

BRIDGETON PUBLIC SCHOOLS

World Language Curriculum

Heritage Spanish Grade 1

SUMMER 2014

Sara Cartagena, Teacher

Ericka Okafor, District Supervisor of Bilingual Education

**(Aligned to the New Jersey Core Curriculum Content Standards,
World Languages and 2010 Common Core State Standards – ELA)**

Bridgeton Public Schools
K-8 World Language Curriculum
ENGAGING STUDENTS – FOSTERING ACHIEVEMENT – CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade Level Cluster: FIRST GRADE	
Content Area: World Language- Spanish and Heritage Spanish	Timeline: 8 weeks
Unit Title: Vamos a aprender	Program Design: 40 minutes per class period
Target Course/Grade Level: Novice-High Language Learner	
<p>Unit Summary</p> <p>In this unit, students explore Spain, Panama and Argentina using a range of culturally authentic learning materials, such as websites, music, graphs and school games. Students reflect on their own culture practices and develop materials that reinforce their knowledge about numbers and body parts. Through a series of scaffolded learning activities, they strengthen their interpretive, interpersonal and presentational skills.</p> <p>Primary interdisciplinary connections: Mathematics, Literature and Social Studies.</p> <p>21st century themes: Life and career skills.</p>	
<p>Unit Rationale</p> <p>Developing skills of communication, interpretation and presentation through practices including identity and comprehension of the Hispanic culture. That will help students to live socially well in the 21st century. By grounding a study of essential information in a cross-cultural comparison, students have an opportunity to critically reflect upon their own practices. They will find in this unit ways to learn about numbers from 0-30 by playing games. They will identify and recognize 5-7 parts of the body as well as the masculine and feminine concept. Besides they will describe how the Panama Canal works and how the people travel by meeting the characters Lisa and Tony. Students will learn vocabulary and tell five different forms to say time hour.</p>	
Learning Targets	
<p>Standard 7: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>World Language Strands: St A St B St C</p> <p>A. Interpretive Mode The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of one-way reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen (between the lines And beyond the lines).</p> <p>B. Interpersonal Mode The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p> <p>C. Presentational Mode The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or video cast, and writing an article for a newspaper.</p> <p>Teacher Resource: See the Standards-Based Planning Web for a full description of how the unit connects with each of the five Cs (communication, cultures, connections, comparisons, and communities).</p>	

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Related Cultural Content Statements	
Students plan what they are going to write by drawing, developing ideas, and organizing their drawings and ideas. They explore cultures at the time they share ideas about <u> </u> Besides they read ebooks, magazines that provide current information on perspective of the target culture on local, national and global school issues.	
CPI #	NJ Curriculum Common Core Standards for World Language Spanish
7.1NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
7.1NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> .
7.1NM.A.3	Recognize a few common gestures and <u>cultural practices</u> associated with the target culture(s).
7.1NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1NM.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1NM.C.4	Present information from age- and level-appropriate, <u>culturally authentic materials</u> orally or in writing.
<u>keys</u>	RL=Reading literature; RI=Reading informational text; RF=Reading foundational skills; W=Writing; SL=Speaking and listening; L=Language.
RL.1.1	Ask and answer questions about key details in text.
RL.1.3	Describe characters, settings and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas or pieces of information in a text.

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RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.9	Identify basic similarities in and differences between two texts on the same topics (e.g., in illustrations, descriptions, or procedures).
RF.1.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Read words with inflectional endings.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, responds to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.7	Participate in shared research and writing project (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
L.1.1	Use personal, possessive, and indefinite pronouns (e.g., I, me, my,; they, them, their; anyone, anything). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, so, because). Use determiners (e.g., articles demonstratives).

