Unit 1: Greetings and Farewells

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Course(s): **World Language Gr. K**
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Unit 1: Greetings and Farewells

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten World Language

Unit 1: Greetings and Farewells

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Unit Overview

This unit is will guide students to discover the benefits of respect, appreciation and cooperation with the people that are around them. While exploring these themes, the learners will acquire the ability to greet and introduce themselves to Spanish speakers both inside and outside the school setting.

The theme of the unit is Greeting and Farewells.

Enduring Understandings

Students will understand that:

- Sharing and being kind to others will help us have a respectful and healthy school family.
- Learning another language can help us be friendly to more people.

Essential Questions

- How I can greet others?

- How I can start and end a conversation?

Exit Skills

By the end of Unit 1

- Students will be able to say "Good morning" and "Hello" in target language.
- Students will be able to identify the correct greeting to use for the time of day.
- Students will be able to respond and utilize common courtesies such as "gracias" ("thank you") and "de nada" ("you're welcome").

New Jersey Student Learning Standards (NJSLS)

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.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
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.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.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

Interdisciplinary Connections

LA.RF.K.1.C	Understand that words are separated by spaces in print.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

Learning Objectives

After completing this unit; students will be able to:

- List various types of greetings and farewells.
- Compare greetings, and farewells in Spanish and English
- Make small conversation.
- Represent a role play in target language.
- Illustrate the many ways of greetings and farewells.
- Interpret a brief conversation between two people.

Suggested Activities & Best Practices

- Teacher greets students and staff in the target language.
- Classroom directions are always in the target language.
- Students responses are in the target language and TPR in cases of directions.
- Students use puppets to facilitate conversational skills.
- Sing "Buenos días, Buenas tardes y Buenas noches" (Good morning, Good afternoon and Good night) song in Spanish.

Assessment Evidence - Checking for Understanding (CFU)

- Students will be able to respond to the question, "How are you?" in the target language.
- Students will be able to respond to the question "What is your name?" in the target language.

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer

- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self - assessments
- Socratic Seminar
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit Tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Student's folder, teacher-made handout.

Ancillary Resources

Flash cards, posters and printouts on greetings and farewells.

