

BRIDGETON PUBLIC SCHOOLS

**SUBJECT – World Language
UNIT/LESSON PACING CHART**
Core Series: Risas y Sonrisas

**Course: World Language/Spanish 3rd Grade
Essential Questions:**

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

**Common Core Standards:
7.1.NH.A.1,2,3,4/7.1.NH.B,2,4,5/7.1.NH.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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 Core Series: *Risas y Sonrisas*

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Week Two: Greetings/Q&A/ Colors/Shapes

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 day Common Core Standards: 7.1.NH.A.1,3,4 7.1.NH.B.2,4,5/7.1.NH.C2,3,4	<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 10-11 	<ul style="list-style-type: none"> - Language Arts - Math 	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets
1 day	<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. 	<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 	<ul style="list-style-type: none"> - Language Arts - Math - Science 	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets - Student passport

<p>2days</p>	<ul style="list-style-type: none"> - 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. <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"> - 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"> - 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
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SUBJECT – World Language

UNIT/LESSON PACING CHART

Core Series: *Risas y Sonrisas*

Course: World Language/Spanish 3rd Grade

Week Three: Animals/Q&A/ Family/Opposites

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>Common Core Standards: 7.1.NH.A.1,3,4 7.1.NH.B.2,4,5/7.1.NH.C2,3,4</p>				
2 days	<p>Lesson 31</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cuánto cuesta? Cuesta... ¿Cuánto cuestan? Cuestan...<i>How much (is it) does it cost? It costs... How much (are they) do they cost? They cost...</i> - Review Opposites. - Acquire vocabulary for wild animals - Practice words for family by reading and acting out a skit. 	<ul style="list-style-type: none"> - Teacher's manual page 125 - Q&A flashcards # 39a-39b - Music CD #19 Games: How much does it cost? Remember I, Wild Animal Bingo - Textbook page 46 - Posters: Opposites, Wild Animals - Readers Theater: Mi Familia- page 50 or WB 2 pg. 27 	<p>Language Arts Science</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Student passport
1 day	<p>Lesson 32</p> <ul style="list-style-type: none"> - Ask and respond to ¿Qué hay en...? Hay...<i>What is in...? There is/are...</i> - Identify and recognize words for Opposites and family. - Voluntarily role play a skit about family 	<ul style="list-style-type: none"> - Teacher's manual page 126 - Q&A flashcard #36 - Music CD #19 - Games: Secret Word - Posters: Numbers - Vocabulary cards: Family- 	<p>Social Studies Language Arts Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation

<p>2 days</p>	<p>Lesson 33</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cuál te gusta más...o...? Me gusta más el/la... <i>Which one do you like better... or...? And I like...better.</i> - Identify words for wild animals - Voluntarily role play a skit about family 	<p>blackline master, Opposites, Habitat cognate pictures</p> <ul style="list-style-type: none"> - Readers Theater: Mi Familia- page 50 or WB 2 pg. 27 <p>- Teacher's manual page 127</p> <ul style="list-style-type: none"> - Q&A flashcard #37 - Music CD # 19 - Games: Around the world, Snake of words - Vocabulary Cards: Wild Animals Posters: Wild Animals 	<p>Language Arts Social Studies</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation
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SUBJECT – World Language

UNIT/LESSON PACING CHART

Core Series: Risas y Sonrisas

Course: World Language/Spanish 3rd Grade

Week Four: Q&A/ Animals/ Family/Opposites/Cognates

Common Core Standards:

7.1.NH.A.1,3,4

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

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 days	<p>Lesson 34</p> <ul style="list-style-type: none"> - Ask and respond to ¿Dónde vive el/la...? El/La... vive en... <i>Where does the...live? And The ...lives in...</i> - Practice numbers from 1-1000 - Review vocabulary for wild animals - Practice words for family by reading and acting out a skit. 	<ul style="list-style-type: none"> - Teacher's manual page 128 - Q&A flashcards # 38a - Music CD #19 Games: What sound does it make? - Textbook page 45 - Posters: Opposites, Wild Animals - Readers Theater: Mi Familia- page 50 or WB 2 pg. 27 	<p>Language Arts Science Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation
2 days	<p>Lesson 35</p> <ul style="list-style-type: none"> - Ask and respond to ¿Qué come el/la...? El/La... come... <i>What does... eat? The... eats...</i> - Practice vocabulary previously learned. - Voluntarily role play a skit about family 	<ul style="list-style-type: none"> - Teacher's manual page 129 - Q&A flashcard #38b - Music CD #19 - Games: Flyswatter - Posters: Wild Animals - Vocabulary cards: Cognates- foods that animals eat, Wild animal pictures 	<p>Science Language Arts Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished posters - Writing Journal

<p>1 day</p>	<p>Lesson 36</p> <ul style="list-style-type: none"> - Practice conversation and pronunciation. - Identify numbers from 1 – 1000 - Recognize words for wild animals 	<p>- Readers Theater: Mi Familia- page 50 or WB 2 pg. 27</p> <ul style="list-style-type: none"> - Teacher's manual page 130 - Q&A flashcard #4,16,29,30,32,38a,38b - Music CD # 19 - Games: Guess my number, Wild animal dominos - Vocabulary Cards: Wild Animals, color tiles - Posters: Wild Animals, Opposites 	<p>Language Arts Social Studies Science Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation
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**SUBJECT – World Language
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Core Series: Risas y Sonrisas

Course: World Language/Spanish 3rd Grade

Week Five: Q&A/ Animals/ School/Opposites/Cognates

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>1 day</p>	<p>Lesson 37</p> <ul style="list-style-type: none"> - Identify and recognize numbers from 1-1000 - Acquire vocabulary for school - Review vocabulary for wild animals 	<ul style="list-style-type: none"> - Teacher's manual page 131 - Q&A flashcards # 1,11-12,17,33-34 - Music CD #19,20 Games: Who am I?, School Bingo - Vocabulary Cards: Wild Animals - Posters: School - Textbook pages 54-55 - Workbook #2 pages 15-16 	<p>Social Studies Science Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal - Finished worksheets
<p>2 days</p>	<p>Lesson 38</p> <ul style="list-style-type: none"> - Ask and respond to ¿Hay...en...? Sí, sí hay...en... or No, no hay...en... ¿Cuántos hay? Hay... Is/Are there...in...? Yes there is/are... in... or No, there is not...in... How many are there? There are... - Identify words for school and school supplies. 	<ul style="list-style-type: none"> - Teacher's manual page 132 - Q&A flashcard #40-41 - Music CD #20 - Games: Secret Word, Speed. - Posters: School 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal

<p>2 days</p>	<p>- Pair the correct article with the noun. - Culture Chichen Itza-México</p> <p>Lesson 39</p> <ul style="list-style-type: none"> - Ask and respond to ¿Qué quieres? Quiero el/la/los/las <i>What do you want?</i> and <i>I want the...</i> - Identify numbers from 1 – 1000 - Recognize words for wild animals 	<ul style="list-style-type: none"> - Vocabulary cards: Ch. 2 or 3 - Textbook page 51 <ul style="list-style-type: none"> - Teacher's manual page 133 - Q&A flashcard #42 - Music CD # 20 - Games: Quick review, Conversation - Vocabulary Cards: School, Opposites/Wild Animals Ch. 2 or 3 - Posters: School - Workbook #2 page 14 	<p>Language Arts Social Studies Science</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal - Finished worksheet
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Core Series: *Risas y Sonrisas*

Course: World Language/Spanish 3rd Grade

Week Six: Q&A/School/Opposites/Family/Animals/Gender/Body

Common Core Standards:

7.1.NH.A.1,3,4

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

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
1 day	<p>Lesson 40</p> <ul style="list-style-type: none"> - Ask and respond to ¿De quién es el/la...? El/La... es de... <i>Whose...is this? The... is...</i> - Practice masculine and feminine nouns. - Identify vocabulary for school. - Understand the meaning of the <i>Pledge of Allegiance</i> in Spanish. 	<ul style="list-style-type: none"> - Teacher's manual page 134 - Q&A flashcards # 43 - Music CD #16,20,21 <p>Games: Spelling words, Snake of Words.</p> <ul style="list-style-type: none"> - Vocabulary Cards: Ch. 2 or 3 School - Posters: B/W <i>Pledge of Allegiance</i>, School, Family 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal
2 days	<p>Lesson 41</p> <ul style="list-style-type: none"> - Ask and respond to ¿Tú tienes...? Sí, tengo... or No, no tengo... <i>Do you have...? Yes, I have... or No, I do not have...</i> - Identify words for school and school supplies. - Comprehend a sustained dialogue called <i>El fin de mis vacaciones</i> (The end of my vacations) 	<ul style="list-style-type: none"> - Teacher's manual page 135 - Q&A flashcard #44 - Music CD #20-21 <p>Games: Ask your Neighbor, Scribble, Flyswatter</p> <ul style="list-style-type: none"> - Posters: School, B/W <i>The Pledge of Allegiance</i> - Vocabulary cards:School, Ch. 1-3 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal

<p>2 days</p>	<p>Lesson 42</p> <ul style="list-style-type: none"> - Review and practice previously learned conversations and write them in their journals. - Practice vocabulary by singing songs. - Voluntarily role play the skit <i>El fin de mis vacaciones</i>. - Identify words for wild animals. 	<p>- Readers Theater: <i>El fin de mis vacaciones</i> pg. 64 or WB 2 pg. 44</p> <ul style="list-style-type: none"> - Teacher's manual page 136 - Q&A flashcard #2,3 - Games: Draw the word, School Domino, Body I&II Domino, Numbers Domino, Opposites Domino, Wild Animal Domino - Vocabulary Cards: Ch.1-3 - Posters: School - Readers Theater: <i>El fin de mis vacaciones</i> pg. 64 or WB 2 pg. 44 	<p>Language Arts Social Studies Science</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal
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Week Seven: Q&A/Days of the Week/Seasons

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>2 days</p>	<p>Lesson 43</p> <ul style="list-style-type: none"> - Review vocabulary by singing songs. - Acquire vocabulary for Days of the Week - Voluntarily role play the skit <i>El fin de mis vacaciones</i>. <p>Culture</p> <ul style="list-style-type: none"> - The words for the days of the week relate to Roman Mythology 	<ul style="list-style-type: none"> - Teacher's manual page 137 - Music CD #22 Games: Around the World, Relay - Vocabulary Cards: Days of the Week-Blackline Master - Posters: B/W Days of the Week, Days of the Week - Readers Theater: <i>El fin de mis vacaciones</i> pg. 64 or WB 2 pg. 44 - Textbook page 57 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal
<p>3 days</p>	<p>Lesson 44</p> <ul style="list-style-type: none"> - Ask and respond to ¿Qué día es hoy/mañana? Hoy/Mañana es... ¿Qué día fue ayer? Ayer fue... <i>What day is today/tomorrow? Today/Tomorrow is... and What day was yesterday? Yesterday was...</i> - Identify words for days of the week. 	<ul style="list-style-type: none"> - Q&A flashcard #45-46 - Music CD #22,24 - Games: Quick Review, Draw the Season poster - Posters: - Posters: B/W Days of the Week, Days of the 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal - Finished worksheets - Finished quiz

	<ul style="list-style-type: none"> - Acquire vocabulary for Seasons of the Year. - Draw a poster about the Seasons of the Year - Demonstrate knowledge acquired by taking a quiz 	<p>Week, The Seasons of the Year</p> <ul style="list-style-type: none"> - Vocabulary cards: School, Ch. 1-4 - Readers Theater: <i>El fin de mis vacaciones</i> pg. 64 or WB 2 pg. 44 - Workbook #2 pages 39-41 - Teacher made quiz 		
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Week Eight: Q&A/Days of the Week/Months/Seasons/Weather

