Unit 5: Family; Classroom Objects

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten World Language

Unit 5: Family; Classroom Objects

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Catherine Maucione and Ms. Lourdes Chavez

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

Unit five focuses on two themes:

Family

- Students will talk about their family and different roles that their family members have.
- Students will describe various types of family.

Classroom Objects

- Students will recognize classroom objects in writing and correctly pronounce it in Spanish.
- Students will identify classroom objects in Spanish.

NJSLS

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.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
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.d	Describe people, places, and things.
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.

Exit Skills

By the end of Unit 5, students will be able to:

- Recognize the family member.
- Identify the family role.
- Recall vocabulary words pertaining to the family.
- Identifying classroom object.
- Distinguishing between the articles "el" and "la".
- Responding to simple commands in Spanish such as "toca la ventana" (touch the window").

Enduring Understandings

- Family members have different roles and those roles can be different in other families.
- Target vocabulary on family.
- Families and home in the Spanish speaking countries can have similarities and differences between families and homes in homes in Belleville.
- Target vocabulary on classroom objects.
- Difference between "el" and "la" both mean the.
- Spanish adjectives must agree with the feminine and masculine noun they describe.

Essential Questions

- How can you describe family members in Spanish?
- What is the importance of "la familia" in Spanish speaking countries and to the Hispanic culture?
- What can we do to remember a certain Spanish word's meaning?
- Who is part of your family?

Learning Objectives

Students will be able to :

- Identify family members in Spanish.
- Recite family vocabulary words
- Ask and answer the question "Who it is?"
- Ask and answer the question "Dónde está el/la?"
- Describe items in the classroom.

- Identify basic classroom vocabulary.
- Create a list of basic classroom materials.
- Recite songs/chants.

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Interdisciplinary Connections

- Writing activities.

MA.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
LA.K.CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.K.CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.K.CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
SOC.K-4.6.1.4.D.k	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
SOC.K-4.6.3.4.1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
TEC.K-2.8.2.2.A.1	Describe how technology's products, systems and resources are useful tools at school, home and work.

Alignment to 21st Century Skills & Technology

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

- English, Language arts
- World languages
- Arts
- Mathematics
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including America History, World History,Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
TECH.8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher’s support.

21st Century/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
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Technology Infusion

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

Differentiation

- Native speakers help the teacher model target vocabulary or coach peers during activity.
- Special speakers allow students to point to a visual representation of the words rather than saying the target vocabulary out loud.

Differentiations:

- Additional time
- Assistive technology
- Auditory presentations
- Behavior management plan
- Center- basad instruction
- Dictation to scribe
- Extra time to complete assignments
- Highlight text
- Large print edition

- Multisensory approaches
- Pairing oral instructions with visuals
- Preview content & concepts
- Preview vocabulary
- Repeat directions
- Rephase written directions
- Scheduled breaks
- Small group assignments
- Small group instruction
- Small group setting
- Story guides
- Student work with assigned partner
- Study guides
- Teacher reads assessments allowed
- Token economy
- Use manipulative
- Visual presentation

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

- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilized
- Extended time on tests /quizzes
- Have student repeat directions to check for understanding
- Highlighted tex visual presentation
- Modified assignment format
- modified test content
- Modified test length
- Multi-sensory presentation
- Multiple test sessions
- Preferential seating
- Preview of content, concepts, and vocabulary
- Printed copy of board work/notes provided
- Provide modifications as dictated in the student's IEP/504 plan
- Reduced/shortened reading assignments

- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Using thumbs up/down and other visual cues to check for student understanding when working on their Spanish work.

- 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)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- 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 handout in pairs.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices

- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Assessment Evidence - Checking fir Understanding (CFU)

Choral practice done at every every class to ensure good pronunciation.

- Admit Tickets
- 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
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Student Portfolio, teacher made vocabulary list and worksheet.

Ancillary Resources

Flash cards, color worksheets, classroom objects, picture cards, posters and songs.