

BRIDGETON PUBLIC SCHOOLS

SUBJECT – World Language

UNIT/LESSON PACING CHART

Core Series: Risas y Sonrisas

Course: World Language/Spanish 5th Grade
Essential Questions:

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

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>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</p>				
2 days	<p>Introductory lesson: Objectives: - Understand their role in the classroom. - 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. - 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.</p>	<p>Name of Resource and Page #'s - teacher made Power Point presentation. - Teacher made materials. - Participation rubric. - Printout of the classroom rules.</p>	<p>Social Studies</p>	<p>- Teacher observation - Student participation - Signed classroom rules</p>
3 days	<p>- Ask and respond to the question "¿Cómo te llamas? Me llamo... Se llama... <i>What is your name? His/Her name is...</i> by playing a game. Culture: Identify Spanish speaking countries by locating them in the world map. - Practice the pronunciation of vowels. - Review the colors in Spanish.</p>	<p>- Textbook. Introductory pages. - Teacher's manual page 84. - World map. - CD song #4 - Cognates poster. - Teacher's manual page 84,85 - Teacher's manual page 33 (Word chain) - Flashcard #11</p>		

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Week Two: Places

Timeline	Student Learning Objectives	Resources	Cross Curricular Correlations	Practice & Assessment
<p>5 days</p>	<p>Lessons 74, 75, 76 - Ask and respond to questions: <ul style="list-style-type: none"> • Where are you going? • Where can I find...? • How do I get to...? </p>	<ul style="list-style-type: none"> - Q&A flashcards #74, 75, 76, 77 - Music CD Los Lugares # 33 - Games (Word Chain pg. G10, Speed pg. G22, Secret Word pg. G8, Quick Review pg. G20, Snake of Words pg. G22, Concentration pg. G 4) - Vocabulary Cards (Chapters 1-6, Pronouns, Places) - Cognate cards - Poster (Places) - Teacher's manual pages 143-144 	<ul style="list-style-type: none"> - Language Arts - Social Studies 	<ul style="list-style-type: none"> - Student participation: workbook page 103 - Teacher observation - Finished worksheets

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Week Three: Intro to Ser and Estar

Timeline	Student Learning Objectives	Resources	Cross Curricular Correlations	Assessments
<p>5 days</p>	<p>Lessons 77, 78</p> <ul style="list-style-type: none"> • Use <u>ser</u> to describe a person or a thing and their permanent characteristics • Use <u>ser</u> to indicate belonging • Use <u>ser</u> to tell time and to tell where an event will take place • Use <u>estar</u> to indicate the location of people, places, and things • Use <u>estar</u> to indicate temporary states of being-feelings/emotions • Use <u>estar</u> with the present participle 	<p>- Teacher's manual page 146-147</p> <p>- Music CD Library, Las Ocupaciones # 35</p> <p>- Games (Emotions & Directions Bingo pg. G3, Spelling pg. G23, Flyswatter pg. G16, Hot Potato pg. G6, Occupations Bingo pg. G22, Concentration pg. G 3, Relay pg. G21)</p> <p>- Vocabulary Cards (Chapters 1-6, Pronouns, Places, Verbs)</p> <p>- Cognate cards</p> <p>- Poster (Places, Ser & Estar)</p>	<p>Language Arts</p> <p>Health (Social - Emotional)</p>	<p>- Student participation: workbook page 104-105 & 113</p> <p>- Teacher observation</p>

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Week Four: Intro to irregular verbs, tener

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	Resources	Cross Curricular Correlations	Practice & Assessment
5 days	<p>Lessons 79, 80</p> <ul style="list-style-type: none"> - Use irregular verbs and verb phrase “to have” correctly 	<ul style="list-style-type: none"> - Teacher’s manual page 148-149 - Music CD Verbos Irregulares #34, Tener #36, Las Ocupaciones # 35 - Games (Snake of Words pg. G22, Which is it? pg. G27, Concentration pg. G4) - Vocabulary Cards (Chapters 1-6, Pronouns, Verb pictures/words) - Blackline masters (Las Vacaciones de Verano) - Cognate cards - Poster (B/W Irregular Verbs, To Have, Occupations) 	Language Arts	<ul style="list-style-type: none"> - Student participation: student workbook pg. 111, 113. 117 - Teacher observation

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Week Five: Conversations, questions and review

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	Resources	Cross Curricular Correlations	Practice & Assessment
5 days	<p>Lessons 81, 84</p> <ul style="list-style-type: none"> - Use irregular verbs - Ask and respond to questions: <ul style="list-style-type: none"> • Do you know..? • What would you like to be? • Where does.....work...? 	<p>Teacher's manual page 150-153</p> <ul style="list-style-type: none"> - Q&A cards # 1-83 - Music CD: Song Library, Los Lugares # 33, Las Ocupaciones # 35 - Games (Word Chain pg. G10, Secret Word pg. G8, Occupations domino pg. G14, Quick Review pg. G20, Flyswatter pg. G16, Merry-go-round pg. G18, Let S go Fishing pg G17) - Vocabulary Cards (Vocabulary unit cards. El Universo blackline masters, Pronouns, Verb pictures/words) - Cognate cards - Poster (ser, tener, estar, Occupations. Places) 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher-made assessment - Writing Journal

