Unit 4: Seasons and Weather; The Spanish Calendar

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Course(s): **World Language Gr. 1**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade World Language

Unit 4: Seasons and Weather; The Spanish Calendar

Belleville Board of Education

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Unit Overview

Unit four focuses on the weather, the four seasons and the Spanish Calendar.

Weather and Seasons

- Students will compare the weather and seasonal patterns of different places around the world.
- Students will learn to speak about the weather and seasons they experience throughout the year in the target language.

Spanish Calendar

- Students will identify and use the days of the week, months of the year in Spanish.

New Jersey Student Learning Standards (NJSLS)

Exit Skills

By the end of Unit 4, students will be able to:

- Use weather and seasons expressions on a daily basis.
- Ask and respond to the question “What is the weather like today?” in a complete sentence in the target language.
- Identify and recall vocabulary for days, months and years.
- State the date and their own birthdate.

Enduring Understandings

- People experience weather and seasons differently depending on their locations in the world.
- State weather conditions in the target language.
- Target vocabulary relating to the days and months of the year.
- Be able to state today's date using the phrase "hoy es …".

Essential Questions

- How does the weather change in each season?
- Are the weather and seasons the same in all places of the world?
- What are the days of the week in Spanish?
- What are the months of the year in Spanish?

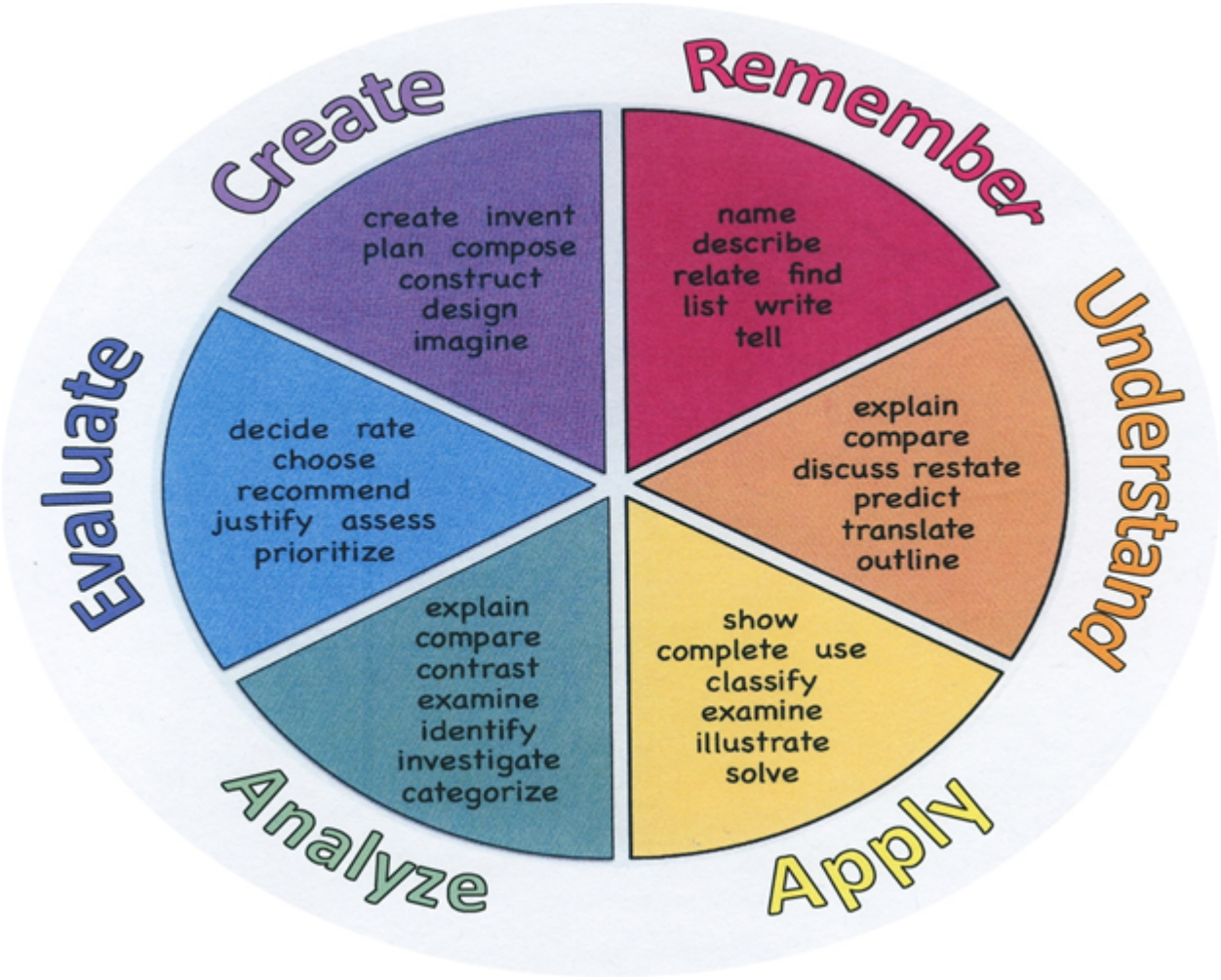
Learning Objectives

By the end of this lesson, students will be able to:

- Compose brief phrases related to initiating conversation regarding the weather and seasons.
- Recite and spell the days of the week and the months of the year in Spanish.