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	Produce and expand complete simple and compound declarative, interrogative and exclamatory sentences in response to prompts.
L.1.2	Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing. Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.
L.1.4	Use sentences-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of the word. (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5	Sort words into categories (e.g., colors, clothing) or gain a sense of the concepts the categories represent. Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out of meanings.
L.1.6	Use words and phrases acquired through conversations , reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Unit Essential Questions <ul style="list-style-type: none"> • <i>¿Cuántos años tienes?</i> (How old are you?) • <i>¿Cuáles son algunas partes del cuerpo?</i> (Which are some body parts?) • <i>¿Qué mascota tenemos?</i> (What pet do people have?) • <i>¿Cómo funciona el canal de Panamá?</i> (How does the Panama Canal works?). • <i>¿Cómo viajas?</i> (How do you travel?) 	Unit Enduring Understandings <ul style="list-style-type: none"> • Count up to 0-30 in Spanish. • Tell time on the hour in Spanish. • Differentiate between done in the morning and the afternoon. • Name 5 body parts. • Say what they like to see and hear. • Identify the author’s purpose in a text. • Learn the Spanish words for pets and the sounds pets make. • Identify and describe pet’s body parts. • Compare and contrast dogs and cats and their body parts. • Explain how the Panama Canal works. • Make predictions and retell events. • Identify cause and effect in a reading. • Name various means of transportation. • Say how the people travel. • Identify the author’s point of view in a reading.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Active prior learning practicing echo read. • Exchange information drawing word web as whole class 	

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- Build background identifying characters through questions and answers.
- Understand and interpret written and spoken language “reading” and predicting texts.
- Access contents through critical-thinking skills.
- Compare and contrast cultural practices by role playing the dialogues.
- Check their comprehension by reading and applying knowledge to real life.
- Explain the meaning of the new vocabulary.
- Create Spanish-language materials that promote ways to express their creativity.
- Review the essential questions to discuss if their predictions were accurate.

Evidence of Learning

Summative Assessment (5 days)

Students will create memory game cards, labeling the numbers 0-30. Students will also begin to create their scrapbook *álbum de recuerdo*, where they keep all the cultural class work per week. Every week students are going to answer *cuaderno de practica* and *hoja de actividades*.

Equipment needed: Smartboard, ELMO, CD player.

Teacher Resources: “Descubre el español” Level A and “Risas and Sonrisas” Teacher book, student book, Anthologies, CD songs, ebooks, online games, *Tarjetas Fotográficas “Descubre el español”*

Formative Assessments

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|---|--|
| <ul style="list-style-type: none"> ▪ Checking for understanding: white boards, signaling, TPR, drawing to demonstrate. ▪ Evaluation booklet ▪ Memory numbers cards | <ul style="list-style-type: none"> ▪ Informal assessment like culminating activities at the end of the section. ▪ Writing process Album de recuerdos. ▪ Student to student conversations ▪ Quizzes |
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Lesson Plans

Lesson	Timeframe
Lesson 1 The numbers 0-30 (Los números)	10 hours/days
Lesson 2 The body parts (El cuerpo)	10 hours/days
Lesson 3 Spain	5 hours/days
Lesson 4 Panama	5 hours/days
Lesson 5 Argentina	5 hours/days

Teacher Notes:

These lessons build upon previously vocabulary and grammatical structures. Teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre teach these concepts. See the 2009 World Languages Standard document for strategies.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.mediaspanishforkids.com

www.online.descubreelespanol.com

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Lesson Plan 1 THE NUMBERS (Los números)					
Content Area: The numbers 0-30					
Lesson Title: The numbers (Los números)				Timeframe: 10 hours/days	
Lesson Components:					
Common Core Standards 7.1.NM.A.1,2,3,4,5 7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4			National Standards Communication: 1.1-1.3 Cultures: 2.1 Comparisons: 4.1 Connections: 3.1, 3.2		
21 st Century Themes					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 st Century Skills					
Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy	x	Life and Career Skills	
Interdisciplinary Connections: Mathematics and Social Studies					
Integration of Technology: Smartboard, internet, Cd songs and games online.					
Equipment needed: Teacher book: “ <i>Risas and Sonrisas</i> ”, Teacher book “ <i>Descubre el español</i> ” level A, student book, posters, and individual white board, song “ <i>Los números</i> ”, <i>Cuaderno de Práctica and Cuaderno de Actividades</i> from <i>Descubre el español</i> .					
Goals/Objectives	Learning Activities/Instructional Strategies			Formative Assessment Tasks	
Students Will: <ul style="list-style-type: none"> • Count up to 0-30 in Spanish. • Tell time on the hour in Spanish. • Differentiate between activities done in the morning and the afternoon. 	Warm up: Q & A #1_Cuántos años tienes? Tengo # años. How old are you? I am... years old. <u>Build Background</u> Remind students that everybody celebrates birthdays and they are learning numbers to remember their age. <u>Play and learn:</u> Use poster Number 1-19 and the Q&A #1. Play Neighbor game pg. G11 <u>Practice and learn</u> Using fingers count from 0-19 and from 19-0. Writing numbers on board. Recognize number sound by playing a game G13			<ul style="list-style-type: none"> • TPR • Quiz numbers • Verbal test • Memory cards 0-30 	

