

# Englewood Public School District

## World Language, Spanish- Kindergarten

### First Marking Period

#### Unit 1: Greetings, Personal Information, Expression, Classroom Words, Opposites, and Hispanic Heritage

**Overview:** During this unit, students will be introduced to the Spanish language using songs, poems, rhymes, and hands-on learning. Students will learn how to greet others, share personal information, express themselves in a positive manner, learn about the classroom, and basic opposite words. Students will also learn about the Hispanic culture including Spanish speaking countries, flags, and simple traditional Spanish songs. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

**Time Frame:** 40 to 44 Days

#### Enduring Understandings:

*Students will understand that...*

- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *It is possible to use learned vocabulary to ask and answer questions.*
- *Hispanic culture has contributed to and influenced our society.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How do I approach, greet, or address my audience?*
- *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 navigate my classroom better?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>7.1.NM.A.2</b> <b>Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</b>	<b>Topics</b> Greetings, personal information, expressions, Hispanic Heritage Month, Flags of Latin-American Countries represented by EPSD, categories	Students will sing a Spanish Greeting song. (NJSLSA.SL1, NJSLSA.SL4, 6.1.4.D.18, 6.1.4.D.20, CRP6)  Students will play games that will introduce and use simple basic Spanish	Sing-a-long Spanish Greeting Song <a href="https://youtu.be/hrRfkW2n-As">https://youtu.be/hrRfkW2n-As</a>  Spanish Playground Category: Preschool Spanish Activities	<b>Formative Assessments:</b>  Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing,
<b>7.1.NM.B.2</b> <b>Give and follow simple oral</b>	<i>Twenty-First Century Themes and Skills include:</i>			

<p><b>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> <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>• 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 style="text-align: center;"><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 appropriately</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Understand and say Spanish rhymes</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 e.g. si, no, gracias, de nada</li> <li>• Identify and label classroom objects in Spanish</li> </ul>	<p>phrases and commands such as “Hola, hola, hasta luego” (a.k.a. ‘Duck, Duck, Goose’ substituting “hola” for the touch word “duck” and “hasta luego/adios” for the word “goose”). (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.18, 6.1.4.D.20, 8.1.2.A.4)</p> <p>Students will learn how to share personal information by learning the phrases “Me llamo” and “Como te llamas?”. Teacher will create a chart with the phrases and will model using the phrases. Students will take turns asking and answering each other these phrases. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.18, 6.1.4.D.20, 8.1.2.A.4)</p> <p>Teacher will label objects throughout the classroom with Spanish labels: silla, mesa, lápiz, maestro(a), etc... Class will conduct a Spanish word hunt and find all the Spanish words</p>	<p><a href="https://www.spanishplayground.net/category/preschool/">https://www.spanishplayground.net/category/preschool/</a></p> <p>Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/songs">https://rockalingua.com/songs</a></p> <p>Around the Room Labels-Spanish/English <a href="http://www.canyonsdistrict.org/images/Spanish-English_room_signs_.pdf">http://www.canyonsdistrict.org/images/Spanish-English_room_signs_.pdf</a></p> <p>Flag Coloring Sheets <a href="http://www.spanish411.net/resources/FlagColoringSheets.pdf">http://www.spanish411.net/resources/FlagColoringSheets.pdf</a></p> <p>Make Marvelous Maracas <a href="https://makingmulticulturalmusic.wordpress.com/2011/10/12/make-some-marvelous-maracas/">https://makingmulticulturalmusic.wordpress.com/2011/10/12/make-some-marvelous-maracas/</a></p>	<p>drawing, speaking, and singing.</p> <p>Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents the words hot/cold and small/big.</p> <p><b>Summative Assessments:</b></p> <p>Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Teacher-created unit vocabulary quizzes</p> <p><b>Alternative Assessment:</b></p> <p>Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.</p> <p><b>Benchmark Assessment:</b></p> <p>Common Formative Assessment</p>
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	<ul style="list-style-type: none"> <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>• Explore and celebrate Hispanic cultural celebrations</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>labeled throughout the classroom. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.20, CRP12, 8.1.2.A.4, 9.2.4.A.2, 9.2.4.A.4)</p> <p>Students will create a book drawing different classroom objects and sing a song “En la clase. En la clase. Que hay en la clase?” (What is in the classroom?) (NJSLSA.SL4, NJSLSA.L6 6.1.4.D.18, 6.1.4.D.20, CRP6, 8.1.2.A.4)</p> <p>In order to study Hispanic heritage, students will:</p> <ul style="list-style-type: none"> <li>• create musical instruments</li> <li>• color flags of different Spanish speaking countries</li> <li>• dance to mariachi music.</li> </ul> <p>(6.1.4.D.18, 6.1.4.D.20, CRP6, 8.1.2.A.4)</p> <p>Students will perform: “La Raspa” a traditional Mexican dance and will sing “Que Bonita Bandera”.</p>		
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		<p>(NJSLSA.SL4, 6.1.4.D.18, 6.1.4.D.20, CRP6, 8.1.2.A.4)</p> <p>Students will identify, distinguish, and classify objects and things into their appropriate categories by:</p> <ul style="list-style-type: none"> <li>-Touching images and objects of items representing the words hot and cold (caliente/frío)</li> <li>-Identifying and cutting out objects and things that are hot and cold, big and small (grande/pequeño)</li> <li>-Sorting objects under specific categories and pasting them under the proper category</li> </ul> <p>(NJSLSA.L6, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2)</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>• Give page numbers to help the students find answers</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).</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and provide regular oral prompts.</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Provide visual representations of instructions that students can 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> </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 differentiate instruction based on content, process, and product.</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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|  |  | <ul style="list-style-type: none"> <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> |  |
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***Interdisciplinary Connections:***