- Fill in the days of the week on a calendar in Spanish.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize		Combine
Describe	Defend	Dramatize	Classify		Compose
Define	Demonstrate	Explain	Compare	Appraise	Construct
Label	Distinguish	Generalize	Differentiate	Judge	Design
List	Explain	Judge	Distinguish	Criticize	Develop
Locate	Express	Organize	Identify	Defend	Formulate
Match	Extend	Paint	Infer	Compare	Hypothesize
Memorize	Give Examples	Prepare	Point out	Assess	Invent
Name	Illustrate	Produce	Select	Conclude	Make
Omit	Indicate	Select	Subdivide	Contrast	Originate
Recite	Interrelate	Show	Survey	Critique	Organize
Select	Interpret	Sketch	Arrange	Determine	Plan
State	Infer	Solve	Breakdown	Grade	Produce
Count	Match	Use	Combine	Justify	Role Play
Draw	Paraphrase	Add	Detect	Measure	Drive
Outline	Represent	Calculate	Diagram	Rank	Devise
Point	Restate	Change	Discriminate	Rate	Generate
Quote	Rewrite	Classify	Illustrate	Support	Integrate
Recall	Select	Complete	Outline	Test	Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct

Reproduce	Tell	Divide	Revise
	Translate	Examine	Rewrite
	Associate	Graph	Transform
	Compute	Interpolate	
	Convert	Manipulate	
	Discuss	Modify	
	Estimate	Operate	
	Extrapolate	Subtract	
	Generalize		
	Predict		



Interdisciplinary Connections

Suggested Activities & Best Practices

- Create a book using the four seasons and weather vocabulary.
- Draw a roulette of the seasons of the year on a paper plate.
- Review the Spanish calendar via PowerPoint.
- Play bingo in order to reinforce the vocabulary they have learned.

Assessment Evidence - Checking for Understanding (CFU)

- List weather and seasons expression and vocabulary words.
- Match and write the weather expression with pictures.
- Make connection day of the week and months of the year Spanish to English.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- 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
- Study Guide

- 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 portfolio.
- Teacher-made worksheets.

Ancillary Resources

- Posters.
- Flashcards.
- Printouts.

