Unit 5: Family; Parts of the Body

Content Area: **World Language**
Course(s): **World Language Gr. 1**
Time Period: **MayJun**
Length: **34 days**
Status: **Published**

Unit 5: Family; Parts of the Body

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade World Language

Unit 5: Family; Parts of the Body

Belleville Board of Education

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

Board Approved: September 23, 2019

Unit Overview

Unit 5 focuses on the family and the parts of the body.

The Family

- Students will explore how families in their community and around the world can be different.
- Students will be able to describe characteristics of their family in the target language.

Parts of the Body

- Students will identify and list eight parts of the body and practice the pronunciation and spelling.
- Students will learn some regular plurals with “s” and one irregular.

New Jersey Student Learning Standards (NJSLS)

Exit Skills

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

- After the teacher states the vocabulary out loud, students will point to the correct illustration.
- Ask and answer to the question “Who is this?” in the target language in reference to family members.
- Copy the target vocabulary on a picture of their family.
- Point to 8 different parts of the body after the teacher says the vocabulary.
- Copy vocabulary on a picture of parts of the body.

Enduring Understandings

- Family make up small units of a larger society and share common traits from one society to another.
- The definition of family differs from culture to culture.
- Describing words come after noun (i.e.: ojos verdes (“green eyes”)).

Essential Questions

- How can I describe my family?
- Can I name the members of my family?
- What is a family?
- Who makes up a family?
- How can I describe my body in Spanish?
- Can I name the parts of my body in Spanish?

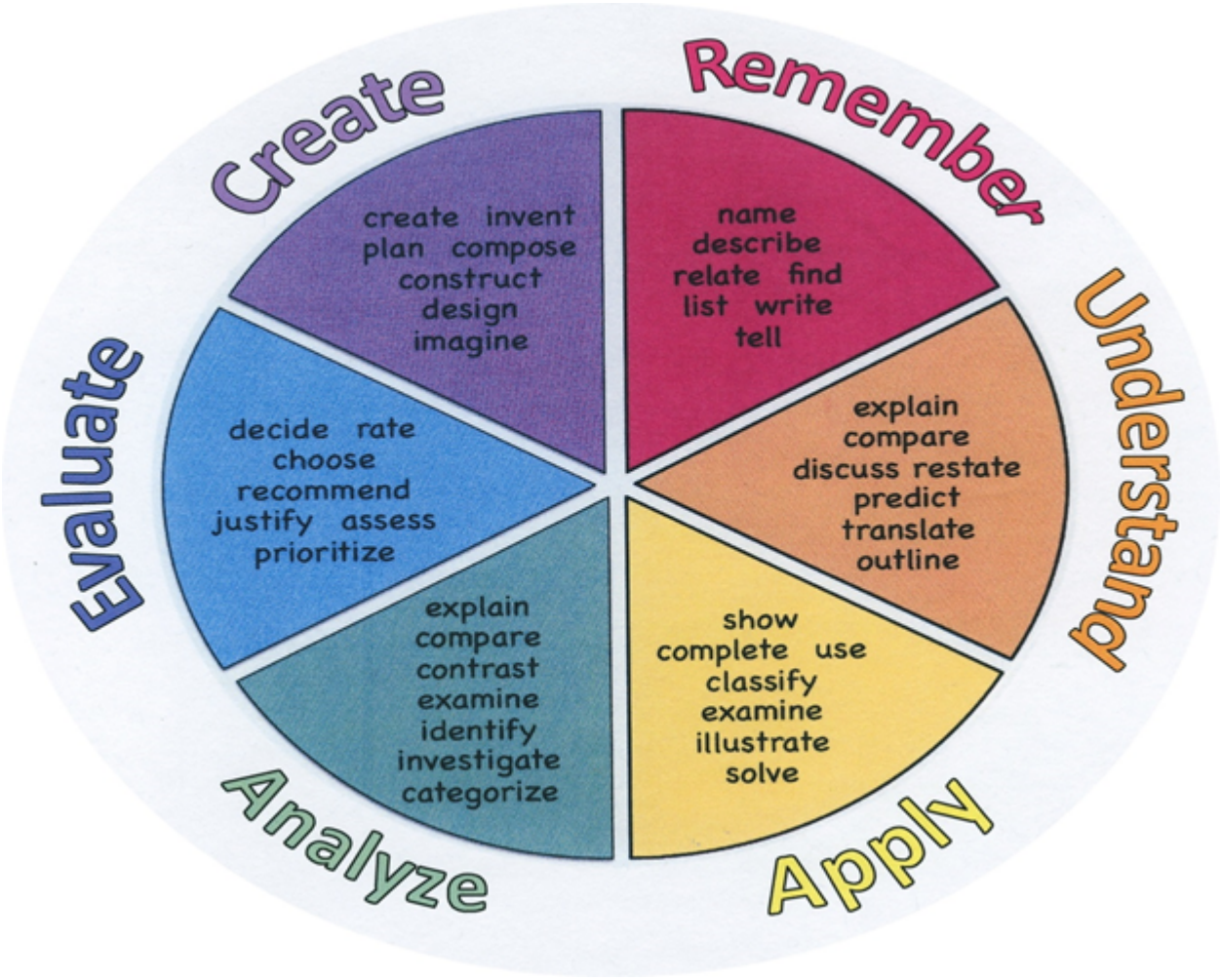
Learning Objectives

After completing this unit, students will be able to:

- Identify family members in Spanish.
- Describe the relationship between family members.
- Recognize, list and pronounce the parts of the body.
- Play the game “Simón Says” to reinforce the new vocabulary.