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Week Six: Intro. to clothing

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
1 day	<p>Lesson In Review -participate in conversations in Spanish</p> <p>Lessons 85, 88 - Ask and respond to:</p> <ul style="list-style-type: none"> • What clothes are you wearing (taking)? • What size are you? • Whose....is this? • Whose....are they? <p>- Identify practice using possessive adjectives</p>	<p>Readers Theater: El Pintor Picasso pg. 116 or WB pg. 4 pg . 24</p> <p>- Teacher’s manual page 154-157</p> <p>- Q&A flashcard #86 a-b</p> <p>- Music CD (Song Library, La Ropa #37)</p> <p>- Games (Clothes Bingo pg. G3, Clothes Line pg. G4, Draw Clothes, Spelling pg. g 23, Relay pg. G21)</p> <p>- Posters: Clothes</p> <p>- Vocabulary cards: Verbs pictures and words, pronouns</p>	<p>Social Studies Language Arts</p> <p>Social Studies Language Arts</p>	<p>- Student participation - Teacher observation</p> <p>- Student participation: Student workbook pages 120, 121 - Teacher observation - Writing Journal - passport</p>
4 days				

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Week Seven: Conversation review and assessment

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	Resources	Cross Curricular Correlations	Assessments
5 days	<p>Lessons 89-90</p> <ul style="list-style-type: none"> - Ask and respond to previously taught conversation: <ul style="list-style-type: none"> • What is your name? • What do you want? 	<ul style="list-style-type: none"> - Teacher's manual page 158-159 - Music CD Song Library #37 Games: Word Chain pg. G10, Speed pg. G22, Flyswatter pg.G16, Draw the Word pg.G15, Domino Stations - Vocabulary Cards: clothes, past, present , future, - Posters: Clothes - Readers Theater: <i>El fin de mis vacaciones</i> pg. 64 or WB 2 pg. 44 	Social Studies Language Arts	<ul style="list-style-type: none"> - Student participation - Teacher observation -Teacher Made Assessment

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Week Eight: Introduction to Farm Animals

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
5 days	<p>Lessons 91-92</p> <ul style="list-style-type: none"> - Identify farm animals using masculine/feminine language -Ask and respond to: <ul style="list-style-type: none"> • Which is bigger? • How does the...sound? 	<ul style="list-style-type: none"> - Teacher's manual page 160-161 - Music CD Song Library #37 & 38 - Games (What Sound Does it Make? pg. G9, Secret Word pg. G8) - Vocabulary Cards: verbs and pronouns. Animal sounds (black like master) - Posters: Farm Animals 	<p>Social Studies Language Arts Science</p>	<ul style="list-style-type: none"> - Student participation (Student book pp. 124-125, 131) - Teacher observation

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Week Nine: Introduction to present participle

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
5 days	<p>Lesson 93-94</p> <p>-Ask and respond to:</p> <ul style="list-style-type: none"> • What is thedoing? <p>-verbs ending in -ing</p>	<p>- Teacher's manual page 162-163</p> <p>- Music CD Los Animales de la Granja #38</p> <p>-Games (Secret Word pg. G8, Snake of Words pg. G22)</p> <p>- Vocabulary Cards: verbs and pronouns, Vocabulary Unit cards</p> <p>-Readers Theater: La Granja de mi tío Pancho p. 130 or WB 4 pg. 47</p> <p>- Posters: Verbs, Farm Animals, Family</p>	<p>Language Arts</p> <p>Science</p>	<p>- Student participation</p> <p>- Teacher observation</p>

Common Core Standards:

7.1.NH.A.1,3,4

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

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Week Ten: Conversation Review

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
5 days	<p>Lesson 94-96</p> <ul style="list-style-type: none"> -Converse in Spanish -Participate in a Fiesta 	<ul style="list-style-type: none"> - Teacher's manual page 164-165 - Music CD Song form the Song Library, Los Animals de la Granja #38, Cuaderno de Colorear #39 -Games (Around the World pg. G11, Scribble pg. G21, Merry Go Flyswatter pg. G21, Merry Go Round pg. G18, The Grand Prize pg. G25) - Vocabulary Cards: verbs and pronouns, Vocabulary Unit cards -Readers Theater: La Granja de mi tío Pancho p. 130 or WB 4 pg. 47 - Posters: Farm Animals 	<p>Language Arts Science</p>	<p>- Teacher made assessment</p>

EVALUATIVE NOTES

Name of Course: _____

Evaluation by: _____