

BRIDGETON PUBLIC SCHOOLS

**SUBJECT – World Language
UNIT/LESSON PACING CHART**

Core Series: Risas y Sonrisas

**Course: World Language/Spanish 1st Grade
Essential Questions:**

**Week One: Classroom Policy, Rules and Procedures
Introduction to Spanish class/Cognates**

**Common Core Standards:
7.1.NM.A.1,2,3,4/7.1.NM.B.2,4,5/7.1.NM.C.2,3,5**

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
1 day	Introductory lesson: Objectives: <ul style="list-style-type: none"> - Validate the classroom rules and procedures for the Spanish class. - Understand their role in the classroom. 	Name of Resource and Page #’s <ul style="list-style-type: none"> - Power Point presentation. - Teacher made materials. - Participation rubric. - Printout of the classroom rules. 	Social Studies	<ul style="list-style-type: none"> - Teacher observation - Student participation - Signed classroom rules
1 day	<ul style="list-style-type: none"> - Identify and recognize the classroom routines by practicing them under teacher’s direction. - Individually give personal information as well as likes and dislikes by participating in a class dialogue. 	<ul style="list-style-type: none"> - Teacher made materials 	Social Studies	<ul style="list-style-type: none"> - Teacher observation - Student participation
3 days	Lesson 1 <ul style="list-style-type: none"> - Recognize the classroom procedures. - Share their thoughts on why is it very important to learn Spanish by participating in a class discussion using the textbook. - Understand that Spanish and English share many words in common. - Ask and respond to the question “¿Cómo te llamas?” 	<ul style="list-style-type: none"> - Textbook. Introductory pages. - Teacher’s manual page 84. - World map. - CD song #4 	Social Studies	<ul style="list-style-type: none"> - Teacher observation - Student participation

	<p>Me llamo... Se llama... <i>What is your name? His/Her name is ...</i> by playing a game.</p> <p>Culture: Identify Spanish speaking countries by locating them in the world map.</p> <ul style="list-style-type: none"> - Practice the pronunciation of vowels. - Review the colors in Spanish. 	<ul style="list-style-type: none"> - Cognates poster. - Teacher's manual page 84, 85 - Teacher's manual page 33 (Word chain) - Flashcard #11 	<p>Language Arts</p>	<ul style="list-style-type: none"> - Teacher observation - Student participation
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Week Two: Greetings/Q&A/ Colors

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>Common Core Standards: 7.1.NM.A.1,3,4 7.1.NM.B.2,4,5/7.1.NM.C2,3,4</p> <p>2 days</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> - Ask and respond to ¡Hola! ¿Cómo estás? Muy bien gracias. ¿Y tú? Hello! How are you? <i>Very well, thank you. And you?</i> - Identify the colors in Spanish by associating the words with some English sounds. - Recognize the sounds of vowels in Spanish by reading, listening and repeating the sounds. - Practice consonants sounds by reading cognates. 	<ul style="list-style-type: none"> - Vowels poster. - Teacher's manual page 86,87 - Music CD #3-5 -Textbook page #2, 4,5,12,13 - Cognate cards - B&W posters 	<p>Language Arts</p>	<ul style="list-style-type: none"> -Student participation - Teacher observation - Finished activities
<p>3 days</p>	<p>Lesson 3</p> <ul style="list-style-type: none"> - Respond to ¡Mucho gusto! ¡Bienvenidos! ¡Hasta mañana! ¡Adiós! Nice to meet you! <i>Welcome/See you tomorrow! Goodbye!</i> - Identify colors - Recognize consonant sounds - Memorize the alphabet by singing a song - Practice pronunciation by reading cognates - Identify and recognize numbers from 1 to 10 	<ul style="list-style-type: none"> - Teacher's manual page 88,89 - B&W posters - Colors poster - Colors cards - Color tiles - Textbook pages # 2-9;12 - 13. - Activity workbook 1 pages # 	<p>Language Arts Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets

	<p>- Recall the colors in Spanish by participating in a class activity.</p> <p>- Review and practice the colors in Spanish by singing a song and participating in a coloring activity.</p> <p>Culture: Students will understand that the same color can have a different name depending on the country.</p>	<p>2 and 3</p> <ul style="list-style-type: none"> - Colors poster - Activity workbook 1 pages # 4,5 and 6. - Teacher's manual page 34, 86. - Music CD #3, 5. - Flashcards # 8, 11. 	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets
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Core Series: Risas y Sonrisas

Course: World Language/Spanish 1st Grade

Week Three: Q&A/ Colors/Numbers 1-10/Shapes/Emotions

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

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>2 days</p>	<p>Lesson 4</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cuántos años tienes tú? Tengo # años. <i>How old are you? I am ...years old.</i> - Identify and recognize colors by singing and memorizing a song. - Recognize vowel sounds by playing a game. - Practice the pronunciation of consonants by singing a song. - Identify and recognize the words for shapes in Spanish. 	<ul style="list-style-type: none"> - Q&A flashcards #7,8,11,13,15 - Music CD # 1-5 - Games - Vocabulary Cards - Cognate cards - Posters - Teacher's manual pages 48, 90-91 - Workbook #1 pages 8-9 	<ul style="list-style-type: none"> - Language Arts - Math 	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets
<p>2 days</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> - Respond to ¡Buenos días! ¡Buenas tardes! ¡Buenas noches! ¡Aquí estoy! ¡Terminé! ¡Ya me voy! <i>Good morning! Good afternoon! Good evening!</i> and <i>I'm here! I'm finished! I'm leaving!</i> - Review numbers from 1 to 10 and shapes. - Review Alphabet pronunciation. - Identify words for emotions 	<p>Teacher's manual pages 36-37, 48, 92-93</p> <ul style="list-style-type: none"> - Q&A flashcards # 1, 8-11, 13,15 - Music CD #1-5,7 - Games - Vocabulary cards: emotions, Colorines, Shapes, cognates- 	<ul style="list-style-type: none"> Social Studies Math Language Arts 	<ul style="list-style-type: none"> - Student participation - Teacher observation

1 day	- Demonstrate the knowledge acquired by taking a quiz.	yellow cards - Posters - Teacher made quiz		-Finished quiz
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Course: World Language/Spanish 1st Grade

Week Four: Q&A/ Colors/Numbers 1-10/Shapes/Emotions/Body

Common Core Standards:

7.1.NM.A.1,2,3

7.1.NM.B.2,3, 4,5/7.1.NM.C.2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
3 days	<p>Lesson 6</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cuál es tu color favorito? Mi color favorito es... ¿Te gusta el color...? Sí/No, no me gusta el color... <i>What is your favorite color? My favorite color is... Do you like...? I like.../i don't like...</i> - Respond to ¿Cómo estás? Estoy... <i>How are you?/I am...</i> related to emotions - Identify and practice numbers, colors and shapes recognition from 1-10 by playing a game. - Practice Alphabet pronunciation by singing and memorizing a song. - Identify and recognize parts of the body as well as the masculine and feminine concept by meeting the characters Olimpo and Ana. 	<ul style="list-style-type: none"> - Teacher's manual pages 94-95 - Q&A flashcards # 4-6,18 - Music CD # 1-3,5,7-8 - Games: Secret Word, Emotions, Hop, Pick and name - Vocabulary Cards: Emotions, shapes, Colorines, Cognate cards - Posters - Teacher's manual pages 48, 90-91 - Workbook #1 pages 8-9 - Student Spanish Passport - Black line master CD 	<ul style="list-style-type: none"> - Language Arts - Math - Science 	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets - Student passport
2 days	<p>Lesson 7</p> <ul style="list-style-type: none"> - Ask and respond to ¿Dónde vives? Vivo en... <i>Where do you live? I live in the United States</i> 	<ul style="list-style-type: none"> - Teacher's manual pages 96-97 - Q&A flashcards # 1, 5- 	<ul style="list-style-type: none"> - Social Studies 	<ul style="list-style-type: none"> - Student participation