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

- Translate the title of family members from English to Spanish.
- Describe a family picture.
- Create a poster that illustrates learned material, such a family tree.
- Worksheets on the labeling of the parts of the body.

Assessment Evidence - Checking for Understanding (CFU)

- List family expressions and vocabulary words
- Match the family expressions with the picture.
- List parts of the body expression and vocabulary words
- Match parts of the body expression with the pictures.

- 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 folder.
- Teacher-made handouts.

Ancillary Resources

- Posters.
- Flash cards.

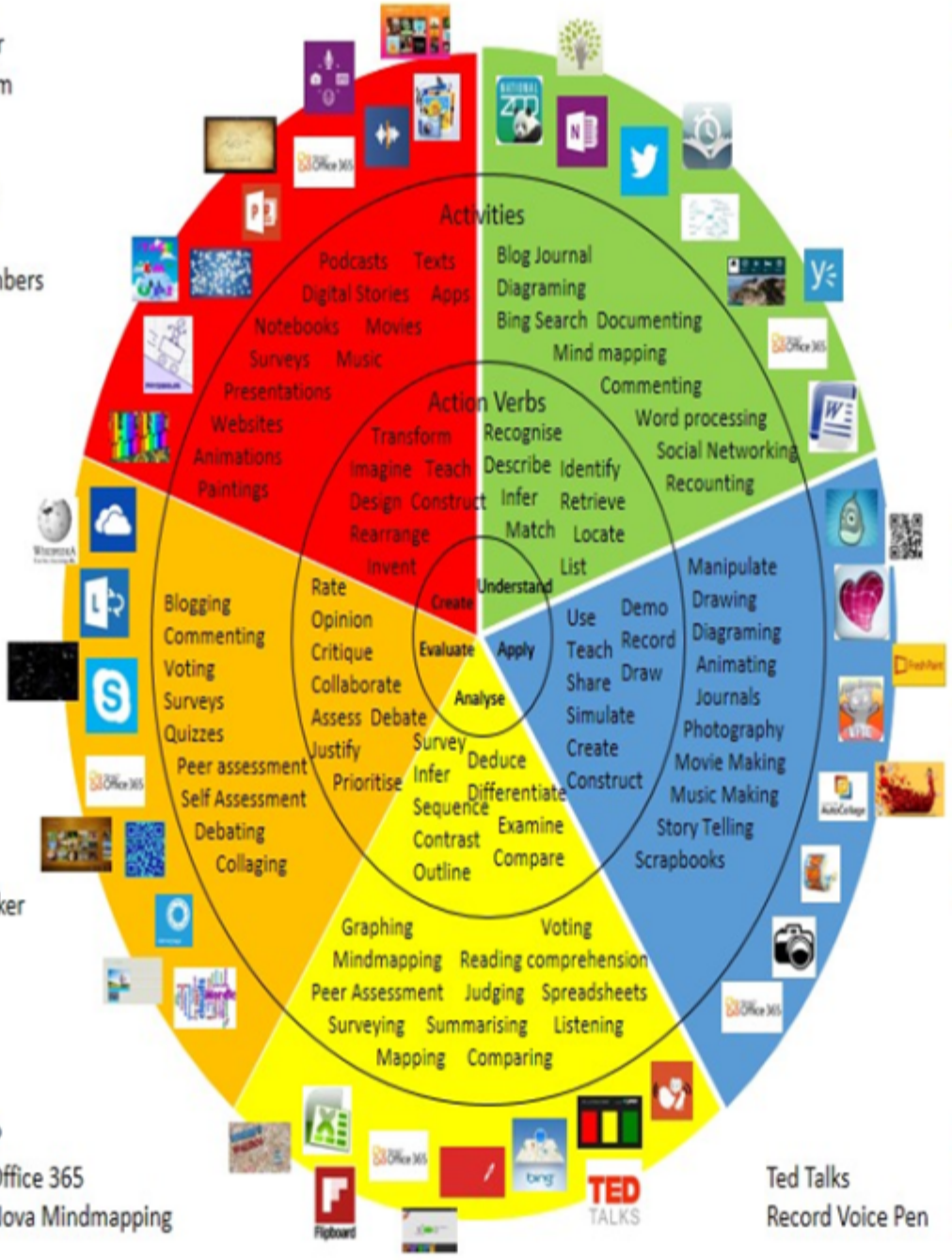
Technology Infusion

Smart Board, Chrome book, 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 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

- Provide vocabulary list of family members with pictures in Spanish.
- Provide a list of parts of the body with pictures in Spanish
- Give basic information about self's and other's (including family) body parts activities, etc.
- Ask simple questions throughout the lessons related to the materials they learned.
- Students are encouraged to sing songs for vocabularies 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)

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)

- Students with a Spanish background can assist in vocabulary practice.
- At the beginning of each class, pictures will be demonstrated to illustrate the vocabulary.

- 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

Use true and false, matching or fill in the blank activities.

- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- 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