.4.A.2)</p> <p>Students will listen to songs about community helpers (9.2.4.A.2)</p> <p>Following a teacher led vocabulary lesson about food, students will work in small groups and orally read the names of different foods using picture cards (NJSLSA.RI.3.4, NJSLSA.SL.3.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will work independently to complete sentences about food (9.2.4.A.2)</p> <p>Students will watch a Power point presentation about Food from Latin America and read along with the teacher (NJSLSA.RI.3.4, 8.1.5.A.1, 9.2.4.A.2)</p>	<p><a href="https://www.spanishplayground.net/community-helpers-in-spanish-learning-songs/">https://www.spanishplayground.net/community-helpers-in-spanish-learning-songs/</a></p> <p>Food picture cards with text <a href="https://www.spanishplayground.net/wp-content/uploads/2017/04/la-comida-picture-cards-text.pdf">https://www.spanishplayground.net/wp-content/uploads/2017/04/la-comida-picture-cards-text.pdf</a></p> <p><a href="https://www.spanishplayground.net/wp-content/uploads/2017/04/la-comida-completa-.pdf">https://www.spanishplayground.net/wp-content/uploads/2017/04/la-comida-completa-.pdf</a></p> <p>Food From Latin America <a href="https://www.spanishplayground.net/me-gusta-activities-spanish-food/">https://www.spanishplayground.net/me-gusta-activities-spanish-food/</a></p> <p><a href="https://www.spanishplayground.net/wp-content/uploads/2017/11/me-gusta-book-food-latin-america.pdf">https://www.spanishplayground.net/wp-content/uploads/2017/11/me-gusta-book-food-latin-america.pdf</a></p> <p><b>Supplemental third grade reading about Hispanic culture:</b> <b>ReadWorks.org</b></p>	<p>and answers about the topic of food</p> <p><b>H-Label 18</b> blank picture cards and read aloud all 18 items <a href="https://www.spanishplayground.net/wp-content/uploads/2017/04/la-comida-picture-cards.pdf">https://www.spanishplayground.net/wp-content/uploads/2017/04/la-comida-picture-cards.pdf</a></p> <p><b>Summative Assessments:</b></p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p><b>Alternative Assessment:</b></p> <p>Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p>
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		<p>Students will assemble and color a mini-book about Latin American food and practice reading food vocabulary and the phrases “Me gusta” and “No me gusta” (I like and I do not like” (CRP6, 9.2.4.A.2)</p> <p>Students will work in pairs and ask one another about their favorite food using learned Spanish vocabulary (NJSLSA.SL.3.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p>	<a href="https://www.readworks.org/article/Holidays-in-Latin-America/977eb97f-df10-4e23-8d80-add6511388d0#!articleTab:content/contentSection:9a414524-0e88-4f3f-be79-1228b5c8909a/">https://www.readworks.org/article/Holidays-in-Latin-America/977eb97f-df10-4e23-8d80-add6511388d0#!articleTab:content/contentSection:9a414524-0e88-4f3f-be79-1228b5c8909a/</a>	
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#### **Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<b><i>English Language Learners</i></b>	<b><i>Special Education</i></b>	<b><i>At-Risk</i></b>	<b><i>Gifted and Talented</i></b>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, technology tools).</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format appropriate to grade 3. Oral prompts can be given.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to allow instruction to be differentiated by content, process, and/or product in order to address student interests</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based Spanish learning to connect Spanish with real life experiences.</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul>

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***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**SOCIAL STUDIES:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.4.A.2** Identifying various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Vocabulary:** ropa- camisa, camiseta, blusa, vestido, falda, pantalones, pantalones cortos, ropa interior, suéter, sudadera, chaqueta, abrigo, sombrero, bufanda, guantes, mitones, calcetines, zapatos, **La casa-** casa, apartamento, habitaciones, cocina, berroom, comedor, sala de estar, baño, lavadero, garaje, pasillo, escalera, puerta, ventana, ascensor, ¿dónde está? muebles- silla, mesa, mesa de café, lámpara, luz, sofá, cama, mesita de noche, aparador, armario, alfombra, marco, estante, electrodomésticos, nevera, cocina, microondas, computadora, televisión, fregadero, lavaplatos, lavadora, secadora, **profesiones-**médico, enfermera, profesor, ingeniero, cocinero, camarero, arquitecto, cartero, bombero, oficial de policía, secretario, empleado, jardinero, cajero, banquero, conductor, comunidad, **la comida-**"Me gusta", "No me gusta", "Mi comida favorita es", "¿Qué es esto?" **Other vocabulary depending on students language levels**

