

# Grade 1 - 3rd Trimester - Ecotourism in Puerto Rico

Content Area: **World Language**  
Course(s): **World Language Grade 1**  
Time Period: **Trimester 3**  
Length: **9 weeks**  
Status: **Published**

## Course Pacing Guide

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New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.

(World Languages Education in the 21st Century <https://www.nj.gov/education/aps/cccs/wl/>)

Unit	MP/Trimester	Weeks
All About Me	Trimester 1	9
My Family and Me	Trimester 2	9
Let's Go: Ecotourism in Puerto Rico!	Trimester 3	9

## Unit Overview

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Students use the target language in the three modes of communication to explore Puerto Rico, its frog El Coquí and how Hurricane María and tourism affect the island. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret authentic written and/or video/audio texts such as stories and short video clips that focus on Puerto Rico, the island's animals and characteristics.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer memorized questions related to Puerto Rico.

Presentational: They use lists, chunks of language, and memorized phrases to talk about Puerto Rico and how tourists can protect the island's natural resources while using culturally appropriate gestures and intonations.

## Enduring Understandings

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I can only talk about things that I have practice saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand m

e.

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

### Essential Questions

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How can I talk to someone in another language when I am just starting to learn it?

How can I better understand when I do not know everything I read or hear?

What will help my classmates, my teacher, and others understand me better?

How can I better understand, respect and embrace a culture with different practices and beliefs?

### New Jersey Student Learning Standards (No CCS)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about Puerto Rico.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to memorized questions about Puerto Rico using digital tools and face-to-face communication.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
3	Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about Puerto Rico's natural resources, its animals, and tourism.  Click <a href="#">here</a> for the “Can-Do” Statement.	7.1.NM.B.3
4	Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that include physical	7.1.NM.C.1

	characteristics of el coquí and their habitats and how to protect them and the rain forest by creating a multimedia-rich presentation.	7.1.NM.C.4
	Click <a href="#">here</a> for the “Can-Do” Statement.	

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

## Amistad Integration

<https://nj.gov/education/amistad/about.htm>)

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

## **Holocaust/Genocide Education**

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(link -- [https://nj.gov/education/holocaust/about\\_us/mandate.html](https://nj.gov/education/holocaust/about_us/mandate.html))

## **Interdisciplinary Connections**

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SCI.K-2.5.3.2.C.2	Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
SCI.K-2.5.3.2.C.3	Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
SCI.K-2.5.3.2.C.c	Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there.
SOC.K-4.1.2.1	Determine locations of places and interpret information available on maps and globes.
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

## **Technology Standards**

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- Smart Board/ LCD projector/Prometheon Board
- Music (iPod), Lyrics (various songs and artists)
- Haiku Deck, Prezi, Google Slides
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube, YouTube, Vimeo,
- Smart Tablet apps: Tellegami, Video PhotoBooth, iMovie
- Wix website
- Plickers

- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)
- HD Camera
- Teacher eBoard

TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.

## 21st Century Themes/Careers

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### 21st Century Skills Map

[https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, **this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects**

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Financial Literacy Integration

(link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

## Instructional Strategies & Learning Activities

Core Content/Objectives		Instructional Actions	
		Activities/Strategies	Assessment
Concepts	Skills	Learning Activities/Differentiation	How learning will be assessed
What students will know	What students will be able to do	Interdisciplinary Connections	
<ul style="list-style-type: none"> <li>• The coquí is an amphibian.</li> <li>• The coquí is a frog from Puerto Rico and comes in various colors.</li> <li>• Location of Puerto Rico</li> </ul>	<ul style="list-style-type: none"> <li>• React and respond to TPR activities in every class.</li> <li>• Acquire vocabulary related to the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teach new vocabulary using TPR, objects, realia, visual presentations and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Daily observations</li> <li>• Participation in class</li> <li>• TPR responsiveness and readiness</li> <li>• Game participation</li> <li>• Memorize songs</li> <li>• Create interpersonal, presentational and interpretive communication activities that will facilitate language production</li> <li>• Use integrated performance assessments at the end of the unit in the 3 modes of communication to see what the students can do with the language.</li> <li>• Utilize Rubrics for different communicative tasks to be able to create a bench mark in terms of language proficiency</li> <li>• I Can-Do Statements (adapted from NCSSFL-ACTFL) <a href="https://docs.google.com/document/d/1OcdZxu8SUzYROSbIGD9mMSPPmBlvDzKrQ4eI3kpqKn8/edit?usp=sharing">https://docs.google.com/document/d/1OcdZxu8SUzYROSbIGD9mMSPPmBlvDzKrQ4eI3kpqKn8/edit?usp=sharing</a></li> </ul>