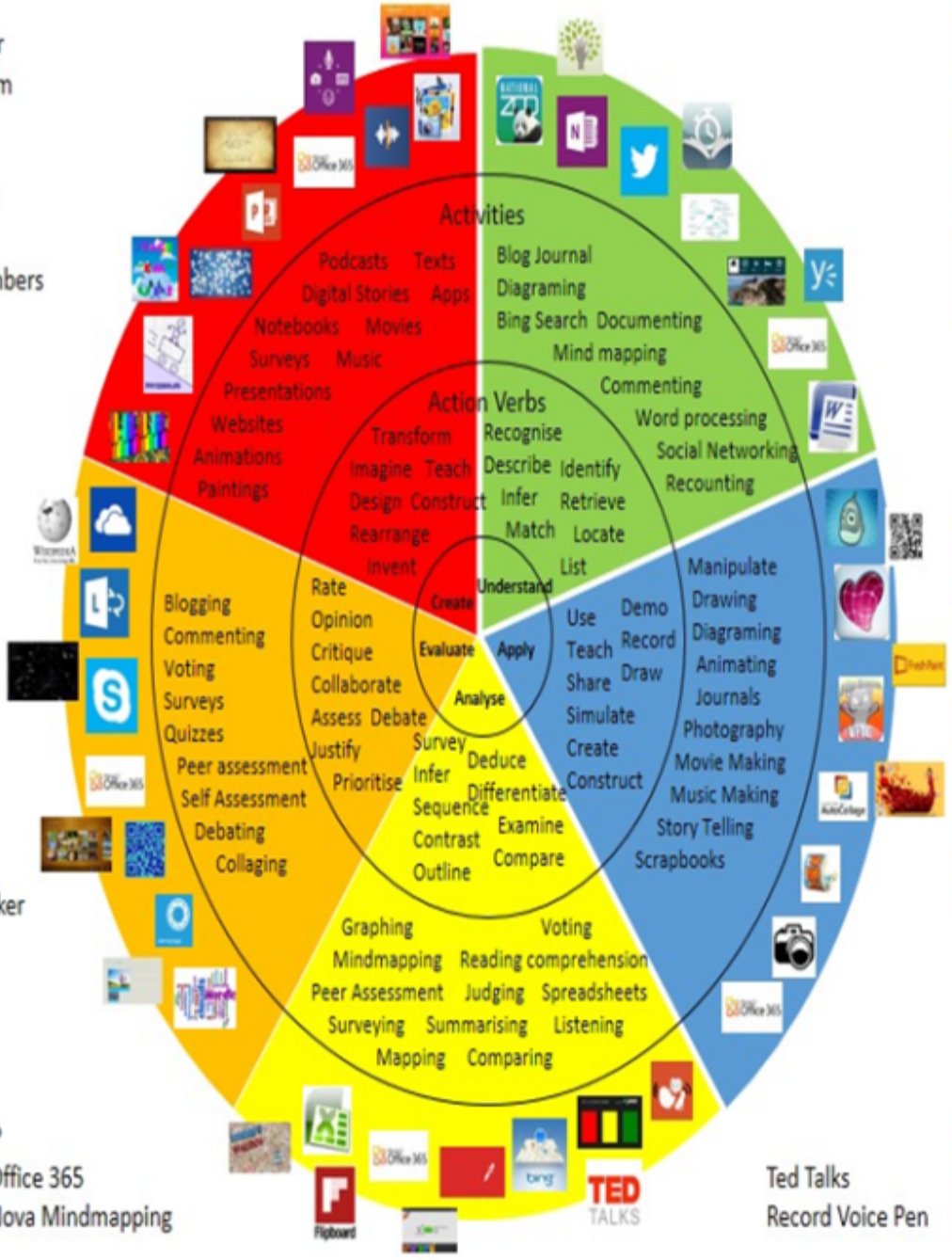
Technology Infusion

Smart Board, Chrome book, Internet to access websites with relevant Spanish information such as Spanish4teacher.org and Doremi.

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 and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial 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.
- Students are required to repeat vocabulary for practice.
- Students are encouraged to sing along song for vocabulary practice.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards

- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

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

- Visual examples of the different weather and seasons.
- Follow all modifications detailed in IEP.

- 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
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- 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 picture chart to help students understand the directions for their project at the beginning 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)
- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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

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 blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments

- 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 exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson