

**BRIDGETON PUBLIC SCHOOLS**

**World Language Curriculum**

**Heritage Spanish Grade 2**

**SUMMER 2014**

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**(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 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>Grade Level Cluster: SECOND GRADE</b>	
<b>Content Area:</b> World Language- Spanish and Heritage Spanish	<b>Timeline:</b> 8 weeks
<b>Unit Title:</b> Vamos a aprender	<b>Program Design:</b> 40 minutes per class period
<b>Target Course/Grade Level:</b> Novice-High Language Learner	
<p><b>Unit Summary</b></p> <p>In this unit, students will explore Mexico, Chile and Nicaragua using a range of culturally authentic learning materials, such as: websites, music, graphs and school games. Students will reflect on their own cultural practices and develop materials that reinforce their knowledge about opposites, time and animals. Through a series of scaffolded learning activities, they strengthen their interpretive, interpersonal and presentational skills.</p> <p><b>Primary interdisciplinary connections:</b> Mathematics and Social Studies.</p> <p><b>21<sup>st</sup> century themes:</b> Life and career skills.</p>	
<p><b>Unit Rationale</b></p> <p>Developing skills of communication, interpretation and presentation through practices including identity and comprehension of the Hispanic culture will help students to live socially well in the 21<sup>st</sup> 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 understand greetings and discover things they have in common, like identifying choices for pets. In addition students will also compare their communities to those in Hispanic countries.</p>	
<b>Learning Targets</b>	
<p><b>Standard 7:</b> 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><b>World Language Strands: St A St B St C</b></p> <p><b>A. Interpretive Mode</b> 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>B. Interpersonal Mode</b> 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><b>C. Presentational Mode</b> 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>	

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<b>Teacher Resource:</b> See the <u>Standards-Based Planning Web</u> for a full description of how the unit connects with each of the five Cs (communication, cultures, connections, comparisons, and communities).	
<b>Related Cultural Content Statements</b> 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 how to past time on weekends, and family is very important part of Hispanic culture. Besides online newspapers, magazines, blogs, wikis online videos and government sites provide current information on perspective of the target culture on local, national and global school issues.	
<b>CPI #</b>	<b>NJ Curriculum Common Core Standards for World Language Spanish</b>
7.1NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials using 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.
keys	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.

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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.
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.

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	<p>Use frequently occurring conjunctions (e.g., and, but, so, because).</p> <p>Use determiners (e.g., articles demonstratives).</p> <p>Produce and expand complete simple and compound declarative, interrogative and exclamatory sentences in response to prompts.</p>
L.1.2	<p>Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.</p>
L.1.4	<p>Use sentences-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p>
L.1.5	<p>Sort words into categories (e.g., colors, clothing) or gain a sense of the concepts the categories represent.</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>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.</p>
L.1.6	<p>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).</p>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● ¿Cuál es el color opuesto de negro? (Which is the opposite for black color?)</li> <li>● ¿Dónde está el reloj en este salón de clases? (Where is the clock in this classroom?)</li> <li>● ¿Cuáles animales pueden ser mascotas? (Which animal could be a pet?)</li> <li>● ¿Cómo nos saludamos y despedimos? (How do we say Hello and goodbye?)</li> <li>● ¿Qué encontramos en la escuela? (What can we find in a school?)</li> <li>● ¿Cuáles son algunos tipos de casas? (What are some kind of houses?)</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Choose opposites that can describe the body.</li> <li>● Be able to say at least 5 opposites' sentences about family members.</li> <li>● Identify the masculine and feminine word ends.</li> <li>● Count up to 12 in Spanish.</li> <li>● Tell the time hour in Spanish.</li> <li>● Differentiate between activities done in the morning and the afternoon.</li> <li>● Recognize prepositional phrases.</li> <li>● Name three different pets in Spanish.</li> <li>● Describe and compare animals by size and by color.</li> <li>● Plan what they are going to write and drawing, developing ideas and organizing their drawings and ideas.</li> <li>● Learn and practice different greetings and goodbyes.</li> <li>● Introduce themselves to others.</li> <li>● Recognize the sequence of events in a story.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Predict and retell events.</li> <li>• Identify and count school supplies</li> <li>• Identify the days of the week in Spanish.</li> <li>• Explain activities conducted on different days of the week.</li> <li>• Name types of homes in Spanish.</li> <li>• Identify 3 rooms in a house.</li> <li>• Distinguish between true and false statements about a story.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Active prior learning practicing echo read.</li> <li>• Exchange information drawing word web as whole class</li> <li>• Build background identifying characters through questions and answers.</li> <li>• Understand and interpret written and spoken language “reading” and predicting texts.</li> <li>• Access contents through critical-thinking skills.</li> <li>• Compare and contrast cultural practices by role playing the dialogues.</li> <li>• Check their comprehension by reading and applying knowledge to real life.</li> <li>• Explain the meaning of the new vocabulary.</li> <li>• Create Spanish-language materials that promote ways to express their creativity.</li> <li>• Review the essential questions to discuss if their predictions were accurate.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment ( 5 days)</b>          Students will create an <i>album de recuerdos</i> and identify information about: Mexico, Chile and Nicaragua. Students will also create clocks to assist with understanding of time in these countries. The final assessment will have teams of students creating a diorama.</p> <p><b>Equipment needed:</b> Laptop, ELMO, Smar board (with multi-media production tools such as photo story or power point, headphone and microphones, digital voice recorders).</p> <p><b>Teacher Resources:</b> Student/teacher book “Descubre el español” Level:B, “Risas and Sonrisas” teacher book, <i>Cuaderno de práctica, Cuaderno de actividades, tarjetas fotograficas</i>, cd track 1, images of activities done in a house/park/office/school, people greeting, houses and animals.</p>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>▪ Checking for understanding: white boards, signaling, TPR, drawing to demonstrate.</li> <li>▪ <i>Hoja de práctica y hoja de actividad.</i></li> <li>▪ Results from online games.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Informal assessment like culminating activities at the end of the section.</li> <li>▪ Writing process “<i>Album de recuerdos</i>”.</li> <li>▪ Student to student conversations.</li> <li>▪ Recording pronunciation.</li> </ul>
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 The Opposites (Los opuestos)	5 hours/days
Lesson 2 The time (La hora)	10 hours/days

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Lesson 3 The animals (Los animales)	10 hours/days
Lesson 4 Mexico	5 hours/days
Lesson 5 Chile	5 hours/days
Lesson 6 Nicaragua	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](http://www.mediaspanishforkids.com)

[online.descubreelespanol.com](http://online.descubreelespanol.com)

[www.googleearth.com](http://www.googleearth.com)

[http://LiteraturesSantillanausa.com/literature/collections/facil de leer/opuestos en el reino animal and sapo y sepo son amigos.](http://LiteraturesSantillanausa.com/literature/collections/facil%20de%20leer/opuestos%20en%20el%20reino%20animal%20and%20sapo%20y%20sepo%20son%20amigos)

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Lesson Plan 1: The opposites (Los opuestos)					
Content Area: World Language Spanish and Heritage Spanish					
Lesson Title: Mexico				Timeframe: 3 hours/days	
Lesson Components					
<b>Common Core Standards</b> 7.1.NM.A.1,2,3,4,5 7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4			<b>National Standards</b> Communication: 1.1-1.3    Connections 3.1,3.2 Comparisons: 4.1    Communities: 5. Cultures: 2.11		
21 <sup>st</sup> Century Themes					
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> 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/Mathematics					
Integration of Technology: “Risas and sonrisas” the opposites game online					
Equipment needed: Laptop, netbook, internet, smart board, digital voice recorder.					
Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks			
Students will: <ul style="list-style-type: none"> <li>• Choose opposites that can describe the body.</li> <li>• Be able to say at least 5 opposite’ sentences about family members.</li> <li>• Identify the feminine and masculine word ends.</li> </ul>	<b>Lesson Sequence</b> <ul style="list-style-type: none"> <li>• ¿Cuál es el color opuesto de negro? (Which is the opposite for black color?)</li> </ul> <u>Build background</u> Using the opposite posters introduce the vocabulary, students repeat each word. Sing the song: <i>Los opuestos</i> # 18 from cd songs <i>Risas y Sonrisas</i> program. Play bingo game pg. G3 with the opposites.  <u>Language in context</u> Explain the Opposites are adjectives or words that describe nouns (a person, place or thing). Use Body poster to point at the pink and blue noun words. Remind students most pink words end in “a” are feminine words and blue words ending in “o” are masculine. Then place the Colors poster next to opposite poster and explain that colors are also adjectives, because they	<ul style="list-style-type: none"> <li>• Learn the opposite’s song.</li> <li>• TPR</li> <li>• Opposite Quiz</li> <li>• Play charade game</li> <li>• Result from game online.</li> <li>• Student book pg. 43</li> </ul>			



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	<p>describe nouns.</p> <p>In Spanish, the pink – A and blue – O vowels at the end of the adjective words have to match the noun word they are describing. Example: <i>brazo Amarillo or cabeza dura</i> according their gender.</p> <p>If the word is plural the endings must also match. E.g. <i>brazos amarillos or cabezas duras</i>.</p> <p>If the words that end in e like <i>grande</i> or a consonant like <i>joven</i> can be used the same way for pink or blue words. E.g. <i>brazo grande or cabeza grande, tío joven, tía joven</i>.</p> <p>To make them plural words ending in a, e, o, add an s; if it's a consonant letter add <b>es</b>. E.g. <i>brazo-brazos, cabeza- cabezas, grande-grandes, joven-jóvenes</i>.</p> <p>Another big difference between Spanish and English is that nouns are placed before adjectives. In Spanish we say “cabeza grande – head big”.</p> <p>Students review student book pg. 43.</p> <p><u>Practice and learn</u></p> <p>Using Body and Opposites posters, choose an opposite that can describe the body, such as <i>pequeño/a/s</i>. Have students select and say four body words to match the selected opposite: E.g. <i>cabeza-pequeña, hombros pequeños, rodillas pequeñas, pies pequeños</i>.</p> <p>Repeat using different opposite words such as: <i>grande, Delgado, gordo, suave, duro, caliente, frio</i>, and four different body words. Continue until all body vocabulary has been practiced.</p> <p><u>Practice</u></p> <p>Play charades game pg.G12 using opposites posters.</p> <p>Sing los Opuestos # 18 vary the speed and tone.</p>	
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	<p>Read ebook: “Opuestos en el reino animal”  <a href="http://LiteraturesSantillanausa.com/literature/collections/facil%20de%20leer/opuestos%20en%20el%20reino%20animal">http://LiteraturesSantillanausa.com/literature/collections/facil de leer/opuestos en el reino animal</a></p> <p>Conversation: Q&amp;A # 32 Como es...el/la? El/la es...</p> <p>Sing La familia #16 and Yo te daré #17.</p> <p><u>Practice and Apply</u></p> <p>Place the family and opposite posters on the board. Review the pink <i>-a</i> and blue- <i>o</i> endings. Show students how to match opposites with different family members. Point a family member and match it with a corresponding opposite word card. E.g. abuelo bajo – abuela baja; padre alto – madre alta; primo grande – prima grande; gato lento – gata lenta; primo rápido – prima rápida.</p> <p><u>Check comprehension</u></p> <p>Toss the ball asking students Como es el abuelo?/ abuela? Tia? Students choose one opposite (adjective) and one family member E.g. El abuelo es Viejo; la tia es delgada.</p> <p>Play opposites online  <a href="http://www.mediaspanishforkids.com">www.mediaspanishforkids.com</a></p> <p><u>Review and apply</u></p> <p>Toss the ball and say an opposite word; the student who catches the ball should respond with the corresponding opposite word. E.g. suave – duro. Then he/she should throw the ball to another student continuing the opposite word test.</p> <p>Revisit the essential questions for the week and ask students to answer it using concepts and vocabulary learned during the week.</p> <p>Play Snake of words pg. G22 with opposite vocabulary.</p>	
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	Practice the opposite writing/coloring. Answer the quiz about opposites.	
<b>Differentiation</b> <b>Strategic:</b> These students may play with supporter classmate. Practice opposites by practicing one by one several times. <b>Challenge:</b> May help guiding the game, after the teacher explains the first round.		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> alto-bajo (short-tall), grande-pequeño (big-small), muchos-pocos (many-few), viejo-nuevo (old-new), lento-rapido (slow-fast), Delgado-gordo (thin-fat), joven-viejo (young-old), caliente-frio (hot-cold), contento-triste (happy-sad), claro-oscuro (light-dark), bueno-malo (good-bad).</li> <li>• Risas and Sonrisas Teacher book.</li> <li>• Student book page 43</li> <li>• Charade game p. G12</li> <li>• Q&amp;A #33, 35.</li> <li>• Music Cd #16, 17 and 18</li> <li>• Bingo and Snake of words Game.</li> <li>• Vocabulary Cards Opposites.</li> <li>• Readers Theater: <i>Mi familia</i> pg. 50 or Work Book 2 pg. 27.</li> <li>• Poster B/W Family opposites, game at <a href="http://www.mediaspanishforkids.com">www.mediaspanishforkids.com</a></li> <li>• <a href="http://LiteraturesSantillanausa.com/literature/collections/facil de leer/opuestos en el reino animal">http://LiteraturesSantillanausa.com/literature/collections/facil de leer/opuestos en el reino animal</a></li> </ul>		

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Lesson Plan 2: The time (La hora)					
<b>Content Area: World Language Spanish and Heritage Spanish</b>					
<b>Lesson Title:</b> La hora The time				<b>Timeframe:</b> 10 hours/days	
Lesson Components					
<b>Common Core Standards</b> 7.1.NM.A.1,2,3, 7.1.NM.B,2,3 /7.1.NM.C2			<b>National Standards</b> Communication: 1.1-1.3      Connections 3.1,3.2 Comparisons: 4.1      Communities: 5. Cultures: 2.1 1		
21 <sup>st</sup> Century Themes					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 <sup>st</sup> Century Skills					
Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy	x	Life and Career Skills	
<b>Interdisciplinary Connections:</b> Mathematics and Social Studies.					
<b>Integration of Technology:</b> Smart board, Elmo, internet games, digital clock, online song.					
<b>Equipment needed:</b> Internet, computer, Elmo, student book, cd player.					
Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks			
Students will: <ul style="list-style-type: none"> <li>• Count up to 12 in Spanish.</li> <li>• Tell the time hour in Spanish.</li> <li>• Differentiate between activities done in the morning and the afternoon.</li> <li>• Recognize prepositional phrases.</li> </ul>	<b>Lesson Sequence</b> <u>Activate prior knowledge</u> Frontload vocabulary: Donde está el reloj en este salón de clase? (Where is the clock in this classroom?) Build background with time vocabulary. <u>TPR</u> Students should identify the clock. <u>Language in context</u> Students read and chorally repeat after teacher. <u>Predict</u> Students express what they think the characters are talking about. <u>Close (Connections)</u> Have students create their own digital clocks out of construction paper. Write the hours on separate notecards. <u>Interpretive</u>	<ul style="list-style-type: none"> <li>• Set their clocks to an hour shown in activity and answering the questions.</li> <li>• Participate in discussions.</li> <li>• Create a digital clock.</li> <li>• Answer quiz</li> <li>• TPR</li> <li>• Correct intonation in Role plays dialogues, to distinguish declarative or interrogative sentences.</li> <li>• Sing the song: "Amigo la hora".</li> </ul>			