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| <ul style="list-style-type: none"><li>• Capital of Puerto Rico</li><li>• Important places in Puerto Rico</li><li>• Climate in Puerto Rico</li><li>• Colors of Puerto Rico's flag</li><li>• Cycle of a frog</li><li>• Sound of the coquí</li><li>• Animals that are in danger of extinction</li><li>• Reduce, Reuse, Recycle</li></ul> | <ul style="list-style-type: none"><li>• Locate Puerto Rico on a map</li><li>• Tell the typical weather in Puerto Rico "Es tropical. Es lluvioso. Hace calor. Hace sol."</li><li>• Compare and contrast the US A Flag and Puerto Rico's Flag</li><li>• Locate</li></ul> | <ul style="list-style-type: none"><li>• Use graphic organizers</li><li>• Pair review of vocabulary</li><li>• Use authentic music and rhythms as part of the lesson</li><li>• Ask Natural Approach questions to facilitate language production.</li><li>• Create inter</li></ul> |
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## **Differentiated Instruction**

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- provide lots of visuals and exaggerate actions
- multi-ability grouping students can look at each other during TPR activity
- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with specific vocabulary related to the unit which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- -MODEL the activities
- -students may use graphic organizers during interpersonal activity
- -visual cues
- -preferential seating
- -access to Educational Assistant
- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice

- Relationship-Building & Team-Building
- Self-Directed Learning
- The Hot Seat/Role-Play
- Student Data Inventories
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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Input and Output Activities that consist of:

- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with specific vocabulary associated with the unit which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- Thumbs up/Thumbs down: After practicing a skill, ask students how they feel they are doing by showing thumbs up or thumbs down. Alternative: Students show a scale of 1-5 on their hand.
- Ticket out the door (Exit Slip): Determine if the lesson was successful by asking students to complete a quick question on their way out the door.
- Stop/Go: Give each student a card with stop sign on one side and a go sign on the other. As students are learning a new concept, they can flip the card to the stop sign when they need more explanation.
- Whiteboards: Students practice writing on a small whiteboard and then hold up their boards and compare their answers with the teacher's answer. Works great for spelling, vocabulary, verb conjugation, etc.  
Alternative : Students practice in pairs with flashcards.
- Scale of 1-4: The teacher evaluates a performance task (like a conversation) on a scale of 1-4. 4= You got it !  
3= Almost there. 2= Needs work. 1= Needs a lot of work.
- Four Corners: The teacher displays a question and 4 choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class.
- Sequence Cards : Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.
- Mini-Quizzes: Give students multiple quizzes in the same format as the test, so they can check their

understanding.

Resources: <http://www.iwla.net/Resources/Documents/Formative%20Assessment.pdf>

## **Summative Assessment**

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Project Based Learning Task <https://docs.google.com/presentation/d/1sP2rCg-w95DozKyJ0FsbNq8CWtPg9ZUqRCCUNdUZCXo/edit?usp=sharing>

Interpretive, Interpersonal (working in a team), and Presentational (writing and speaking digitally)

### **El Yunque needs your help!**

El Yunque is the National Rain Forest of Puerto Rico. Much of it was destroyed during Hurrican María. We need to help protect it and its animals especially those in danger of extinction.

Puerto Ricans and tourists need to know the importance of the island's rain forest.