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	<p>Identify and recognize the words for numbers in Spanish from 1-19.</p> <p>Review numbers pronunciation from 1-19. Play ask your neighbor game pg. G11.</p> <p>Sing Los números # 2</p> <p>Counting, practicing, and using white boards.</p> <p>Sing numerous 10-30 #2</p> <p>Play hop, pick and name game pg. G16. Use color tiles with numbers.</p> <p>Revisit the essential question for the week and ask students to answer it using concepts and vocabulary learned during the week.</p> <p>Create a memory cards game from numbers 0-30 with name of the number to start their <i>album de recuerdos</i>.</p>	
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Differentiation

Strategic: Focus first on a single hour.

Challenge (Heritage Spanish Speakers): Have students identify specific time periods in their daily schedule. Look at their own schedule and tell what time they study math, science and music.

Resources Provided (By Program/book “Risas and Sonrisas”)

- Photocopies from ‘Risas and sonrisas’
- Booklet of numbers
- Song’s Lyrics
- CD songs from “Risas and Sonrisas”.
- **Vocabulary:** 0 cero, 1 uno, 2 dos, 3 tres, 4 cuatro, 5 cinco, 6 seis, 7 siete, 8 ocho, 9 nueve, 10 diez, 11 once, 12 doce, 13 trece, 14 catorce, 15 quince, 16 dieciséis, 17 diecisiete, 18 dieciocho, 19 diecinueve, 20 veinte, 21 veintiuno, 22 veintidós, 23 veintitrés, 24 veinticuatro, 25 veinticinco, 26 veintiséis, 27 veintisiete, 28 veintiocho, 29 veintinueve, 30 treinta.

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Lesson Plan 2: The body parts (<i>El cuerpo</i>)				
Content Area: World Language: Spanish and Heritage Spanish				
Lesson Title: The body parts (<i>El cuerpo</i>)			Timeframe: 5 hours/days	
Lesson Components				
Common Core Standards 7.1.NM.A.1,2,3,4,5 7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4			National Standards Communication: 1.1-1.3 Cultures: 2.1, 2.2 Connections: 3.1	
21 st Century Themes				
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 st Century Skills				
Creativity and Innovation	Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	x	Life and Career Skills	
Interdisciplinary Connections: Health and Language Arts				
Integration of Technology: ELMO, Smartboard, online books and online games.				
Equipment needed: Smartboard, student book, Video: Unit 5 week 1.				
Goals/Objectives	Learning Activities/Instructional Strategies		Formative Assessment Tasks	
Students will: <ul style="list-style-type: none"> Identify and recognize five body parts. Recognize masculine and feminine word ends. Say what they like to see and hear. Identify the author's purpose in a reading. 	Warm up <i>¿Cuáles son las partes del cuerpo?</i> What are some parts of the body? <u>Build background</u> Point and read book pg. 148. <u>Language in context</u> Sing song cd track 33. TPR By teams make /answer the question with movements from page 149. <u>Predict</u> Students guess next text in page 150; create the word web with that information. TPR Practice song following the movements. <u>Interpretive pg. 150</u> Students guess who they think Silvia might be. Practice echo read. <u>Assessing concepts</u> Point to characters and ask about what they are		<ul style="list-style-type: none"> TPR with the song. Create a Web Diagram Complete hoja de actividad # 9, 31. Correct intonation in Role plays dialogues, to distinguish declarative or interrogative sentences. 	