# Englewood Public School District

## World Language, Spanish-Third Grade

### Fourth Marking Period

#### Unit 4: The Five Senses, Animals, Pronouns, and Language Proficiency Testing

**Overview:** During this unit, students will continue learning the Spanish language using songs, poems, videos, and hands-on learning. Students will learn about the five senses, animals, and pronouns. Eligible students will participate in language proficiency testing. Students will continue to develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

**Time Frame:** 43 to 47 Days

#### Enduring Understandings:

*Students will understand that...*

- *They can interact and play games with others using Spanish vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can identify and name different animals using Spanish vocabulary words.*
- *Singing songs in Spanish will increase their oral fluency.*
- *They can name the five senses using Spanish vocabulary words.*
- *Following commands and directions in Spanish will increase their oral comprehension.*
- *They can identify and say Spanish pronouns.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help me understand how my body works?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me improve my content area vocabulary?*
- *How does learning Spanish help me improve my grammar skills?*
- *How does learning Spanish increase my vocabulary skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p><b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.C.4</b> Describe self and others.</p>	<p><b>Topics</b></p> <p>The five senses, animals, pronouns, and language proficiency testing</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>Social and Cross cultural skills</li> <li>The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>Global Awareness <a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></li> </ul> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>Understand that it is possible to communicate in a foreign language</li> <li>Listen to, learn, and sing Spanish songs</li> <li>Ask and answer simple questions in target language</li> <li>Identify, label, and say the names of different foods in Spanish</li> </ul>	<p>Students will view a PowerPoint presentation about the five senses (8.1.5.A.1, 9.2.4.A.2)</p> <p>Following a teacher led vocabulary lesson about the five senses, students will complete a graphic organizer About the five senses (CRP6, 9.2.4.A.2)</p> <p>Students will sing songs about farm animals and wild animals in the environment and read the lyrics of the song (NJSLSA.RI.3.4, CRP6, 9.2.4.A.2)</p> <p>After watching digital Spanish flashcards, students will create Spanish animal index cards for the following animals: el caballo – horse, la cabra – goat, el cerdo – pig, la gallina – hen, el gallo – rooster, el gato – cat, la oveja – sheep, el pájaro – bird, el pato – duck, el perro – dog, el pez – fish, la vaca – cow</p>	<p>Los Sentidos <a href="https://www.spanishplayground.net/los-sentidos-reader-powerpoint-pdf/">https://www.spanishplayground.net/los-sentidos-reader-powerpoint-pdf/</a></p> <p>The Five Senses <a href="https://www.spanishplayground.net/wp-content/uploads/2013/04/los-sentidos-actividad.pdf">https://www.spanishplayground.net/wp-content/uploads/2013/04/los-sentidos-actividad.pdf</a></p> <p>Rockalingua-Farm Animals <a href="https://www.rockalingua.com/songs/farm-animals">https://www.rockalingua.com/songs/farm-animals</a></p> <p>La Tierra, Lugares y Animales <a href="https://rockalingua.com/songs/places-and-wild-animals">https://rockalingua.com/songs/places-and-wild-animals</a></p> <p>123 Teach Me-Spanish Animal Flashcards <a href="https://www.123teachme.com/spanish_flash_cards/category/animals">https://www.123teachme.com/spanish_flash_cards/category/animals</a></p> <p>Wild Animals</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative Assessments:</b> Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, and singing</p> <p>Teacher will assess students by observing and/or taking anecdotal notes to determine if students understand and can say unit vocabulary words</p> <p>Students will demonstrate understanding of unit Spanish vocabulary by: <b>B-</b> Orally name five senses <b>I-</b>Orally name five senses and use total physical</p>

<p><b>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</b></p> <p><b>7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> <li>Identify, label, and say different expressions of feelings</li> <li>Use print, recorded, and digital media to learn Spanish</li> <li>Be orally assessed using a standardized oral English proficiency assessment (Heritage speakers and English learners only)</li> </ul>	<p>(8.1.5.A.1, CRP6, 9.2.4.A.2)</p> <p>Following a teacher led vocabulary lesson on wild animals, students will color and cut out Spanish wild animal flashcards (CRP6, 9.2.4.A.2)</p> <p>Students will work with partners and use their animal index cards and wild animal cards to categorize animals based upon different attributes (NJSLSA.SL.3.1, CRP4, CRP12, 9.2.4.A.4, , 914.D.3)</p> <p>Following a teacher led vocabulary lesson on subject pronouns, students will work in pairs to complete a matching activity and play pronoun dominoes (NJSLSA.SL.3.1, CRP4, CRP12, 9.2.4.A.4, , 914.D.3)</p> <p>Students will work in pairs to create dialog comic strips using pronouns and unit vocabulary using blank templates</p>	<p><a href="https://www.spanishplayground.net/wp-content/uploads/2014/03/zo-o-animal-cards.pdf">https://www.spanishplayground.net/wp-content/uploads/2014/03/zo-o-animal-cards.pdf</a></p> <p>Subject Pronouns <a href="https://www.spanishplayground.net/spanish-subject-pronouns-monarca/">https://www.spanishplayground.net/spanish-subject-pronouns-monarca/</a></p> <p><a href="https://www.spanishplayground.net/wp-content/uploads/2014/07/pronouns-and-ir-monarca.pdf">https://www.spanishplayground.net/wp-content/uploads/2014/07/pronouns-and-ir-monarca.pdf</a></p> <p>Online and Printable Activities for Spanish Dialog – MakeBeliefsComix <a href="https://www.spanishplayground.net/online-printable-activities-spanish-dialog-makebeliefscomix/">https://www.spanishplayground.net/online-printable-activities-spanish-dialog-makebeliefscomix/</a></p>	<p>response (TPR) to act out each sense</p> <p><b>A</b>-Mini role play about the five senses using unit vocabulary</p> <p><b>H</b>-Perform directed actions and role play the five senses using two examples for each sense</p> <p>Students will demonstrate understanding of unit Spanish vocabulary by:</p> <p><b>B</b>- Orally name five animals</p> <p><b>I</b>-Orally name seven animals</p> <p><b>A</b>-Create a mini-play naming 8-10 animals and making related animal sounds</p> <p><b>H</b>-Perform directed actions and identify whether an animal is a farm animal or a wild animal</p> <p>Students who are heritage speakers and English learners will participate in one-on-one English proficiency assessments</p> <p><b>Summative</b></p>
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		(NJSLSA.SL.3.1, CRP4, CRP12, 9.2.4.A.4, , 914.D.3)		<p><b>Assessments:</b> Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p><b>Alternative Assessment:</b> Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p>
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### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.



More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<b><i>English Language Learners</i></b>	<b><i>Special Education</i></b>	<b><i>At-Risk</i></b>	<b><i>Gifted and Talented</i></b>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, technology tools).</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format appropriate to grade 3. Oral prompts can be given.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to allow instruction to be differentiated by content, process, and/or product in order to address student interests</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based Spanish learning to connect Spanish with real life experiences.</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul>

		such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	
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**Interdisciplinary Connections:**

**ELA - NJSLS/ELA:**

**RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**SOCIAL STUDIES:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.4.A.2** Identifying various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Vocabulary: Los cinco sentidos-** vista, oído, tacto, gusto, olor **Animales-** ovejas, caballo, gallina, gallo, perro, gato, pájaro, cabra, cerdo, pato, **Animales salvajes-** jirafa, elefante, león, tigre, oso, rinoceronte chimpancé, camello, guepardo, cocodrilo, serpiente, gorila, tortuga, cebra, hipopótamo, canguro, llama, pingüino, avestruz, oso polar, mapache, águila, lobo **Pronouns-**Ellas, Ellos, Nosotros, Yo, Mi, Usted, Nosotros, El, Ella, Tú. **Other vocabulary depending on students language levels**