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**SOCIAL STUDIES:**

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

**6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**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:**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

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

**9.2.4.A.2** Identify 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:** hola, adios, Buenos días, Buenas tardes, Buenas, noche, ¿Como estas? Bien, gracias, hasta luego, Como te llamas? Me llamo, si, no, gracias, de nada, para, mira, escucha, silla, mesa, lapiz, maestro/a, Mexico, Colombia, Dominican Republic, El Salvador, caliente, frio, grande, pequeño, mamá, papá, hijo, hija, Other Vocabulary depending on students' language levels

# Englewood Public School District

## World Language, Spanish-Kindergarten

### Second Marking Period

#### Unit 2: Families, Stories, Holidays, and Customs

**Overview:** During this unit, students will continue to be introduced to the Spanish language using songs, stories, and hands-on learning. Students will listen to traditional fairytales in Spanish, learn traditional holiday customs, family names, and songs. 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...*

- *Singing songs in Spanish will help them improve their oral language.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *Asking and answering simple questions in Spanish will improve their oral comprehension.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How do I memorize and perform a song?*
- *What is a family?*
- *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
<b>7.1.NM.A.2</b> <b>Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</b>  <b>7.1.NM.B.2</b>	<b>Topics</b>  Fairytales, Holidays, and customs  <i>Twenty-First Century Themes and Skills include:</i> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> </ul>	Students will listen to “Ricitos de Oro y los tres Osos” (“Goldilocks and the Three Bears”) Students will identify and classify things in the story that are big/small and hot/cold.	Spanish Playground Category: Preschool Spanish Activities <a href="https://www.spanishplayground.net/category/preschool/">https://www.spanishplayground.net/category/preschool/</a>	<b>Formative Assessments:</b>  Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while



<p><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.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.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></p>	<ul style="list-style-type: none"> <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 style="text-align: center;"><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>• Listen to Spanish stories and fairy tales</li> <li>• Ask and answer simple questions in target language</li> <li>• Students will categorize and classify objects</li> <li>• Understand and use common Spanish expressions</li> <li>• Learn about different Latin American holiday traditions and customs</li> <li>• Explore and celebrate Hispanic holiday customs and traditions</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>(NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, CRP4, 9.2.4.A.2)</p> <p>Students will learn and identify the words mother, father, son, and daughter (mamá, papá, hijo/hija). (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6 6.1.4.D.18, CRP4, CRP6, 8.1.2.A.4)</p> <p>Students will listen to and learn to sing “Frosty the Snowman” in Spanish. (“Mi Hombre de Nieve”) (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6 6.1.4.D.18, CRP4, CRP6, 8.1.2.A.4)</p> <p>Students will perform the song: “Mi Hombre de Nieve” using gestures. (NJSLSA.SL4, 6.1.4.D.18, CRP4, CRP6, 8.1.2.A.4)</p> <p>Students will create the snowman described in the song. (6.1.4.D.18, 6.1.4.D.20, CRP6)</p> <p>Students will listen to the story “Hombre de</p>	<p>Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/song_s">https://rockalingua.com/song_s</a></p> <p>Learn-Create-Love <a href="http://learncreatelove.com/printable-frosty-the-snowman-craft/">http://learncreatelove.com/printable-frosty-the-snowman-craft/</a></p> <p>Frosty the Snowman template <a href="https://drive.google.com/file/d/0B5aoVxlVvTyyX1pEcTZXbXdKN0E/view">https://drive.google.com/file/d/0B5aoVxlVvTyyX1pEcTZXbXdKN0E/view</a></p> <p>Print-Color-Fun: Gingerbread man template <a href="https://printcolorfun.com/wp-content/uploads/print-this.php?printable=gingerbread-man-blank.png">https://printcolorfun.com/wp-content/uploads/print-this.php?printable=gingerbread-man-blank.png</a></p> <p>The Preschool Toolbox-Poinsettia Craft <a href="https://thepreschooltoolboxblog.com/poinsettia-cardboard-tube-3-d-crafts-preschool-kindergarten/">https://thepreschooltoolboxblog.com/poinsettia-cardboard-tube-3-d-crafts-preschool-kindergarten/</a></p>	<p>they are playing, drawing, listening, speaking, and singing</p> <p>Teacher will observe and/or take anecdotal notes and ask students to identify parts of a book and things that are big/small and hot/cold.</p> <p>Teacher will observe student performance of “Mi Hombre de Nieve”</p> <p><b>Summative Assessments:</b></p> <p>Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Teacher-created unit vocabulary quizzes</p> <p><b>Alternative Assessment:</b></p> <p>Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.</p> <p><b>Benchmark Assessment:</b></p>
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<p><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>		<p>Jengibre” (“The Gingerbread Man”). (NJSLSA.L6, 6.1.4.D.18, CRP4, CRP6, 8.1.2.A.4)</p> <p>Students will create a gingerbread man. Students will create a poinsettia craft in honor of the Mexican holiday tradition. (6.1.4.D.18, 6.1.4.D.20, CRP6)</p>		Common Formative Assessment
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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.

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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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**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> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> </ul>

<ul style="list-style-type: none"> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Give page numbers to help the students find answers</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>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Give directions/instructions verbally and provide oral prompts.</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>• Provide visual representations of instructions that students can 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>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to differentiate instruction based on content, process, and product.</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:***

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**SOCIAL STUDIES:**

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

**6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**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:**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

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

**9.2.4.A.2** Identify 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:** Feliz Navidad, hombre de nieve, hombre de jengibre, mamá, papá, hijo/hija, Other Vocabulary depending on students' language levels

# Englewood Public School District

## World Language, Spanish- Kindergarten

### Third Marking Period

#### Unit 3: Verbs, Colors, Characters, the Spanish Alphabet, and Days of the Week

**Overview:** During this unit, students will continue to be introduced to the Spanish language using songs, poems, chants, games, and hands-on learning. Students will learn colors, action words, days of the week and the Spanish alphabet. Students will also learn how to create mini-stories that have a main character. 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 will increase their Spanish vocabulary.*
- *Objects can be labeled and categorized using Spanish nouns and adjectives.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *Asking and answering simple questions in Spanish will improve their oral comprehension.*
- *Listening to stories will improve their Spanish vocabulary and comprehension.*
- *Singing, chanting, and saying the Spanish alphabet will help them learn how to read in Spanish.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning the Spanish alphabet improve my reading skills?*
- *How does identifying verbs in Spanish 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?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>7.1.NM.A.2</b> <b>Demonstrate comprehension of simple, oral, and written directions, commands, and</b>	<b>Topics</b> Identifying colors, learning verbs, reading stories, and learning the Spanish alphabet	Students will engage with SYMTALK flashcards to learn the following colors: rojo, azul, verde, amarillo,	SYMTALK flashcards Spanish Playground	<b>Formative Assessments:</b>