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>Common Core Standards: 7.1.NH.A.1,3,4 7.1.NH.B.2,4,5/7.1.NH.C2,3,4</p>	<p>Lesson 45 - Ask and respond to ¿Cómo está el tiempo hoy? Hoy hace frío/calor. ¿Quién tiene frío? Él/Ella tiene frío/calor. <i>How is the weather today? Today is cold/hot. Who is cold/hot? He/She is cold/hot.</i> - Review vocabulary for Days of the Week. - Acquire vocabulary for Months of the Year - Voluntarily role play the skit <i>El fin de mis vacaciones.</i></p>	<p>- Teacher's manual page 139 - Music CD #22, 24-25 Games: Ask your Neighbor, Relay - Vocabulary Cards: Days of the Week-Blackline Master - Posters: B/W Days of the Week, Days of the Week - Readers Theater: <i>El fin de mis vacaciones</i> pg. 64 or WB 2 pg. 44 - Textbook page 57</p>	<p>Social Studies Language Arts</p>	<p>- Student participation - Teacher observation - Writing Journal</p>
<p>2 days</p>	<p>Lesson 46 - Ask and respond to ¿Cuándo es tu cumpleaños? Mi cumpleaños es... <i>When is your birthday? My birthday is...</i> - Identify words for days of the week.</p>	<p>- Q&A flashcard #51 - Music CD #22,25 - Games: Categories - Posters: - Posters: B/W Days</p>	<p>Social Studies Language Arts</p>	<p>- Student participation - Teacher observation - Writing Journal</p>

<p>1 day</p>	<p>- Practice words for Seasons of the Year. - Acquire vocabulary for Holiday Calendar - Voluntarily role play the skit <i>El fin de mis vacaciones</i>.</p> <p>Lesson 47 - Ask and respond to ¿Qué fecha es hoy? Hoy es... <i>What is the date today? Today is...</i> - Practice Days of the Week, Seasons and Months of the Year - Voluntarily role play the skit <i>El fin de mis vacaciones</i>.</p>	<p><i>of the Week, Days of the Week, The Seasons of the Year</i> - Vocabulary cards: School, Ch. 1-4 - Readers Theater: <i>El fin de mis vacaciones</i> pg. 64 or WB 2 pg. 44</p> <p>-Teacher's manual Page 141 - Q&A flashcard #50 - Games: charades, Flyswatter - Vocabulary Cards: Ch. 1-4, Days of the week, Months of the Year and Seasons blackline masters. - Readers Theater: <i>El fin de mis vacaciones</i> pg. 64 or WB 2 pg. 44</p>	<p>Social Studies Language Arts</p>	<p>- Student participation - Teacher observation - Writing Journal</p>
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Week Nine: Q&A/Days of the Week/Months/Seasons/Verbs/Culminating Activities

Common Core Standards:

7.1.NH.A.1,3,4

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

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
1 day	<p>Lesson 48</p> <ul style="list-style-type: none"> - Practice conversation - Sing songs from the Song Library that needs review. 	<ul style="list-style-type: none"> - Teacher's manual page 142 - Q&A flashcards Ch. 1-4 - Games: Merry-go-round, the Grand Prize - Vocabulary Cards: Ch. 1-4 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal
2 days	<p>Lesson 49</p> <ul style="list-style-type: none"> - Acquire vocabulary for verbs. - Ask and respond to ¿Tú quieres...? Sí, si quiero... No, no quiero... <i>Do you want...? Yes, I want to.../ No, I don't want to...</i> 	<ul style="list-style-type: none"> - Teacher's manual page 143 - Q&A flashcard #53 - Music CD #27 - Games: The Grand Prize, Word Chain, Verb Bingo - Posters: Verbs - Vocabulary cards: Verbs, Ch. 1-4 - Posters: Verbs 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Writing Journal

<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"> - Student participation - Finished quiz - Student passport
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