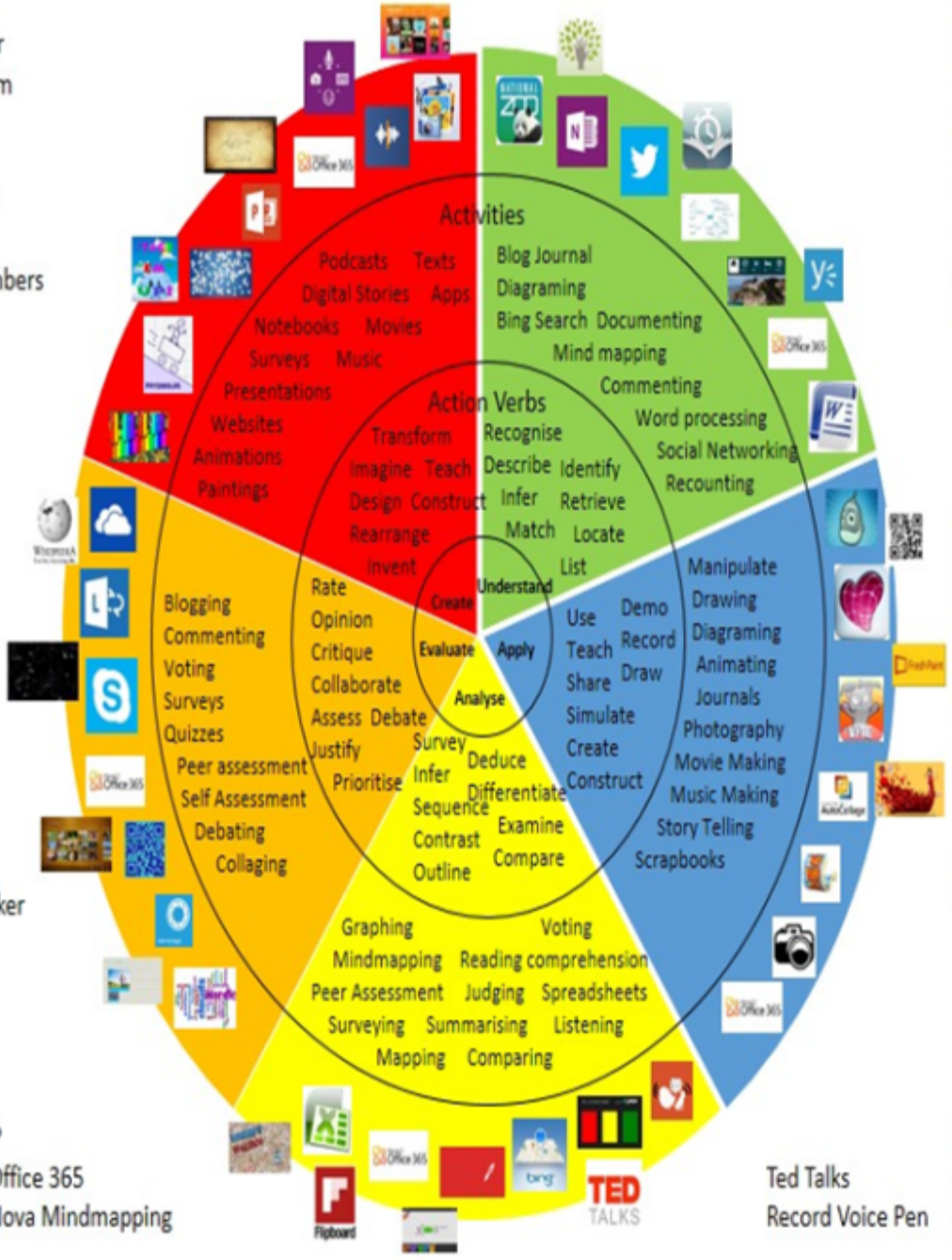
Technology Infusion

Smart Board, computer, internet to access websites with relevant Spanish information.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science
- Social Studies, including American History, World History, Geography, Government and Civics.
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
TECH.8.1.P.A.CS1	Understand and use technology systems.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

Differentiation

- At the beginning of each class, the goal of day will be read out to ensure that all students are aware and striving to complete the goal.
- Student are encouraged to sing along songs for vocabulary practice.

Differentiations:

- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

Hi-Prep Differentiations:

- Skill based mini lesson
- Roll Play
- Group investigations
- Guided Reading
- Independent study
- Interest groups
- Leveled rubrics
- Cooperativing learning
- Multiple intelligence options
- Project-based learning

Lo-Prep Differentiations

- Flexible grouping
- Open-ended activities

- Time extension
- Provide different demonstrations
- Cooperative learning
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Visual examples of tools being used at the beginning of each lesson.
- Allow for modified expectations on worksheets.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

English Language Learning (ELL)

- Students with a Spanish background can assist in vocabulary practice.
- Use picture chart to help students understand the directions for their assessment of every class.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- decreasing the amount of workpresented or required
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- tutoring by peers
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Individual assistance is offered to those who deem it neccesary.
- Students will work on their worksheet in pairs.

- allowing products (timelines, demonstrations, models, drawings, dioramas, poster boards, graphs, videos, etc).to demonstrate student's learning.
- allowing students to correct errors (looking for understanding)
- allowing students to select from given choices
- decreasing the amount of workpresented or required
- providing study guides
- tutoring by peers
- using authentic assessments with real life problem-solving

Talented and Gifted Learning (T&G)

- Students with a Spanish background can help with pronunciation.
- Students with a Spanish background can act as group leaders.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Greetings and Farewells in Spanish.

NJSLS: See link

Interdisciplinary Connection: Language Arts.

Statement of Objective: SWBAT recite daily greetings and farewells.

SWBAT recognize the different between Spanish and English greetings and farewells.

SWBAT determine which greetings should use for the specific time of day.

Anticipatory Set/Do Now: Students will sing "Buenos días" song.

Learning Activity: Teacher will give the students greetings vocabulary. Teacher will introduce two puppets to the students and will demonstrate a conversation using the structures "Good morning, Good afternoon, Good evening and Good bye in Spanish. Students will repeat the expressions after the teacher.

Student Assessment/CFU's: Choral recitations, completion of worksheets. Oral responses.

Materials: Vocabulary, worksheets, board, pencil, and crayons.

21st Century Themes and Skills: Civic Literacy

Differentiation/Modifications: Extra time if needed.

Integration of Technology: Smart board and Chromebook.

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.