	<ul style="list-style-type: none"> - Identify and understand words emotions by playing a game. - Describe masculine and feminine concepts by using the characters Olimpo y Ana - Attach the correct article to nouns - Recognize and identify parts of the body by singing a song, playing games. - Keep a writing journal with Q&A 	<p>8,13,15</p> <ul style="list-style-type: none"> - Music CD #1, 3-9 - Games: Word chain, Emotions, Simon Says (body), Bingo - Vocabulary cards: emotions, Body I and II, Animal Cognate - Posters: B/w Good Day, vowels, Greetings, Alphabet, Name & Address, body I&II, Olimpo y Ana, Colors/Shapes - Writing Journal 	<p>Math Language Arts Language Arts</p>	<ul style="list-style-type: none"> - Teacher observation - Finished writing journal
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Week Five: Q&A/ Colors/Numbers 1-10/Shapes/Emotions/Body

Common Core Standards:

- 7.1.NM.A.1,2,3,5
- 7.1.NM.B,2,4,5/7.1.NM.C2,4,5

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
3 days	<p>Lesson 8</p> <ul style="list-style-type: none"> - Ask and respond to <i>¿Que necesitas? Necesito ir al baño. What do you need? I need to go to the rest room.</i> - Identify words for emotions by playing a game. - Identify parts of the body by singing a song and playing games. - Comprehend an interview using previously learned Q&A's - Choose a Q&A to write in their Writing Journals. <p>Culture</p> <p>In Spanish speaking countries people don't use middle initials for identity. People use their father and mother's last names.</p>	<ul style="list-style-type: none"> - Teacher's manual pages 98-99 - Q&A flashcards # 1,3-8, 13-15, 18-20 - Music CD # 5-9 - Games: Relay- Emotions, Simon Says (body), Word chain (body) - Vocabulary Cards: Emotions, Body I & II, Animal cognates, Phrases (made by teacher) - Posters - Workbook #1 pages 20-21 - Textbook Page 19 	<ul style="list-style-type: none"> - Social Studies - Math - Science 	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets - Finished writing journal
	<p>Lesson 9</p> <ul style="list-style-type: none"> - Ask and respond to <i>¿Qué es esto? Eso es... ¿Es...?</i> 	Teacher's manual pages 100-		

<p>2 days</p>	<p>No, noes..., es... <i>What is this? That is ... Is it? No, it is not..., it is...</i></p> <ul style="list-style-type: none"> - Differentiate between <i>this</i> and <i>that</i> - Identify parts of the body by playing games and singing a song. - Read and understand <i>La Entrevista</i> and then perform it. 	<p>101</p> <ul style="list-style-type: none"> - Q&A flashcards # 4,18 - Music CD #1-9 - Games: Simon Says (body), Remember I or III - Readers Theater: <i>La entrevista</i> (Textbook page 18) - Vocabulary cards: Body I and II - Posters: Body I&II - Writing Journal 	<p>Social Studies Language Arts Science</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished writing journal
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Course: World Language/Spanish 1st Grade

Week Six: Q&A/Body/Directions

Common Core Standards:

7.1.NM.A.1,3,4

7.1.NM.B.2,3,4/7.1.NM.C.2,3

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 days	<p>Lesson 10</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cuál es tu nombre, dirección y número de teléfono? Mi nombre es... Mi dirección es... Mi número de teléfono es... <i>What is your name, address and telephone number? My name is... My address is... My phone number is...</i> - Identify parts of the body by singing a song and playing games. - Acquire new vocabulary about directions. - Practice Q&A by role playing <i>La Entrevista</i> - Review Q&A by writing in their Journals. 	<ul style="list-style-type: none"> - Teacher's manual pages 102-103 - Q&A flashcards # 12-13 - Music CD # 5- 10 - Games: Simon Says, Flyswatter, Bingo (directions, emotions) - Vocabulary Cards: Directions, Emotions, Body I & II, Animal cognates - Posters: Directions, Emotions, Body I&II - Workbook #1 pages 22-23 - Textbook Page 27 	<ul style="list-style-type: none"> - Social Studies - Language Arts - Science 	<ul style="list-style-type: none"> - Student participation. - Teacher observation. - Finished worksheets. - Finished writing journal