<p>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> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-</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 style="text-align: center;"><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 Spanish alphabet and vowels</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Understand and say Spanish rhymes</li> <li>• Create simple stories using flashcards</li> <li>• Ask simple questions in target language</li> <li>• Understand and use common Spanish verbs e.g. jugar, mirar, comer, beber, tomar, gustar, tener</li> <li>• Identify and label colors in Spanish</li> </ul>	<p>blanco, café, negro, morado, anaranjado (NJSLSA.L6, 8.1.2.A.4)</p> <p>Students will learn the following verbs: juega, mira, come, bebe, toma, me gusta, tiene and will use SYMTALK flashcards to reinforce their oral and auditory learning. (NJSLSA.L6, 8.1.2.A.4)</p> <p>Students will be able to read sentences from the board using SYMTALK flashcards. (NJSLSA.L6, 8.1.2.A.4)</p> <p>Students will create simple mini-stories containing a character, color word, and verb using SYMTALK flashcards. Students will use the following verbs to create stories: likes, wants, eats. (NJSLSA.SL4, NJSLSA, SL6, 8.1.2.A.4)</p> <p>Class will conduct a Spanish color hunt and find specific colored objects throughout the classroom (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6,</p>	<p>Category: Preschool Spanish Activities <a href="https://www.spanishplayground.net/category/preschool/">https://www.spanishplayground.net/category/preschool/</a></p> <p>Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/song_s">https://rockalingua.com/song_s</a></p> <p>Abecedario Song <a href="https://rockalingua.com/song_s/abc">https://rockalingua.com/song_s/abc</a></p> <p>Additional Reading and Resources: <i>The Very Hungry Caterpillar</i>, by Eric Carle <a href="https://spanishmama.com/the-very-hungry-caterpillar-in-spanish/">https://spanishmama.com/the-very-hungry-caterpillar-in-spanish/</a></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>Teacher will check reading fluency and comprehension by orally dictating a sentence and having a student form the correct sentence using verbs/colors SYMTALK flashcards on the board.</p> <p>Students will identify the first letter of their names in Spanish.</p> <p><b>Summative Assessments:</b></p> <p>Students will create a portfolio of completed drawings and products</p>
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<p><b>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>Listen to a story in Spanish and ask and answer questions using learned Spanish words or phrases</li> </ul>	<p>6.1.4.D.13, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2, 9.2.4.A.4)</p> <p>Students will play Simon Says (Simon dice) using colors, objects, and verbs:</p> <ul style="list-style-type: none"> <li>Stand if you have something orange</li> <li>Touch the blue chair</li> <li>Point to certain classroom objects</li> </ul> <p>(NJSLSA.SL1, NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2, 9.2.4.A.4)</p> <p>Students will be introduced to the Spanish alphabet by listening to the Abecedario song and singing-a-long to a poster of the Spanish alphabet. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.18, CRP4, CRP6, 8.1.2.A.4)</p> <p>Students will learn the Spanish vowels a, e, i, o, u by orally reading and chanting the vowel sounds. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.18, CRP4, CRP6, 8.1.2.A.4)</p>		<p>related to their study of Spanish.</p> <p>Teacher-created unit vocabulary quizzes</p> <p><b>Alternative Assessment:</b></p> <p>Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.</p> <p><b>Benchmark Assessment:</b></p> <p>Common Formative Assessment</p>
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Students will compare the differences the Spanish vowels make from the English vowels.  
(NJSLSA.L6)

Students will recognize and say the first letter of their name in Spanish.  
(NJSLSA.L6)

Students will color in each letter of the Spanish alphabet with the given color the teacher dictates.  
(a-amarillo, b-verde...)  
(NJSLSA.L6, CRP4, CRP6)

Students will identify the four additional unique Spanish letters: ch, ll, n, rr.  
(CRP4, CRP6)

Students will listen to the Spanish version of “Brown Bear, Brown Bear, What Do You See” (Oso pardo, Oso Pardo, que ves). Students will choral read the story along with the teacher and identify the different characters and color words in the story.  
(NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6,



		<p>6.1.4.D.13, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2, 9.2.4.A.4)</p> <p>Students will sing a days of the week song, “Hoy es lunes”.</p> <p>(NJSLSA.SL4, 6.1.4.D.18, CRP4, CRP6, 8.1.2.A.4)</p> <p>Students will listen to “Today is Monday” by Eric Carle and name the days of the week in Spanish.</p> <p>(NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2, 9.2.4.A.4)</p> <p>Students will create a days of the week book with a page for each day of the week. Each page will have a drawing of something that happens on each day of the week.</p> <p>(NJSLSA.SL4, 6.1.4.D.18, 6.1.4.D.20, CRP6)</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.

<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>• Give page numbers to help the students find answers</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).</li></ul>	<ul style="list-style-type: none"><li>• Using visual demonstrations, illustrations, and models</li><li>• Give directions/instructions verbally and provide oral prompts.</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>• Provide visual representations of instructions that students can 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</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 differentiate instruction based on content, process, and product.</li><li>• Real world scenarios</li><li>• Student Driven Instruction</li><li>• Use project-based Spanish learning to connect Spanish to real life experiences.</li><li>• Structure the learning around explaining or solving a social or community-based issue.</li></ul>

		knowledge of their community. <ul style="list-style-type: none"> <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>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul>
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***Interdisciplinary Connections:***

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**SOCIAL STUDIES:**

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

**6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**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:**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

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

**9.2.4.A.2** Identify 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:** Domingo, lunes, martes, miércoles, jueves, viernes, sábado, rojo, amarillo, verde, blanco, negro, azul, naranja, morado, oso, pájaro, pato, caballo, rana, perro, gato, oveja, pescado, café, pararse, tocar, señalar, jugar, mirar, comer, beber, other vocabulary depending on students' language levels

# Englewood Public School District

## World Language, Spanish- Kindergarten

### Fourth Marking Period

#### Unit 4: Numbers, Farm Animals, Body Parts, Neighborhood, and Community Workers

**Overview:** During this unit, students will continue learning the Spanish language using songs, poems, rhymes, and hands-on learning. Students will learn how to count from 1-10, learn about farm animals, body parts, their neighborhood, and community workers. 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...*

- *Interacting and playing games with others will increase their Spanish vocabulary.*
- *Counting from 1-10 in Spanish will improve their oral language skills and reinforce math skills.*
- *Labeling, identifying, and saying the names of farm animals, body parts, and community helpers in Spanish will help them expand their oral vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *Answering and asking simple questions in Spanish will increase their oral and listening comprehension and vocabulary acquisition.*

#### 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 use and understand my body?*
- *How does learning Spanish help me to know what animals live on a farm?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me improve my math skills?*
- *How does learning Spanish help me navigate my community?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>7.1.NM.A.2</b> <b>Demonstrate comprehension of simple, oral, and written directions, commands, and requests through</b>	<b>Topics</b> Numbers 1-10, farm animals, body parts, neighborhood and community workers	Students will listen to a read-aloud of “Diez Perritos” by Eric Carle (NJSLSA.L6, 6.1.4.D.20)	Spanish Playground Category: Preschool Spanish Activities <a href="https://www.spanishplayground.net/category/preschool/">https://www.spanishplayground.net/category/preschool/</a>	<b>Formative Assessments:</b> Teacher observes and/or takes anecdotal notes of

<p><b>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> <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><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 style="text-align: center;"><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>• Count from 1-10 in Spanish</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Understand and say Spanish rhymes</li> <li>• Use appropriate gestures when greeting others, leaving others, and in daily interactions</li> <li>• Ask and answer simple questions in target language</li> <li>• Label and say the names of farm animals</li> <li>• Identify, label, and say the main body parts in Spanish</li> </ul>	<p>Students will create a number book from 10 to 1 according to the puppies from the Eric Carle Story. Students will count along in Spanish as each puppy disappears from the page. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.18, 6.1.4.D.20, CRP6)</p> <p>Students will be introduced to Spanish farm animal names by watching a short video clip that asks what each animal is. (NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2, 9.2.4.A.4)</p> <p>Teacher will support students in creating a classroom poster with pictures and labels of the following farm animals in Spanish: dog, cat, hen, cow, rooster, chicks.</p> <p>Students will comprehend, interpret, and respond to questions related to farm animals. Students will respond using yes or no answers. (e.g. "Is this a cow?" "Yes, it is a cow." or "No, it is a hen.")</p>	<p>Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/songs">https://rockalingua.com/songs</a></p> <p>Youtube video: Spanish Vocabulary - Farm Animals / Los animales de la granja <a href="https://youtu.be/yI9U7GPAU">https://youtu.be/yI9U7GPAU</a> <a href="#">Rs</a></p>	<p>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><b>Summative Assessments:</b></p> <p>Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Teacher-created unit vocabulary quizzes</p> <p><b>Alternative Assessment:</b></p> <p>Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.</p> <p><b>Benchmark Assessment:</b></p>
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<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>• Identify, label, and say who the main community workers are in their neighborhood</li> <li>• Create a Spanish book about their neighborhood</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>(NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2, 9.2.4.A.4)</p> <p>Students will create farm animal puppets using paper bags. Students will use paper bag farm puppets to perform the song “Vengan a ver la granja que es hermosa”. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2, 9.2.4.A.4)</p> <p>Students will play a round of “Heads Up, Seven Up” as an engagement activity to introduce Spanish body part vocabulary</p> <ol style="list-style-type: none"> <li>1. Touch identified body part</li> <li>2. Close and open your eyes</li> </ol> <p>(NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP12)</p> <p>Students will play “Simon Says” (Simon dice) using body parts. (NJSLSA.SL6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP12)</p>		<p>Common Formative Assessment</p>
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Students will create a self-portrait book with labeled body parts.

(NJLSA.SL4, 6.1.4.D.18, 6.1.4.D.20, CRP6)

Students will sing and perform the song

“Hombros, pies, rodillas y la cabeza”.

(NJSLSA.SL4, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP12)

Students will work in pairs and use acquired Spanish vocabulary to describe pictures on game cubes.

(NJLSA.SL6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP12)

Students will create community worker puppets: police officer, fire fighter, doctor, teacher.

(NJLSA.SL6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP12)

Students will create their own neighborhood book, “Mi barrio es así”, by drawing things they would find in their neighborhood.

Video, Games, and Activities Resource:

<https://pbskids.org/noah/>  
Learners will discover the Spanish language and culture through activities, games, and videos along with the relatable star character, Noah, who lives in a



		(NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.4.D.13, 6.1.4.D.20, CRP4, CRP6, 9.2.4.A.2, 9.2.4.A.4)	Spanish-speaking neighborhood.	
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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/)

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

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<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</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> </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</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and provide oral prompts.</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> </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 differentiate instruction by</li> </ul>

<ul style="list-style-type: none"> <li>• Give page numbers to help the students find answers</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<p>(<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>).</p> <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).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual representations of instructions that students can 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>	<p>content, process, or product</p> <ul style="list-style-type: none"> <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:***

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **SOCIAL STUDIES:**

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

**6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### **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:**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

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

**9.2.4.A.2** Identify 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:** números 1-10, el perro, el gato, la gallina, el gallo, la vaca, los pollitos, la oveja, cabeza, cara, nariz, boca, manos, dedos, pies, dedos de los pies, policía, bombero, doctor, maestra, barrio, Other Vocabulary depending on students' language levels