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	<p>Write subjects name and show some items about those subjects. Ask: Que material estudias con estos objetos? What subject do you study with these ítems? Audio cd track 21. (<i>Risas &amp; sonrisas</i>)</p> <p><u>Multiple Access Strategy</u> Display different hours on digital clock, they replicate times on their paper clocks.</p> <p><u>Accessing contents</u> Students set their clocks to appropriate times requested by the teacher.</p> <p><u>Accessing critical-thinking skills</u> Sentences with primero, después and por ultimo using digital clocks and sentences: Son las... or es la una. Los niños estudian ciencias. (The children study science).</p> <p><u>Close</u> Discuss if their predictions were accurate. (Si, no). Students take their paper digital clocks home and practice at home with the time and repeating <i>Son las... Es la...</i> Next class they will share their experiences.</p> <p><u>Check language</u> By teams count 1-12 items.</p> <p><u>Scaffold and apply</u> Read dialogue with intonation in declarative and interrogative sentences from page 101 Book B.</p> <p><u>Multiple access strategies</u> Write on the board the dialogues and students circle punctuation marks, they determine which sentence is declarative or interrogative.</p>	
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	<p>Sing the song “Amigo la hora” from Risas and Sonrisas online.  <a href="http://www.mediaspanishforkids.com">www.mediaspanishforkids.com</a></p> <p><u>Accessing content</u>  Erase from the sentences the punctuation marks and read without/with it to identify understanding of the dialogue.</p> <p><u>Accessing critical thinking skills</u>  By teams of two rewrite the dialogue including one exclamatory sentence and read aloud. Discuss the meaning.  Revisit the essential question for the week and ask students to answer it using concepts and vocabulary learned during the week.</p> <p><b>Close:</b>  Role-Play scenes from book page 101 and do activity C.</p>	
<p><b>Differentiation</b></p> <p><b>Intensive:</b> They focus on the 3 types of punctuation marks. By teams create a sentence with each one. Teacher should hold up the different sentences, reading for them. They focus on intonation and punctuation marks to repeat.</p> <p><b>Challenge (Heritage Spanish Speakers):</b>  Provide magazines, scissors and glue stick. Cut out two people and draw bubbles above their heads. Create a dialogue with greetings, time of the day, similar those in book.</p>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>• Student and teacher book “Descubre el español” Level: B</li> <li>• Construction paper magazines, scissors and glue stick.</li> <li>• Cd track 21</li> <li>• Notecards</li> <li>• Song: “Amigo la hora” <a href="http://www.mediaspanishforkids.com">www.mediaspanishforkids.com</a></li> <li>• Lyrics: Muy buenos días amigo (Very good morning friend) muy buenos días te doy (Very good morning I give you), ¿Quieres jugar conmigo? (Do you want to play with me?) ¿A qué hora te tienes que ir? ( At what time do you have to go?) Yo me voy a las nueve, (I leave at nine), Yo me voy a la una, (I leave at one), Mejor me quedo hasta las seis (I better stay until six).</li> </ul>		

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Lesson Plan 3: The animals (Los animales)				
<b>Content Area: World Language Spanish and Heritage Spanish</b>				
<b>Lesson Title:</b> Mascotas y otros animales en Costa Rica			<b>Timeframe:</b> 5 hours/days	
Lesson Components				
<b>Common Core Standards</b> 7.1.NM.A.1,2,3,4,5 7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4		<b>National Standards</b> Communication: 1.1-1.3      Cultures: 2.1 Comparisons: 4.1              Connections: 3.1, 3.2		
21 <sup>st</sup> Century Themes				
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy	
21 <sup>st</sup> Century Skills				
Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy	
Media Literacy	ICT Literacy	x	Life and Career Skills	
<b>Interdisciplinary Connections:</b> Science and Literature				
<b>Integration of Technology:</b> online games				
<b>Equipment needed:</b> Internet, Smartboard, student book.				
Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks		
Students will: <ul style="list-style-type: none"> <li>Name different pets in Spanish.</li> <li>Describe and compare animals by size and by color.</li> <li>Plan what they are going to write by drawing, developing ideas, and organizing their drawings and ideas.</li> </ul>	<b>Lesson Sequence</b> <u>Activate Prior Knowledge</u> ¿Cuáles animales pueden ser mascotas? (Which animal could be a pet?) Write the sentence in a sentences strip chart and practice echo read asking volunteers to answer the question. Explain that at the end of the week they will be able to name and describe different animals that they could have as pets.  <u>Build background</u> Identify the characters, read the photo caption and help students to locate the place in a map. Draw a large word web and students add animals to <i>palabras similares</i> , using the cutout animals' posters . Ask which animals are farm animals and which ones could be pets. Add line from center of the web and write <i>animals de la granja</i> (farm animals) in smaller circle. Write the animals around,	<ul style="list-style-type: none"> <li>TPR</li> <li>Echo reading</li> <li><i>Cuaderno de práctica</i> pg. 47, 48, 49</li> <li>Role play dialogue pg. 119. Correct intonation in Role play dialogues, to distinguish declarative or interrogative sentences.</li> <li><i>Hoja de actividad</i> page 24.</li> </ul>		

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	<p>repeat the other side with animals that could be <i>mascotas</i> (pets). Then ask: <i>¿Es un caballo una mascota?</i> (Is a horse a pet?) and <i>es un pez un animal de la granja?</i> (Is a fish a farm animal?) Have students answer si or no according what they see in the word web. Repeat the question with other animals. Keep the web.</p> <p>Display the characters cutout of Daniel and say: <i>El es Daniel un amigo de Tony y Lisa?</i> (He's Daniel Tony and Lisa's friend).</p> <p><u>TPR</u></p> <p>Direct students to pages 114-115 and ask them to identify the people and animals in the image. "<i>Señala a Daniel y sus padres, señala al perro/gato/pájaro.</i> (Point to Daniel and his parents. Point to the dog/cat/bird).</p> <p><u>Language in context</u></p> <p>Practice echo read (114-115) and ask students pointing the image following the animals.</p> <p>Distribute the cutout animal posters and ask to those students with poster: <i>¿Qué mascota tienes?</i> (Which pet do you have?)</p> <p><u>Predict</u></p> <p>By teams of two they are going to discuss what is talking about the page 116. After a few minutes, the teacher draws a word web with the sentence: "<i>Yo creo que ellos hablan sobre...</i> (I think they (the characters) are talking about...) and write the students words to latter confirm their predictions.</p> <p><u>Practice and Apply</u></p> <p>TPR by teams with cutout character's poster to practice the commands: <i>Da el pájaro a Tony, Da el gato a Lisa.</i> (Give the bird to Tony/Give the cat to Lisa). Have the appropriate animal to each character. Redistribute the cutouts and have other</p>	
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	<p>students five the commands.</p> <p><u>Warm up</u> <i>Tienes una mascota?</i> have students answer: <i>Si, yo tengo una mascota.</i> (I have a pet) or <i>No, yo no tengo una mascota</i> (No, I don't have a pet). Review adjectives <i>grande</i> (big) and <i>pequeño</i> (small) from previous lesson displaying magazine or internet images with different animals to learn <i>grande, pequeño</i>. Display the <i>tarjetas fotográficas</i> for the colors and practice echo read. Do some suggested activities on the back of the cards.</p> <p><u>TPR</u> Divide the class in groups and have one group of students looking at the image on page 116 and ask them to point to a specific animal. Other group may play game online about animales de la granja from risas and sonrisas, (<a href="http://www.mediaspanishforkids.com">www.mediaspanishforkids.com</a>) and other group reading a book from the anthology books.</p> <p><u>Echo read</u> Read the title on page 116 and practice echo read with the class with all the dialogues, starting with words, phrases and sentences. Also may play Audio CD track 25 and students listen attentively and then repeat.</p> <p><u>Multiple Access Strategies</u> Accessing concepts/content/critical thinking skills with questions: <i>¿Cuántas mascotas tiene Daniel?</i> (How many pets does Daniel have?/four) <i>Qué mascotas tiene Daniel?</i> (What pets does Daniel have? He has a dog/cat/bird and</p>	
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	<p>fish). <i>El perro de Daniel ¿es grande o pequeño?</i> (Is Daniel’s dog big or small?/the dog is big). <i>El gato de Daniel ¿es grande o pequeño?</i> (Is Daniel’s cat big or small?/ the cat is small). <i>¿De qué color es la mascota mas pequeña?/La mascota más pequeña es amarilla.</i> (What color is the smallest pet?/the smallest pet is yellow). <i>¿De qué color es la mascota más grande? La mascota mas grande es marrón.</i> (the biggest pet is brown).</p> <p><u>Check comprehension</u>  Read and model activities for A and B from pages 117.</p> <p><u>Apply</u>  <i>¿De qué color es tu mascota?</i> What color is your pet? <i>El color de mi mascota es...</i> The color of my pet is... Students who do not have a pet, may talk about what pet they would like to have.  Be sure to display words with names of colors and the pets already presented to assist students with their answers.  Play with the whole class or individually the game with <i>Animales de la granja</i> <a href="http://www.mediaspanishforkids.com">www.mediaspanishforkids.com</a>  Read directions and model activity for <i>Cuaderno de práctica</i> pg. 47.</p> <p><u>Check comprehension</u>  Explain the words <i>grande/pequeño</i> with arms open and cupping your hands together. Read title from page 118 and ask questions to confirm their knowledge. Read the directions for activity A and practice echo read, asking volunteers to say the correct sentences.  Display animal’s poster and ask to point: <i>señala un animal grande/pequeño.</i> Keep making questions about characteristics from animals big or small.</p>	
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	<p>Have students draw an animal card and a color card, and then have them combine cards to make sentences, such as: <i>El perro es Amarillo</i> (the dog is yellow).</p> <p><u>Echo read</u>  Practice echo read from page 119 and ask them to order from smaller to largest the poster cutout for <i>pez, pájaro, gato and perro</i>. Point to an animal and ask students which animal is bigger/smaller and say: <i>Si, el ___ es mas grande que el ___</i>. (Yes the ___ is bigger than ___). Have students repeat after you. Compare several animals. Explain <i>mas grande que</i> means bigger than.</p> <p>Have students answer <i>Cuaderno de práctica</i> page 48. Read directions model the activity and let them answer as independent class work.</p> <p>By teams of two, role play dialogue from student book page 119, providing <i>tarjeta fotográfica</i> of different animals.</p> <p><u>Echo read</u>  From page 120 ask students: how these wild animals differ from pets? Explain that wild animals should have to find their own food and shelter in nature, where as pets have owner that take care of them.</p> <p>Read the sentences and show to the students the word web used in the beginning to include another oval (animals salvajes – wild animals) in the word web and add <i>jaguar</i> and <i>tarantula</i> for <i>palabras similares</i> chart.</p> <p>Read directions from page 120 and ask students use adjectives to complete sentences aloud.</p> <p><u>Multiple Access Strategic</u>  Ask students by teams to point to a specific</p>	
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	<p>animal, do several times.</p> <p>Point to an image and at random have students read the sentence that corresponds to the image.</p> <p>Have students describe animals using another adjectives; <i>El jaguar tiene manchas negras.</i> (The jaguar has black spots).</p> <p>Show a picture of coral snake and a king snake. Find differences Explain coral snake is a poisonous snake. Teach the rhyme to remember: <i>Roja en amarilla es venenosa. Roja en negra es mas segura.</i> (Red on yellow is poisonous. Red on black is safer).</p> <p>Practice <i>Descubre Online</i> activities for this unit and week.</p> <p><u>Read the ebook:</u>  <i>“Julio y Julia cuidan sus mascotas”</i></p> <p>Read directions and model the activity/ies <i>Cuaderno de práctica</i> page 49 and have students to complete as independent class work.</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>Have students repeat: <i>¡A escribir!</i> After you. Then read the line <i>Tema: Mi mascota</i> with the class. Explain to students that in they will create illustrated stories about a pet they have or would like to have.</p> <p>Briefly mention the four stages of the writing process. Explain this week they are at the <i>Planifica</i> stage. Review meaning of the stage and ask students to draw a picture of their pet in action and home in which the animal lives or would live.</p> <p>Distribute Hoja de actividad 24. They have to cut out the words at the bottom of the</p>	
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	<p>page and glue them next to each animal. Allow time for students to color and decorate the page. Keep this <i>recuerdo</i> inside their <i>álbum de recuerdos</i>.</p>	
<p><b>Differentiation</b></p> <p><b>Intensive:</b> Displaying the tarjetas fotográficas for animals and colors. Focus on one animal or one color at time and ask students to point to the corresponding card. Once they demonstrate competency, continue with another image.</p> <p>Help those students with difficulty understanding, giving several objects that are big and small. Point to each object and say <i>grande</i> or <i>pequeño</i> and ask them repeat. Then ask them to describe each object: la pelota es pequeña/La mesa es grande.</p> <p>Practice to pronounce the names of the wild animals by focusing on one animal at a time.</p> <p><b>Challenge (Heritage Spanish Speakers):</b> Ask heritage students to image what other animals may live on Daniel’s farm and ask to create illustration and labeled with Spanish names of pets and farm animals to display in the classroom.</p> <p>Give to heritage students a sheet of paper folded in half. On one side they will write the title <i>Animales grandes/Animales pequeños</i> and draw and label animals that fit in that category. Then let them share their work with the class.</p> <p>Have advanced students to create sentences comparing the sizes of the wild animals with other animals, using the phrases <i>mas grande que</i> and <i>más pequeño(a) que</i>. Then invite students to share their sentences with the class.</p>		
<p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> culebra, gato, jaguar, loro, mariposa, mono, mariposa, pájaro, pato, perro, pez/peces, tarántula, granja, mascotas, amarillo (a), azul, marrón, negro (a), mas grande/pequeño que, el caballo, la oveja, la vaca, el puerco, el pájaro, la gallina, el pollito, la mariposa, la cabra, el perro, el gato, la abeja, el burro, la rana, la lagartija, el ratón, el gallo, el conejo, los peces, el pato, la tortuga, el ganso, el pavo, la hormiga.</li> <li>• Poster board or chart paper, images of large and small dogs, cats, birds, and fish, images of a coral snake and king snakes.</li> <li>• notecards.</li> <li>• “<i>Descubre el español</i>” Level:B teacher book.</li> <li>• Ebook: Julio y julia cuidan sus mascotas <a href="http://www.descubreelespanol/thematicsbas/u4">www.descubreelespanol/thematicsbas/u4</a></li> <li>• <i>Risas and sonrisas</i> activity workbook 1 and teacher book.</li> <li>• Risas and sonrisas opposite and <i>animals de la granja</i> posters.</li> <li>• Animales de la granja game <a href="http://www.mediaspanishforkids.com">www.mediaspanishforkids.com</a></li> </ul>		

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Lesson Plan 4: Mexico					
<b>Content Area: World Language Spanish and Heritage Spanish</b>					
<b>Lesson Title:</b> Saludos y Despedidas (Greetings and farewells)				<b>Timeframe:</b> 5 hours/days	
Lesson Components					
<b>Common Core Standards</b> 7.1.NM.A.1,2,3,4,5 7.1.NM.B.2, 3, 4, 5 /7.1.NM.C2, 3, 4			<b>National Standards</b> Communication: 1.1-1.3      Cultures: 2.1 Comparisons: 4.2		
21 <sup>st</sup> Century Themes					
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy		
21 <sup>st</sup> Century Skills					
x Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy		
Media Literacy	ICT Literacy	x Life and Career Skills			
<b>Interdisciplinary Connections:</b> Social Studies and Literature					
<b>Integration of Technology:</b> Internet, netbook, online games.					
<b>Equipment needed:</b> ELMO, Smartboard					
Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks			
Students will: <ul style="list-style-type: none"> <li>• Learn and practice different greetings and goodbyes.</li> <li>• Introduce themselves to others</li> <li>• Recognize the sequence of events in a story.</li> <li>• Predict and retell events.</li> </ul>	<b>Lesson Sequence</b> <u>Activate Prior Knowledge</u> Como nos saludamos y despedimos? Practice Greetings with classmate: <i>hola amigo/a</i> (hi friend) .  <u>Build background</u> Guide students to identify characters asking questions: <i>¿Quien es él?</i> (who's he?) Elicit <i>El es Tony.</i> (He is Tony). Read the photo caption and explain that Lisa and Tony are waiting in line to swim at Chankanaab National Park in Cozumel. That is an area that protects marine life, such us dolphins and sea turtles. Help students to identify where is located Cozumel in the map. (Cozumel is a small island off the coast of the Yucatan, Peninsula of Mexico)  <u>Language in context</u>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Role plays dialogue checking correct intonation in dialogues, to distinguish declarative or interrogative sentences.</li> <li>• <i>hoja de actividad pg. 6, 11, 12</i></li> <li>• <i>Cuaderno de práctica pg.7.</i></li> <li>• <i>Perform commands pg. 19.</i></li> </ul>			

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	<p>Practice with the class echo read. Ask volunteers to using cutouts of characters practice the dialogue. Toss a ball and ask to practice the greetings.</p> <p><u>Predict</u>          Draw a word web and write <i>Yo creo que hablan sobre...</i> (I think they (characters) are talking about...) have students predict and write their ideas in other ovals. Keep the word web to confirm their predictions after reading.</p> <p><u>Check comprehension</u>          Role Play dialogue on page 12.</p> <p><u>Interpretive</u>          Ask students to explain what the words are saying and practice the greetings, shaking/waving hands.</p> <p>Explain the concepts about <i>fútbol</i> means soccer and the Azteca stadium is one of the biggest in the world and is located in capital city of México.          Practice echo read. Use the Audio Cd track 1.</p> <p><u>Accessing concepts</u>          Make the questions: <i>¿Quién es él/ella?</i> Who is he/she? The students point and answer: Lisa, Tony, Maria, Diego.          Point to Stadium and ask: <i>¿Qué es esto?</i> <i>Un estadio.</i> What is this? A soccer stadium.  <i>¿Qué dicen los niños para saludarse?</i> <i>Hola</i> What do children say when greeting someone? Hi.  <i>¿Qué dicen los niños para despedirse?</i> <i>Adiós.</i> (What do children say when saying good bye? Goodbye.  <i>¿Qué dice Tony para presentarse a Diego?</i> <i>Yo me llamo Tony.</i> What does Tony say to introduce himself to Diego? My name is</p>	
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	<p>Tony.</p> <p><i>¿Qué hacen los niños? Miran un partido de fútbol.</i> What are the children doing? They are watching a soccer match.</p> <p><i>¿Quién es Diego? Es el amigo de Maria.</i> Who is Diego? Maria's friend.</p> <p><i>¿Qué se dice cuando se presenta a un amigo o una amiga? Hola. Yo me llamo ____.</i> What do you say when you're meeting a new friend? Hi, my name is __.</p> <p><u>Practice and Apply</u></p> <p>Read directions and model activities from page 15 to do activities A, B, and C. Read each prediction and have students respond si (yes) if prediction was correct or no if it was incorrect.</p> <p><u>Check comprehension</u></p> <p>Read statements from page 16 and have students repeat. Make questions to answer: si or no and pointing to characters to review comprehension.</p> <p>Write the sequencers <i>primero</i>, <i>después</i> and <i>último</i>, under each one draw to illustrate the meaning. E.g. under <i>primero</i> draw a seed; under <i>después</i> sunshine and water, and under <i>ultimo</i> a flower blooming.</p> <p>Help students to identify and point to the scene that happens first, then and last according to the dialogues on page 14 by asking: <i>¿Qué pasa primero/después/por último?</i></p> <p>Role plays dialogue pg 14, using the cutouts characters, review with all students.</p> <p><u>Multiple Access Strategies</u></p> <p>Use <i>hoja de actividad 6</i> and ask students to draw a picture to show sequence of the events in the dialogues from page 14. Have students write phrases or sentences to explain their drawings. Encourage to add <i>estadio</i> and <i>fútbol</i>.</p>	
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	<p><u>Review and apply</u></p> <p>From page 17 students are going to complete the phrases in a card and practice act out the scenes with the complete sentences.</p> <p>Invite students to think in more situations in which the expressions <i>Hola, yo me llamo __, mucho gusto</i> and <i>Adiós</i> can be used. They may act out these situations.</p> <p><u>Explore cultures</u></p> <p>Practice echo read on page 18. Explain these greetings are used in different time of the day when greeting others. Discuss together what is happening in each picture. Have students turn to the person next to them and say that greeting, repeat with other two greetings.</p> <p><u>Multiple access Strategies</u></p> <p>Invite volunteers role play the dialogue from activity A.</p> <p>Display images of an event happening in the morning/afternoon and ask what greeting they will use.</p> <p>By teams of two have students create their own dialogues using their names and new greetings. Have them act out in front of the class.</p> <p>Prepare cards with commands: <i>Saluda a un amigo/a</i> (Greet a friend) <i>Despidete de un amigo/a</i> (Say goodbye to a friend), <i>Preséntate a un amigo/a</i> (Introduce yourself to a friend) then play the game “the bottle”. Have students sit in circle and spin an empty plastic water bottle in the middle. When the plastic bottle stops, show a card to the student to whom the bottle is pointing. Have student perform the command on the card.</p> <p>Read ebook “Sapo y sepo son amigos”.</p>	
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	<p><u>Informal Assessment</u></p> <p>Read commands under <i>Aplica</i> page 19 student book, and then have individual students perform them. Observe students are able to perform the actions without your assistance, model the activity if needed.</p> <p>Have students open <i>Cuaderno de práctica</i> page 7. Explain the directions and model the activity/ies, they complete the page as independent class work.</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>Have students repeat: <i>¡A escribir!</i> After you. Then read the line <i>Tema: Mis amigos</i> with the class. Explain to students that in they will create illustrated stories about their friends.</p> <p>Briefly mention the four stages of the writing process. Explain this week they are at the <i>Planifica</i> stage. Review meaning of the stage and ask students to draw a picture of themselves and their friends doing something fun.</p> <p>Distribute <i>Hoja de actividad 11</i>, have students write their name and draw a picture of themselves and their family next to Lisa and Tony. Then glue the page to the front of their album.</p> <p>Distribute <i>hoja de actividad 12</i>, they have to draw themselves in the illustration greeting Diego and add bubble with <i>Hola</i> written inside. Color and cut out their <i>recuerdo</i> and glue it in their <i>álbum</i>.</p>	
<p><b>Differentiation</b></p> <p><b>Benchmark:</b> Have students listen the dialogue from audio cd track 1, several times and repeat it. By teams of two play the game: mime and guess the greetings. Have students focusing, repeating new greetings several times one by one.</p> <p><b>Challenge (Heritage Spanish Speakers):</b> On four sheets of paper write: <i>Hola, Yo me llamo</i> ,</p>		

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*Mucho gusto and Adiós.* Attach the papers to the board or the wall, leaving a few feet between them. Have volunteers form pairs and stand next to each sign. Then have them read and act out the word or phrases. Repeat with other volunteers. Ask the heritage students to come up with expressions about their order of events or something they do every day, using *primero*, *después* and *por último* in their sentences.

Heritage students may create their own dialogues adding: *Qué tal?* What's happening? *Cómo estás?* How are you? *Hasta luego!* See you later! *Hasta mañana,* See you tomorrow, *Nos vemos pronto,* See you soon.

**Resources Provided**

- **Vocabulary:** *amigo/a, estadio, fútbol, saluda, despídete, primero, después, por último, si/no, buenas noches, hola, mucho gusto, yo me llamo...*
- Cuaderno de práctica, small ball, images of activities taking place in the morning/ afternoon and evening.
- “Descubre el español” level B teacher book
- “Descubre el español” level B online games
- “Descubre el español” Antología “Sapo y Sepo son amigos”
- Audio Cd 1
- An empty plastic bottle,
- A ball.

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Lesson Plan 5: Chile					
<b>Content Area: World Language Spanish and Heritage Spanish</b>					
<b>Lesson Title:</b> La Escuela (The school)				<b>Timeframe:</b> 5 hours/days	
Lesson Components					
<b>Common Core Standards</b> 7.1.NM.A.1,2,3,4,5 7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4			<b>National Standards</b> Communication: 1.1-1.2    Cultures: 3.1 Cultures 2.1 Comparisons: 4.2    Connections 3.1		
21 <sup>st</sup> Century Themes					
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> 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		
<b>Interdisciplinary Connections:</b> Social Studies and Literature					
<b>Integration of Technology:</b> Internet, netbook, online games.					
<b>Equipment needed:</b> ELMO, Smartboard					
Goals/Objectives	Learning Activities/Instructional Strategies			Formative Assessment Tasks	
Students will: <ul style="list-style-type: none"> <li>• Identify and count school supplies.</li> <li>• Identify the days of the week in Spanish.</li> <li>• Explain activities conducted on different days of the week.</li> <li>• Predict and retell events.</li> </ul>	<b>Lesson Sequence</b> <u>Activate Prior Knowledge</u> <i>¿Qué encontramos en la escuela?</i> What do we find at school? Explain the objectives. . <u>Build background</u> Identify the symbols from page 78, read the photo caption and help students to locate Chile in a map. Display Tarjeta Fotográfica for escuela and explain: <i>Nosotros estamos en la escuela</i> (We are at school). Same process for cards <i>maestra</i> , and various professionals. Ask: <i>¿Es él/ella maestro/a?</i> (Is he/she a teacher?). . Cut out the character of Elena and ask students to greet her using expression such as <i>Buenos días Elena, yo me llamo ____</i> . (Good morning Elena, my name is ____). Ask questions: <i>¿Dónde están los niños?</i> (Where are the children?) <i>Ellos están en una</i>			<ul style="list-style-type: none"> <li>• TPR</li> <li>• Role plays dialogue checking correct intonation in dialogues, to distinguish declarative or interrogative sentences.</li> <li>• <i>hoja de actividad page 20, 52</i></li> <li>• <i>Cuaderno de práctica 33, 34.</i></li> </ul>	

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	<p><i>escuela de Chile</i> (They are at school in Chile).  <i>Ellos están en la escuela de Elena</i> (They are at Elena's school).</p> <p>Point to the teacher and cut out the character pointing the students to practice greetings and use expressions learned before.</p> <p>Ask students guess what means: <i>La escuela</i> (school). Read the dialogue and have students identify familiar phrases. Invite students to reenact the dialogues on page 80, 81.</p> <p>Language in context</p> <p><u>Predict</u></p> <p>Draw a word web and write <i>Yo creo que hablan sobre...</i> (I think they (characters) are talking about...) have students predict and write their ideas in other ovals. Keep the word web to confirm their predictions after reading.</p> <p><u>Role Play</u></p> <p>Practice greetings followed by the name of the student. They should greet you using maestro/a.</p> <p><u>Warm up</u></p> <p>Explain the seasons at USA are opposite to Chile. Use a map to identify the location of Chile.</p> <p>Model the sentences with some items to teach: I have # of items. E.g. <i>Tengo dos libros</i> (count while you are saying). <i>Tengo uno, dos libros.</i></p> <p><u>Echo read</u></p> <p>Use tarjetas fotográficas to teach pronunciation and vocabulary. Direct students to page 82 and practice echo read. Play audio cd track 17 and practice echo read.</p> <p><u>Multiple Access Strategies</u></p>	
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	<p>Accessing concepts with questions: <i>A dónde van Tony, Lisa y Elena? Ellos van a la escuela.</i> (Where are Tony, Lisa and Elena going? They're going to school)</p> <p><i>¿Quién es la señora González? Ella es la maestra de Elena.</i> (Who is Mrs. Gonzalez? Elena's teacher).</p> <p><i>Cómo Saluda Elena a la Sra. Gonzalez? Buenos días maestra.</i> (How does Elena greet Mrs. González? Good morning teacher.</p> <p><i>¿Qué útiles tienen los niños? Elena tiene un lápiz. Tony tiene tres crayones. Lisa tiene dos libros.</i> (What school supplies do the children have? Elena has a pencil. Tony has three crayons. Lisa has two books).</p> <p><i>¿Qué hace Elena con el lápiz? Ella escribe.</i> (What does Elena do with the pencil? She writes).</p> <p><i>¿Por qué Lisa tiene dos libros? A ella le gusta leer. Ella va a leer.</i> (Why does Lisa have two books? She likes to read. She's going to read).</p> <p><u>Practice and Apply</u></p> <p>Practice echo read on page 83 and explain directions to complete the sentences. Have students try each word until one makes sense.</p> <p>Invite students to take several items and count with you: E.g. <i>Tengo uno, dos, tres libros.</i> (I have one, two, three books) practice several times with different objects. Listen the pronunciation and fix it if is necessary.</p> <p>Have students open <i>Cuaderno de práctica</i> page 33. Explain instructions and model the activity.</p> <p><u>Close</u></p> <p>Read predictions and have students answer sí or no if the prediction was correct or if it was incorrect.</p>	
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	<p>By teams of four, role play the dialogues from page 82.</p> <p><u>Check comprehension</u></p> <p>Direct students to page 84, read the instructions and model the activities A, B. Discuss with the class what correct statement should be.</p> <p><u>Multiple Access Strategies</u></p> <p>Have students determine whether the following statements are true according to the text on page 82.</p> <p><i>Lisa tiene dos libros. Si.</i> (Lisa has two books. Yes).</p> <p><i>Los niños están en el parque. No.</i> (The children are at the park. No).</p> <p><i>Tony tiene dos crayones. No.</i> (Tony has two crayons. No).</p> <p><i>La señora Pérez es la maestra de Elena. No la señora González es la maestra.</i> (Mrs. Pérez is Elena's teacher. No, Mrs. González is the teacher).</p> <p><i>Elena es la hermana de Tony. No. Elena es la amiga de Lisa y Tony.</i> (Elena is Tony's sister. No, Elena is Lisa and Tony's friend).</p> <p>Have students to use the vocabulary to create three true and three false sentences about their classroom or about school supplies in the classroom. After finish and expose the sentences, classmates should determine if the statements are or no true. Using Si or no.</p> <p><u>Scaffold and apply</u></p> <p>Show students a calendar and practice echo read with the names of the days.</p> <p>Invite students to name the days in English and try to find out the similarities to Spanish names. Write the names of the days each one on a card and give one per students (teams of seven) and line up the students in order of the week.</p>	
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	<p>Make competences asking them to write the name on the board, reviewing the card, the first one to finish correctly is the winner.</p> <p>Practice writing the names on white individual board and make competences with the whole class.</p> <p>Distribute <i>Hoja de actividad 52</i> have students point to and recite the days of the week in Spanish in proper order.</p> <p>Point to today's day of the week and ask: <i>¿Qué día es hoy? Hoy es _.</i> (What day is today? Today is _).</p> <p>Echo read on page 85. Explain where Tony and Lisa go during the week. Ask them what days do they attend school, and say: <i>Yo voy a la escuela el lunes-viernes.</i> (I go to school on Monday-Friday).</p> <p>Invite students to practice in pairs the sentences: <i>Hoy es...</i> (name the day) <i>Yo voy a la escuela el...</i> (name the day)</p> <p>Have students cut out the calendar and glue it onto construction paper and retrace the names and glue the places where they go during the week.</p> <p>Have students answer <i>Cuaderno de práctica</i> page 34. Explain directions and model the activity to let them work as independent class work.</p> <p><u>Explore Cultures</u></p> <p>Refer students to their calendars that they did before. Ask what days you do not attend the school? Refer those days as weekend or <i>fin de semana</i>.</p> <p>Guide them to give you activities that they do during <i>fin de semana</i>.</p> <p>Invite them to practice echo read page 86.</p> <p>Have students take out <i>Hoja de actividad 52</i>, under <i>sabado</i> and <i>domingo</i> they will draw pictures about the activities they do or places where they go those days.</p>	
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	<p>Model the sentences: <i>El sábado vamos a...</i>  <i>El domingo vamos a...</i> and ask them to practice with a classmate, using their own ends. Provide a vocabulary to support.  <i>(el parque, el cine, la tienda, la biblioteca, visitar abuelitos, nadar)</i> (to the park, to the movie theater, to the store, to the library, to visit grandparents, to swim).</p> <p><u>Multiple Access Strategies</u>  Practice questions and answers about the activities they do on days of the week. You may write them on the board and then read.  E.g. <i>¿Van a la escuela el...? Si/no.</i> (Do you go to school on... yes/no).  Make several incomplete statements about things students may do on a certain day.  E.g. <i>Vamos a la casa de los abuelos el ...</i>  (We go to our grandparents house on..)  Have students create sentences about where they go or what they do on each day of the week.</p> <p><u>Review and apply</u>  Have students access the Descubre el español level A, online games unidad 3 week 1  Risas and Sonrisas online games Chapter 4 Calendar-los días de la semana.</p> <p>Use <i>tarjetas fotográficas</i> to review with students new concepts and vocabulary learned during this week.  Divide the class into pairs. Have them alternate greetings you and asking and answering the questions in complete sentences from page 87.  Revisit the essential questions for the week and ask students to answer it using concepts and vocabulary learned during the week.</p>	
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	<p><u>Writing Process</u></p> <p>Have students repeat: <i>¡A escribir!</i> After you. Then read the line <i>Tema: Mi salón de clase</i> with the class. Explain to students that today they will create illustrated stories about their classroom.</p> <p>Briefly mention the four stages of the writing process. Explain this week they are at the <i>Planifica</i> stage. Review meaning of the stage and ask students to draw a picture of themselves or some of their classmates and their teacher in the classroom. They can draw pencils, crayons or books on person's hands. The drawings should have a clock on the wall.</p> <p><i>Descubre</i> online</p> <p><u>Album de recuerdos</u></p> <p>Have students take out their albums and distribute <i>Hoja de actividad 20</i>. Read directions and explain they are going to cut out the speech bubbles and glue them above the characters. Color and glue inside <i>álbum de recuerdos</i>.</p>	
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**Differentiation**

**Intensive:** Focus on one or two vocabulary words at a time, being sure that they understand the meaning of each word before move to another.

Assist students learning the days of the week using calendars to practice reciting the days of the week in order several times.

**Strategic:** Make statement easily identifiable as true or false. Such as: "Your name is...? Or Your pencil is red? Have them answer si or no accordingly. Expand the activity asking questions in Spanish with familiar vocabulary.

**Challenge (Heritage Spanish Speakers):** Heritage students may name other supplies that they might bring to school, such as Tijeras (scissors), *lapices de colores* (colored pencils) *cuadernos* (notebooks) and *pegamento* (glue stick). Show real items or poster cutouts of various supplies to elicit answers. Write the words on the boards and have students repeat and state how many of each item they have in their desks or backpacks. *Yo tengo... I have...*

Heritage students could create a true or false statement about their school such as *Nuestra maestra/o se llama...* and ask to a classmate if is true or not.

Have students to create true or false statement about their school such as: *Nuestra maestra/ nuestro maestro se llama \_\_\_* (Our teacher's name is \_\_\_) have students say the statement to a classmate, change the statement to make it true. Then exchange roles and repeat the activity.

Give a paper folded in half and have them write *El fin de semana* at the top of the paper. Tell students to draw two activities they did the previous Saturday and Sunday. Then have students to

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present their drawings and explain to class what they did each day.

**Resources Provided**

- **Vocabulary:** *calendario, crayón/crayones, lápiz/lápices, libro, escuela, maestro/maestra, salón de clase, útiles, día, fin de semana, hoy, semana, lunes, martes, miércoles, jueves, viernes, sábado, domingo, uno (un), una, dos, tres.*
- Images or various professionals including teachers in your school.
- Tarjetas fotograficas “*Descubre el español*”
- Notecards.
- Student/teacher book “*Descubre el español*” B.

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Lesson Plan 6: Nicaragua			
<b>Content Area: World Language Spanish and Heritage Spanish</b>			
<b>Lesson Title: La casa</b>		<b>Timeframe: 5 hours/days</b>	
Lesson Components			
<b>Common Core Standards</b> 7.1.NM.A.1,2,3,4,5 7.1.NM.B,2,3,4,5 /7.1.NM.C2,3,4		<b>National Standards</b> Communication: 1.1-1.3      Cultures: 2.1 Cultures 2.1                      Comparisons: 4.2	
21 <sup>st</sup> Century Themes			
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
21 <sup>st</sup> Century Skills			
x Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	x Life and Career Skills	
<b>Interdisciplinary Connections:</b> Social Studies and literature			
<b>Integration of Technology:</b> online games and ebooks			
<b>Equipment needed:</b> Smartboard, laptop, student book, ebook.			

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students will: <ul style="list-style-type: none"> <li>• Name types of homes in Spanish.</li> <li>• Identify some rooms in a house.</li> <li>• Distinguish between true and false statements about a story.</li> <li>• Predict and retell events.</li> </ul>	<b>Lesson Sequence</b> <u>Activate Prior Knowledge</u> ¿Cuáles son algunos tipos de casas? (What are some types of homes?) Review page 44, 45 and identify the symbols, read the photo caption and help students to locate Nicaragua in a map.  <u>Build background</u> Frontload Vocabulary displaying <i>Tarjetas fotográficas</i> for casa (house) and practice echo read. Explain the cognates and meanings of words for: casa, <i>departamento /apartamento</i> . Ask students to take note of the different types of houses that may exist: <i>iglú, casa flotante</i> (house boats), <i>casa móvil</i> (trailer), <i>choza</i> (hut) Introduce the characters and draw a Venn	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Cuaderno de practica page 19, 21</li> <li>• Echo reading</li> <li>• <i>Hoja de actividad</i> pg. 16</li> <li>• Role plays dialogue checking correct intonation in dialogues, to distinguish declarative or interrogative sentences.</li> <li>• Diorama.</li> </ul>

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	<p>diagram to compare the street where students live and the character’s street.          Discuss colors and styles of the houses, use pictures of local streets and houses.          Read the book online _____</p> <p><u>Language in context</u>          Read the riddle on page 46, and ask conduct students to think and find the answer reading the page 47. Ask students to place on the board the cutout of characters, house and apartment matching them with the sentences in the bubbles.</p> <p><u>Predict</u>          Draw a word web and write <i>Yo creo que hablan sobre...</i> (I think they (characters) are talking about...) have students predict and write their ideas in other ovals. Keep to confirm their predictions after reading. Refer them to essential questions.</p> <p><u>Close</u>          Play the game “tingo tango” that is similar to hot potato. Repeat until all students have said where they live.</p> <p><u>Interpretive</u>          Displaying the <i>Tarjeta fotográfica</i> for casa, practice questions guiding students to answer with types of rooms that are in a house: <i>baño, sala, cocina, dormitorio, comedor</i> ( bathroom, living room, kitchen, bedroom) and some kind of furniture: <i>mesa, sofa, silla, cama.</i>(table, sofa, chair, bed).          Explain the meaning for <i>padres, mamá y papá.</i> (parents, Mom, Dad).          Ask: <i>Con quién vives?</i> (Who do you live with?) Explain to students the vocabulary about family members using the <i>Tarjetas fotográficas</i> to illustrate.          Practice questions to accessing concepts</p>	
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	<p><u>Echo read</u>  Practice echo read pages 48, 49, You may play Audio Cd track 9 and have students repeat attentively and then repeat.</p> <p>Read  “hogares”<a href="http://literature.santillanausa.com/literature/collections/facil%20de%20leer/">http://literature.santillanausa.com/literature/collections/facil de leer/</a></p> <p><u>Multiple Access Strategies</u>  Have students research at <a href="http://www.nationalgeographic.org/kids">www.nationalgeographic.org/kids</a> about the different types of houses. Write a sentence about it and draw the house that is more interesting for them.</p> <p><u>Practice and Apply</u>  Risas and Sonrisas online game: Bubble breakdown house.  Descubre el español level A: drag and drop, memorama house online game.  Check comprehension</p> <p><u>Review and apply</u>  Read directions, model the activity and practice with students to answer activities A, B and C from page 49.  By teams of two have students practice the dialogue making questions and answers.  Have students answer <i>Cuaderno de práctica</i> page 19 as independent class work.</p> <p>Review their predictions from word web and discuss with them if the prediction was correct or no.  Have students practicing:  ___ (name) es mi amiga/o. ( ___ is my friend)  El/ella vive en una casa/apartamento.  (He/she lives in an apartment). Model the pronunciation for students.</p>	
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	<p><u>Check comprehension</u></p> <p>Display tarjetas fotograficas for nido and use the poster cutout for casa and apartamento to explain meaning of the words in pages 50 and 51.</p> <p>Write statements and ask them to answer if statement is true or not.</p> <p>Use character cutouts of Héctor, Isabel, Lisa and Tony and the tarjetas fotográficas for casa/ apartamento/ telaraña and pájaro. Have volunteers to match character or animal with one of the homes.</p> <p>Practice the questions: E.g. Vive Héctor en el estadio? (Does Hector live in the stadium?) students start to answer with si or no. Then they should answer with complete sentences: E.g. Héctor no vive en un estadio, vive en una casa. (Hector does not live in a stadium, he lives in a house).</p> <p><u>Scaffold and Apply</u></p> <p>Display the characters in the classroom and make the questions to answer where is located the character. E.g. ¿Dónde está Isabel? (Where is Isabel?) Point to Isabel and answer: Ella está en mi escritorio. (She is on my desk).</p> <p>Be sure that they understand what means dónde está? And practice.</p> <p>Act. A and B on page 51, read directions and model pronunciation.</p> <p><u>Close</u></p> <p>By teams of three role play the scenes from page 51. Label some areas of the classroom and place there some items according the room.</p> <p><u>Explore cultures</u></p> <p>Practice echo read from page 52 and explain to students that in Hispanic</p>	
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	<p>cultures, extended family members often live with their family in the same house. Using tarjetas fotográficas for dormitorio and comedor (bedroom/ dining room) practice the questions: <i>Dónde está? Dónde están? Quiénes están en el comedor?</i></p> <p><u>Multiple Access Content</u></p> <p>Have students to draw themselves in their favorite room and write a sentence to explain it. E.g. <i>Yo estoy en el/la...</i> (I'm in the ..)</p> <p>Have students to draw a picture of the inside of their home. Students should include each member of their family in a different room. Have them present their drawing saying a complete sentence: <i>Mi mamá está en la sala.</i> (My mom is in the living room).</p> <p>Have students to draw a picture of room where they spend a lot of time with their family, asking them to present with a complete sentence: <i>Mi familia y yo estamos en la sala.</i> (My parents and I are in the living room).</p> <p><u>Multiple Intelligences</u></p> <p>Cooperative tasks. By teams they are going to create a diorama of one of the rooms in Hector house. Have the group create with shoebox the room and construction paper as wallpaper and floor covering to decorate the inside of the box. They can also use small boxes to create furniture and paper dolls for the characters. Have them label in Spanish and display the house in the classroom.</p> <p><u>Review and Apply</u></p> <p>Have students read page 53 and review new concepts and vocabulary learned this week. Have students alternate asking and answering the questions in complete</p>	
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	<p>sentences.</p> <p>Have students open <i>Cuaderno de práctica</i> page 21. Read directions, model the activity and let them complete the page as independent class work.</p> <p><u>Writing Process</u></p> <p>Have students repeat: <i>¡A escribir!</i> After you. Then read the line <i>Tema: Mi comunidad</i> with the class. Explain to students that in they will create illustrated stories about their communities.</p> <p>Briefly mention the four stages of the writing process. Explain this week they are at the <i>Planifica</i> stage. Review meaning of the stage and ask students to draw a picture of their family and themselves outside. Ask them to draw an important place in their communities. (a store, a park, a plaza, etc) and something they would do or buy there. Distribute Hoja de actividad 16.</p> <p>Read directions, explain to students that they have to cut out the speech bubbles and glue them above the characters. They need time to color and decorate the page to glue it in their <i>álbum de recuerdos</i>.</p>	
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**Differentiation**

**Strategic:** Practice pronunciation from Audio CD several times one sentence at a time.

Help these students to be focus on Si and no one concept at a time.

To help them to learn the rooms of a house, focus on one room at a time.

**Challenge (Heritage Spanish Speakers):** Have students to act put the first dialogue, using their own names and describing the type of home in which they live.

Provide paper to heritage students to create their own illustrations of themselves living in both a realistic and a nonrealistic place. Invite them to write a sentence to go with each picture and to share their projects with the class.

Have students name other rooms or areas of a home such as patio, jardín, cochera. (patio or backyard, garden, garage). Invite them to share their words with the class.

**Resources Provided**

- **Vocabulary:** *apartamento, casa, baño, cocina, comedor, dormitorio, sala, nido, telaraña, padres, señor/señora, vivo, vives, vive, viven, ¿dónde están? El/ella esta... ellos están.. ¿dónde vives tú? Yo vivo en...*
- Student/teacher book “Descubre el español” B
- tarjetas fotograficas “Descubre el español” house and furniture.

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- ‘hogares” [http://literature.santillanausa.com/literature/collections/facil de leer/](http://literature.santillanausa.com/literature/collections/facil%20de%20leer/)
  - Shoebox, wallpaper, construction paper, small boxes, paper dolls.
  - Audio Cd track 9
  - Risas and Sonrisas online game: Bubble breakdown house.
- Descubre el español level A: drag and drop, memorama house online game.
- [www.nationalgeographic.org/kids](http://www.nationalgeographic.org/kids)