<p>2 days</p>	<p>Lesson 11 - Ask and respond to <i>¿Dónde está? Está... Where is it? It is...</i> - Interpret commands for directions by repeating the words on the poster, singing a song and playing games. - Recite a cheer in Spanish called <i>Porra Mexicana</i> - Read and understand <i>La Entrevista</i> and then perform it voluntarily. - Review Q&A by writing in their Journals.</p>	<ul style="list-style-type: none"> - Teacher's manual page 104 - Q&A flashcard # 21 - Music CD #8 – 10, 14 - Games: The box, Simon Says (body), Super Class Monster - Butcher paper, markers - Readers Theater: La entrevista (Textbook page 18) - Vocabulary cards: Body I and II – plastic parts - Posters: Body I&II, Directions, B/W Mexican Cheer - Writing Journal 	<p>Social Studies Language Arts Science</p>	<ul style="list-style-type: none"> - Student participation. - Teacher observation. - Finished writing journal
<p>1 day</p>	<ul style="list-style-type: none"> - Demonstrate knowledge acquired by taking a test. 	<ul style="list-style-type: none"> - Teacher made test 		<ul style="list-style-type: none"> - Finished test

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Week Seven: Q&A/Body/Directions

Common Core Standards:

7.1.NM.A.1,3,4,5

7.1.NM.B.2,4,5/7.1.NM.C2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 days	<p>Lesson 12</p> <ul style="list-style-type: none"> - Respond to the commands ¡Por favor pon... en...! ¡Por favor quite... de...! <i>Please put...on.../in...! Please remove...from</i> - Identify parts of the body by singing a song and playing games. - Acquire new vocabulary about directions. - Practice Q&A by role playing <i>La Entrevista</i> voluntarily - Review Q&A by writing in their Journals. <p>Culture</p> <p>In Spanish speaking countries women greet friends and family with a cheek-to-cheek kiss. Men hug and pat each other's back</p>	<ul style="list-style-type: none"> - Teacher's manual page 105 - Q&A flashcards # 22 - Music CD # 8-11 - Games: Concentration - Vocabulary Cards: Directions, Colors, Numbers 1-10 - Posters: Directions, Emotions, Body I&II - Workbook #1 pages 24-25 - Textbook Page 35 	<ul style="list-style-type: none"> - Social Studies - Language Arts - Science 	<ul style="list-style-type: none"> - Student participation. - Teacher observation. - Finished worksheets. - Finished writing journal

<p>2 days</p>	<p>Lesson 13</p> <ul style="list-style-type: none"> - Ask and respond to ¿Quién? ¿Qué? ¿Cómo? ¿Cuánto? ¿Cuándo? ¿Dónde? ¿Cuál? ¿Cuáles? <i>Which? What? Where? When? Why? How? Who? How many? How much?</i> - Identify and recognize words for directions and body parts by singing songs and playing games. - Recite a cheer in Spanish called <i>Porra Mexicana</i> - Read <i>La Entrevista</i> and then perform it voluntarily. - Review Q&A by writing in their Journals. 	<p>Teacher's manual page 106</p> <ul style="list-style-type: none"> - Q&A flashcard # 21 - Music CD #8 - 11-13 - Games: Where is it? - Readers Theater: La entrevista (Textbook page 18) - Vocabulary cards: Body I and II - Posters: Body I&II, Directions, B/W Questions, Chiqui Gua - Writing Journal - Student Passport 	<p>Social Studies Language Arts Science</p>	<ul style="list-style-type: none"> - Student participation. - Teacher observation. - Finished writing journal - Student passport
<p>1 day</p>	<ul style="list-style-type: none"> - Review and practice Q&A by writing them in their journals. - Read <i>La Entrevista</i> and then perform it voluntarily. 	<ul style="list-style-type: none"> - Q&A Flashcards - B/W Questions - Readers Theater: La entrevista (Textbook page 18) 	<p>Language Arts</p>	<ul style="list-style-type: none"> - Student participation. - Teacher observation. - Finished writing journal

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Week Eight: Q&A/Body/Directions/Numbers 11-100

Common Core Standards:

- 7.1.NM.A.1,2,3,4
- 7.1.NM.B,2,4,5/7.1.NM.C2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 days	<p>Lesson 14</p> <ul style="list-style-type: none"> - Respond to the commands ¿De qué color es...? ¿De qué color son tus...? <i>What color is...? And What color are your...?</i> - Identify parts of the body by singing a song and playing games. - Recognize directions and parts of the body combined by singing and playing games. - Identify numbers from 11-20 by singing songs and playing games. - Review Q&A by writing in their Journals. 	<ul style="list-style-type: none"> - Teacher's manual page 107 - Q&A flashcards # 16-17 - Music CD # 8-13 - Games: Body Domino, Flyswatter - Vocabulary Cards: Directions - Posters: Directions, numbers 1-19, B/W questions, Chiqui-Gua - Workbook #1 pages 26-27 - Textbook Page 24,25 	<ul style="list-style-type: none"> - Social Studies - Language Arts - Science -Math 	<ul style="list-style-type: none"> - Student participation. - Teacher observation. - Finished worksheets. - Finished writing journal

<p>2 days</p>	<p>Lesson 15 - Ask and respond to ¿Cómo se escribe? Se escribe... <i>How do you spell...? You spell it...</i> - Recognize commands for directions and words for body parts by playing games. - Identify and recognize words for numbers from 11-100 - Review Q&A by writing in their Journals.</p>	<p>- Teacher's manual page 108 - Q&A flashcard # 2, 1-15 - Music CD # 11-13 - Games: Speed, Secret Word - Vocabulary cards: Body I and II, Directions, Numbers 1-19/11-100/20-100 - Posters: Body I&II, Directions, B/W Questions, Chiqui Gua - Writing Journal - Student Passport</p>	<p>Language Arts Science</p>	<p>- Student participation. - Teacher observation. - Finished writing journal - Student passport</p>
<p>1 day</p>	<p>-Demonstrate knowledge acquired by taking a quiz.</p>	<p>- Teacher made quiz</p>		<p>- Finished quiz</p>

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Week Nine: Q&A/Body/Directions/Numbers 11-100/Conversation

Common Core Standards:

- 7.1.NM.A.1,3,4/
- 7.1.NM.B.2,3, 4/7.1.NM.C.2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
1 day	<p>Lesson 16</p> <ul style="list-style-type: none"> - Sustain a basic conversation utilizing the Q&A's already learned during previous classes. - Identify and recognize numbers from 1-100. - Comprehend a sustained conversation about a visit to the doctor 	<ul style="list-style-type: none"> - Teacher's manual page 109 - Q&A flashcards # 1-15 - Music CD and Song posters #1-12 - Games: Merry -go-round, Numbers Bingo - Readers Theater: La visita al doctor. Pg.34 or WB 1 pg. 47 - Posters: Directions, numbers 1-19, B/W questions, Chiqui-Gua - Workbook #1 pages 28-29 - Textbook Page 24,25 	<ul style="list-style-type: none"> - Social Studies - Language Arts -Math 	<ul style="list-style-type: none"> -Student participation. - Teacher observation. - Finished worksheets.

<p>2 days</p>	<p>Lesson 17</p> <ul style="list-style-type: none"> - Elaborate a conversation using the Q&A's learned during the marking period. - Ask and respond to Q&A's learned during the marking period. - Identify and recognize words for numbers from 1-100 - Choral read the Readers Theater: La visita al doctor. 	<ul style="list-style-type: none"> - Teacher's manual page 110 - Q&A flashcard #1-22 - Music CD # 1-11 - Games: Guess my number, Count and catch the ball - Readers Theater: La visita al doctor. Pg.34 or WB 1 pg. 47 - Posters: Body I&II, Directions, B/W Questions, Chiqui Gua, Greetings, Name and Address, Good Day, Colors, Numbers - Student Passport 	<p>Language Arts Math</p>	<ul style="list-style-type: none"> - Student participation. - Teacher observation. - Student passport
<p>2 days</p>	<p>Culminating Activities</p> <ul style="list-style-type: none"> - Demonstrate knowledge acquired by taking a quiz. - Reflect on their experience for Spanish class by giving their feedback. - Play their favorite Spanish class games. - Review of passports 	<ul style="list-style-type: none"> - Teacher made quiz - Teacher made questionnaire - Game resources 		<ul style="list-style-type: none"> - Finished quiz - Student passport