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	<p>wearing? In what part of the body? How those items do look like?</p> <p><u>Interpersonal</u></p> <p>Practice and apply naming the body parts and showing singular and plural terms.</p> <p>Role play by teams questioning what they have in the head, and answering every time with different part of body and item is.</p> <p><i>Que tiene Becky en la cabeza? Tiene un sombrero.</i></p> <p><u>TPR</u> By teams build a poster for each character and their sombrero, <i>guitarra</i> and <i>sandalias</i>. Place the poster and put the items in the correct place.</p> <p><u>Check comprehension</u></p> <p>Echo read page 152 ask students identify five parts of the body.</p> <p>Show <i>tarjetas fotográficas</i> ask students listen, repeat and move that body part.</p> <p>TPR Label sticky notes. By teams of two, label the body parts.</p> <p>Divide the class in teams of two to take turns identifying body parts that already know.</p> <p><u>Explore cultures</u></p> <p>Echo read pg. 154 mime the words <i>ver, oír</i>. Students looking around the classroom complete the sentences: <i>me gusta ver... Me gusta oír...</i></p> <p><u>Multiple intelligences</u></p> <p>By teams they should make drawing of Becky and look for items in magazines to cut out a dress, sandals, or shoes and a guitar. They should cut out and glue on the drawing. Students present their artwork to the class identifying body parts and what she is wearing. Revisit the essential questions for the week and ask students to answer it using concepts and vocabulary learned during the week.</p> <p><u>Album de recuerdos</u></p> <p>Briefly mention the four stages of the writing process. Distribute <i>Hoja de actividad 9</i>, explain they should draw themselves from head to toe.</p>	
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	<p>Distribute <i>hoja de actividad 31</i>, they should draw their face, cut out the labels at the bottom of the page and glue the labels in the appropriate places on their drawing. Place their <i>recuerdo</i> inside their scrapbook.</p>	
<p>Differentiation</p> <p>Strategic: practice pronunciation longer words: <i>sombrero, cabeza, guitarra and sandalias</i>, repeat each syllable and slowly blend them. Move their body parts as you mention them. Help these students to remember verbs <i>ver and oir</i> by pointing to corresponding body part (eyes or ears) every time they say these verbs.</p> <p>Challenge (Heritage Spanish Speakers): Describe what the characters are wearing. Volunteers describe their descriptions with the class. Students may create words for other body parts. <i>Cuello, codo, hombres, tobillo, rodilla</i> and present with movements to the whole class. Heritage students may explain to class what they like to smell (<i>oler</i>) and touch (<i>tocar</i>).</p>		
<p>Resources Provided</p> <ul style="list-style-type: none"> • “Descubre el español” A, Santillana editorial. Pages 148-154. • Canciones audio CD A • Song “Juanito cuando baila” youtube.com • Vocabulary on video unit 5 week 1: <i>cuerpo, boca, brazo, cabeza, mano, nariz, ojo, oreja, pie, pierna, guitarra, sandalias, sombrero, mi/mis, mover, tener, ¿qué mueves? Yo muevo... ¿Qué te gusta oír/ver...? Me gusta oír/ver... ¿qué tiene/tienes?</i> 		

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Lesson Plan 3: Spain					
Content Area: World Language- Spanish					
Lesson Title: Los Animales				Timeframe: 5 hours/days	
Lesson Components					
Common Core Standards			National Standards		
7.1.NM.A.1,2,3,4,5			Communication: 1.1-1.3		Cultures: 2.2
7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4			Connections: 3.1		Comparisons:4.1
21 st Century Themes					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 st Century Skills					
Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	x Information Literacy
Media Literacy		ICT Literacy	x	Life and Career Skills	
Interdisciplinary Connections: Social Studies and Literature					
Integration of Technology: Internet, website: www.spain.com, games,					
Equipment needed: ELMO, student book, Video: Unit 4 week 1					
Goals/Objectives	Learning Activities/Instructional Strategies			Formative Assessment Tasks	
Students will: <ul style="list-style-type: none"> • Identify and describe pets' body parts. • Identify Spain in the map. • Recognize the Spanish's flag. 	Lesson Sequence Warm up <i>¿Qué mascotas tenemos?</i> What pets do people have? Build Background Direct to page 114-115 making questions identify characters. Read the photo caption and locate in a map the place. Dogs and cats are most popular pets in Spain. <u>Language in context</u> Read dialogue 114 page and students chorally repeat. Compare sounds from animals in Spanish and English. Mastered triphthongs guau, miao. TPR Practice (<i>miau-gato; guau-perro</i>) Divide class by two teams one say the name other the sound. Makes right sound every time. <u>Predict</u> Students guess meaning of the dialogues on			<ul style="list-style-type: none"> • Create a poster pg. 60 • Hoja de actividad. Label the body parts of the cat, dog. • <i>Cuaderno de práctica</i> pg. 48 Independent class work. • <i>Cuaderno de práctica</i> pg. 49. • <i>Hoja de actividad</i> pg. 27 	

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	<p>page 116; draw the word web with that information. Write in the center the word <i>mascotas</i>=pets. Students said in Spanish their answers.</p> <p><u>Interpretive pg. 116</u></p> <p>Students share the names for pet is in their neighbors.</p> <p><u>Compare</u></p> <p>Names in Spain and US for pets. Draw the writing web.</p> <p>Compare and contrast dogs and cats and their body parts.</p> <p>Practice echo read on dialogues page 116.</p> <p><u>Accessing concepts</u></p> <p>Point to characters and ask about what pet does Miguel/Cristina have? How are the dog's ears/cat's eyes?</p> <p>Where are Miguel and Cristina from? How are the cat's/ears? Becky's eyes?</p> <p><u>Interpretive</u></p> <p>Read and chorally class repeat pg. 118.</p> <p>TPR Invite students to find in the classroom objects and describe them as <i>grande</i> or <i>pequeño</i>.</p> <p><u>Accessing concepts</u></p> <p>Point small item (coin) and say '<i>pequeño</i>', point big item (desk) and say '<i>grande</i>'.</p> <p>Ask students think other things besides size, sounds and so on and describe what they have in common with cats and dogs. Students share their findings.</p> <p><u>Scaffold and apply</u></p> <p>Pg.119 Describe body of the cat, students repeat after teacher.</p> <p><i>¿Qué tiene la gata?</i> What does the cat have? <i>La gata tiene cuatro patas.</i> The cat has four legs.</p> <p>Students identify the dog. Read incomplete sentences: <i>El perro tiene...</i> students complete in verbal way.</p>	
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	<p><u>Explore Cultures</u> Pg, 120 Who the burro famoso migh be/ Do Act. A, B.</p> <p>Read the ebook: “El club de español, explora España” www.descubreelespanol/thematic/avz/u1</p> <p><u>Multiple Access Strategies</u> TPR Role-Play dialogue from activity A.</p> <p><u>Multiple Intelligences</u> By teams design unique animal, name it, present and describe to class. Review vocabulary with cards. Revisit the essential questions for the week and ask students to answer it using concepts and vocabulary learned during the week.</p> <p><u>Writing Process</u> Mention 4 stages of writing. Work <i>Hoja de actividad 8</i> They will dray and color the pet they chose.</p> <p><u>Album de recuerdos</u> Do <i>hoja de actividad pg 27</i> complete the activities and file in <i>álbum de recuerdos</i>.</p>	
<p>Differentiation</p> <p>Strategic: Practice several times with the poster cutout for <i>perro</i> (dog) and ask them to practice the sound rr with words like <i>perro</i>.</p> <p>Intensive: They may use their sense of touch to determine what is big or small, large but not heavy. Benchmark: Review Numbers 1-4</p> <p>Challenge (Heritage Spanish Speakers): More advanced students replace the dialogues with word dog – hamster. <i>El es mi hámster. Sus orejas son pequeñas/sus ojos son negros.</i> This is my hamster. Its ears are small/its eyes are black. Read “Julio y Julia Cuidan sus mascotas”. They also may use compare/contrast two things: <i>ancho</i> (wide) <i>estrecho</i> (narrow), use those words to compare/contrast different classroom items. Name other parts of the donkey; <i>cabeza, (head)cuello (neck)</i>.</p>		
<p>Resources Provided</p> <ul style="list-style-type: none"> • Descubre el español A Santillana editorial Pgs 114-120 Cuaderno de práctica pgs. 48, 49. • Read Spain anthology page 124 • Vocabulary is presented in video unit 4 week 1: <i>burro, gato, perro, mascota, cola, ojo, oreja, pata, grande, pequeño, su, sus, también, como hace? Que tiene?</i> • Old magazines for students to cut our images of hats, sandals, clothes and guitars. 		

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Lesson Plan 4: Panama					
Content Area: World Language- Spanish and Heritage Spanish					
Lesson Title: Como funciona (Panama Canal)				Timeframe: 5 hours/days	
Lesson Components					
Common Core Standards 7.1.NM.A.1,2,3,4,5 7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4			National Standards Communication: 1.1-1.3 Cultures: 2.2 Connections: 3.1		
21 st Century Themes					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 st Century Skills					
Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	x Information Literacy
Media Literacy		ICT Literacy		x Life and Career Skills	
Interdisciplinary Connections: Social Studies and Literature					
Integration of Technology: ebook “El baúl de mi mundo”.					
Equipment needed: ELMO, Smartboard, Video: Unit 7 week 1					
Goals/Objectives	Learning Activities/Instructional Strategies			Formative Assessment Tasks	
Students will: <ul style="list-style-type: none"> Describe how the Panama Canal works by explaining how the locks in the canal work. 	Lesson Sequence Cómo funciona el canal de Panamá? How does the Panama Canal Works? <u>Activate prior knowledge</u> From pages 216-217 explain the canal is a path, write word <i>canal</i> and explain is the same word for English and Spanish but differ in pronunciation. Identify the characters, read the photo caption and help students to locate the place in a map. Review word: <i>barco</i> invite students to point the ships they see on page 216-217. <u>Language in context</u> Play audio cd track 49, explain the song. Echo read pg 217 and mime the lyrics. <u>TPR</u> By two teams the class is stretching and crouch			<ul style="list-style-type: none"> TPR Echo read Hoja de actividad 11, 39. Cuaderno de práctica pg. 90, 91 Scrapbook. 	

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	<p>down, repeating <i>el agua sube, el agua baja</i>.</p> <p><u>Predict</u> Scan pg. 218 They predict what is talking about this dialogue on word web. The center oval has the word <i>canal</i>, students should provide words in Spanish.</p> <p><u>TPR</u> The class is divided in two groups and singing and mime the song by brainstorm ways to perform those words. <u>Echo read</u> pg. 218.</p> <p><u>TPR</u> Students refer to some of the lines related to water: <i>sube el agua</i>, the class mimes the words. Teacher points to door and say <i>puerta</i>, students repeat, open the door and say: <i>la puerta se abre</i>.</p> <p><u>Multiple Access Strategies</u> Ask the questions from page 218 teacher book.</p> <p><u>TPR</u> Divide the class into 4 groups and share index cards with words: <i>baja, sube, se abre, se cierra</i>. Show to the students the cards and ask them by team act out their assigned action in front of the class, the rest of students identify the action saying in Spanish.</p> <p><u>Presentational</u> Students draw the words from index cards by teams according a vocabulary card assigned. They present their drawings to the class, and the class identifies the actions depicted.</p> <p><u>Interpretive Spanish and other disciplines</u> Teacher explains terms before and after: <i>antes y después</i>. Use explanation pg 220. Ask actions that happened before and after. Read pg 220 and ask what they remember from pg. 218. Ask them what made it possible for the ship to enter the canal. (The gate opened).</p>	
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	<p>Students in photocopy paper match the actions and words pg. 220.</p> <p><u>TPR</u> Volunteers stand up and mime the action as they answer: <i>Qué hace la puerta?</i> They open arms and say: <i>la puerta se abre</i>, close arms and say: <i>la puerta se cierra</i>.</p> <p><u>Accessing concepts</u> Volunteers explain what happened when the gate opened/closed. Students draw these events in the corresponding cause and effect boxes, on hoja de actividad 3.</p> <p><u>Scaffold and apply</u> Teacher read and acts out the actions from page 221. Students repeat and mime the actions. Then teacher ask: <i>Que pasa primero/despues?</i> Pointing to images. By teams one group open the door and repeat the sentence another close the door and repeat the sentence: <i>Primero la puerta se abre. Después la puerta se cierra.</i> Read directions and answer pg. 90.</p> <p><u>Interpretive</u> Discuss if student's prediction were accurate.</p> <p><u>TPR</u> Distribute the cards: <i>sube, baja, se abre, se cierra</i>. Create a poster with two words: <i>primero</i> and <i>después</i>. They place the cards on the corresponding side of the poster to write and repeat the sentence: <i>Primero la puerta se abre; después la puerta se cierra; primero el agua baja; después el agua sube.</i></p> <p><u>Explore cultures</u> Read echo pg.222 Compare hat from Mexico and now Panama. Create their Panama hat and model. By groups perform their dialogues in from of the class. By pairs walk around and describe their partner's hat: <i>El sombrero es grande y blanco.</i></p>	
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	<p><u>Review</u> Revisit essential question for the week. Students should use concepts and vocabulary learned. Explain the directions and model the activity for <i>Cuaderno de práctica pg. 91</i>. Revisit the essential question for the week and ask students to answer it using concepts and vocabulary learned during the week.</p> <p><u>Writing process</u> Briefly mention the four stages of the writing process. Discuss meaning of stage and distribute <i>hoja de actividad 11</i>. Students identify the images; they finish and color the illustration.</p> <p><u>Album de recuerdos</u> Distribute pg. 39. Read sentences aloud, and they complete the sentences correctly. File their “recuerdo” inside their scrapbook.</p>	
<p>Differentiation Strategic: Simplify instruction for these students and have them performing the actions. For example open the door as you say: <i>la puerta se abre</i>. These students may mime each action as the teacher says the words: <i>baja, se cierra</i>. Benchmark: Assist students with the word Panama is stressed on the last a by asking them to clap the last syllable: má. Challenge (Heritage Spanish Speakers): Ask these students to state what happens when the classroom door opens and closes in the morning. Example: <i>La puerta se abre – los estudiantes entran. La puerta se cierra los estudiantes se sientan</i>. Invite them to role play as they say the sentences. Students can develop sentences that use <i>entra</i> and <i>sale</i>. Encourage the heritage speakers to identify other materials besides straw, that are used to make hats e.g. <i>tela, cuero, plástico</i>.</p>		
<p>Resources Provided</p> <ul style="list-style-type: none"> • Student book “Descubre el español” Level A p.gs. 216-222, Cuaderno de práctica. <p>Vocabulary is presented in video unit 7 week 1 <i>Agua, puerta, baja, entra, sube, primero, después, como funciona...? Muchas gracias, se abre/se cierra.</i></p>		

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Lesson Plan 5 Argentina					
Content Area: World Language Spanish I					
Lesson Title: Los viajes				Timeframe: 5 hours/days	
Lesson Components					
Common Core Standards 7.1.NM.A.1,2,3,4,5 7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4			National Standards Communication: 1.1-1.3 Cultures: 2.2 Connections: 3.1		
21 st Century Themes					
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st Century Skills					
Creativity and Innovation	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
Media Literacy	ICT Literacy	x	Life and Career Skills		
Interdisciplinary Connections: Social Studies and Literature					
Integration of Technology: Internet website, games, eBook.					
Equipment needed: ELMO, Smartboard, Video:Unit 6 week 1					
Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks			
Students will: <ul style="list-style-type: none"> • Name various means of transportation. • Identify how people travel. • Identify the author's point of view in a reading. 	Lesson Sequence: <i>¿Cómo viajas?</i> How do you travel? From page 182 ask que es esto? (<i>una plaza</i>) compare the same on page 148. Point obelisk and say monument, ask them find the equivalent in English. Identify the characters, read the photo caption and help students to locate the place in a map. <u>Build background</u> Teacher explain do activity from page 182 teacher book. <u>Echo read</u> Page 182, 183 practice dialogue in two teams acting one character each one. Ask to mime the sound of the answer from <i>Me gusta viajar en...</i> switch the groups and repeat the activity. Ask some volunteers to act the dialogue by teams. From page 184 points to the characters and ask: <i>¿Quién es él?</i> Who is he? <i>¿Quién es ella?</i> Who is she? <i>¿Quiénes son ellos?</i> Who are they?/ the	<ul style="list-style-type: none"> • TPR • Hoja de actividad 10, 35, 55. • <i>Cuaderno de práctica</i> page 75, 76, 77. • Role plays dialogue checking correct intonation in dialogues, to distinguish declarative or interrogative sentences. 			

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	<p>people ¿<i>Quienes son ellas?</i> Who are they?/the girls.</p> <p>Show poster cutouts for avión (airplane) carro (car), camión (bus), barco (boat) Say the words slowly and have students repeat.</p> <p>Remind them these words refer to <i>medios de transporte</i> or different types of transportation the people use to travel.</p> <p><u>Multiple Access Strategies</u></p> <p>Practice activities A and B. Accessing concepts, content and critical-thinking skills from page 184.</p> <p><u>Practice and Apply</u></p> <p>By teams role play the dialogue assigning transportation to each group.</p> <p><u>Check comprehension</u></p> <p>Distribute Cuaderno de práctica page 75. Read directions have students repeat after you and model activity/ies.</p> <p>From page 186 Read title and students should repeat the question. Teacher point to different characters, students identify with their names and then the appropriate pronoun. Ask volunteers what they remember from the reading page 184. Students express what they think the narrator is outside the “story” because he uses words like <i>él, ella, ellas and ellos</i> to talk. Therefore the narrator is not one of the characters.</p> <p>Do Activity B page 186.</p> <p><u>Multiple Access Strategies</u></p> <p>With character cutouts and toys describe how the characters travel: <i>Ellos viajan en barco; ellas viajan en autobus.</i></p> <p>By teams with toys and cutouts characters students are going to create some sentences explaining how they travel.</p> <p><u>Scaffold and Apply</u></p> <p>Students identify from page 187 the types of transportation. Teacher says slowly: <i>aire, tierra</i> and <i>agua</i>, and ask them repeat as teacher point</p>	
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	<p>to air, ground and water in the photo. <i>Aire</i> and air are similar.</p> <p>Teacher read slowly and point to the sentences, second time read and students repeat.</p> <p><u>Review and apply</u></p> <p>The students are going to color the page hoja de actividad 55 and after teacher ask: por donde viaja el carro? Students answer: el carro viaja por tierra.</p> <p>Read instructions and model activity for Cuaderno de práctica page 76.</p> <p><u>Explore cultures</u></p> <p>Teacher explain and show pictures of different subway systems in USA and internationally. Have you traveled by subway? Did you like it? Echo Read page 188 with students and ask <i>¿Cómo se llama el tren? El tren se llama subte.</i></p> <p>Apply Multiple Access Strategies Role play dialogue from page 188 completing the sentences appropriately.</p> <p>Students will draw and color the assigned places (ground, body water or sky) and select some toys to play in their drawings.</p> <p>Echo read page 189 and by small groups ask the questions under aplica, they should complete sentences without teacher assistance. Review the essential question for the week and ask students answer using the concept and vocabulary learned during the week.</p> <p>Read, explain and model directions for <i>Cuaderno de practica page 77.</i></p> <p>Revisit the essential question for the week and ask students to answer it using concepts and vocabulary learned during the week.</p> <p><u>Writing Process</u></p> <p>Explain that they are at planifica stage. Distribute <i>hoja de actividad 10</i>, they should identify images and color four illustrations.</p> <p><u>Album de recuerdos</u></p> <p>On Hoja de actividad 35 they should draw</p>	
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	<p>themselves getting into the Subte and tracing the sentence. Place that their <i>recuerdo</i> inside their scrapbook.</p>	
<p>Differentiation Strategic: Show the corresponding toy as introduce each word, then distribute the toys and ask to hold up the appropriate toy each time you say its name. Intensive: They mime each means of transportation as the teacher show the transportation. <i>Avión:</i> they extend both arms and pretend that they are flying. To learn <i>por debajo de</i> ask students to draw a subway train under the city. Challenge (Heritage Spanish Speakers): Identify other means of transportation that people use: <i>tren</i> (train) <i>bicicleta</i> (bicycle) <i>camión</i> (truck) and <i>barco</i> (boat). Describe other types of transportation. Ellos viajan en tren, él viaja en bicicleta. Encourage students to identify the opposite of <i>por debajo de</i> and use it in sentence: <i>El avión viaja por encima de la ciudad.</i></p>		
<p>Resources Provided Hojas de actividad 10, 35 and 55. Vocabulary is presented in video unit 6 week 1: <i>Avión, barco, autobús, carro, tren, agua, aire, tierra, viaje, él/ella, ellos/ellas, como te gusta viajar? Como viaja(n)? viaja(n) en... por debajo de, por donde viaja? Viaja por...</i></p>		