Create a website to send to <http://www.fs.usda.gov/contactus/elyunque/about-forest/contactus>

Example of finished product of Website to send to :<https://mdevine9.wixsite.com/proteger>

-Puerto Ricans speak Spanish so we need to write advice in Spanish.

-After making advice posters written in Spanish, then we will use technology to further communicate our message to a global community.

-Use Telligami app on the iPad. Telligami lets you create short, animated videos. You customize your character by changing its mood or outfit. Record your voice or add dialogue giving your advice of how to protect El Yunque. Then share your Gami video.

## **Benchmark Assessments**

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NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

Unit Specific Can Do

Statements: <https://docs.google.com/document/d/1OcdZxu8SUzYROSbIGD9mMSPPmBlvDzKrQ4eI3kpqKn8/edit?usp=sharing>

## **ACTFL Benchmark Assessments**

<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/actfl-assessments>

**Oral Proficiency Interview (OPI)** assesses how well a person speaks a language. It is an assessment of the [interpersonal listening and speaking communication mode](#). It is a 20 to 25-minute one-on-one interview between a certified ACTFL tester and an examinee. It is interactive, continuously adapting to each test-taker and their speaking abilities. The speaker's language ability is compared to the criteria outlined in the [ACTFL Proficiency Guidelines for Speaking](#), and then a proficiency rating is awarded.

## **Alternate Assessments**

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Use of FLENJ (Foreign Language Educators of NJ) CAPS Rubrics

Rubric for Novice Presentational Speaking/Writing

Rubric for Novice Interpretive Reading/Listening

Rubric for Novice Interpersonal

## **Resources & Technology**

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Resources/Technology:

- Thematic unit: "Let's Go! Ecotourism in Puerto Rico"
- Books: "¡Salta, Ranita, Salta!" by Robert Kalan
  - "Frog and Toad" by Arnold Lobel
  - "Los Anfibios"
  - "Puerto Rico"
- Smart Board/ LCD projector/Prometheon Board
- Music (iPod), Lyrics (various songs and artists)



- Haiku Deck, Prezi, Google Slides
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube, YouTube, Vimeo,
- Smart Tablet apps: Tellegami, Video PhotoBooth, iMovie
- Wix website
- Plickers
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)
- HD Camera
- Teacher eBoard
- <http://flenj.org/> FLENJ
- <https://www.actfl.org/> ACTFL
- <https://www.nj.gov/education/aps/cccs/wl/> NJ Student Learning Standards for World Languages

HURACAN MARIA

### **La compleja y extensa labor para restaurar El Yunque**

<https://www.elnuevodia.com/noticias/locales/nota/lacomplejayextensalaborpararestaurarelyunque-2393099/> ;

### **Another Victim of Hurricane Maria: Puerto Rico's Treasured Rainforest**

<https://www.nytimes.com/2017/10/11/us/another-victim-of-hurricane-maria-puerto-ricos-treasured-rainforest.html>

<https://mdevine9.wixsite.com/proteger>

PBL Task <https://docs.google.com/presentation/d/1sP2rCg-w95DozKyJ0FsbNq8CWtPg9ZUqRCCUNdUZCXo/edit>

Especies en peligro de extincion [https://docs.google.com/presentation/d/1mErYWWLmCZvvD\\_zaXIYtCRAvDLZeTAF\\_8B6SfuM8k2I/edit#slide=id.p](https://docs.google.com/presentation/d/1mErYWWLmCZvvD_zaXIYtCRAvDLZeTAF_8B6SfuM8k2I/edit#slide=id.p)

Los

consejos: <https://docs.google.com/presentation/d/1F7iKA8y3yj7ZtJ7NQsrwJK8TePYnF44ieKuVsJGjatM/edit>

### Closure

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- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

## ELL

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<https://www.nj.gov/education/aps/cccs/ELL.htm> Resources

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- Graphic organizers

## Special Education

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<https://www.nj.gov/education/specialed/> Resources

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.

- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

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## 504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

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## At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills

- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

Resources <https://www.nj.gov/education/aps/cccs/gandt/>