Unit 1: Greetings and Farewells; Vowels

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade World Language

Unit 1: Greetings and Farewells; Vowels

Belleville Board of Education

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Unit Overview

Unit One focuses on two topics: Greetings and farewells, and vowels.

Greetings and Farewells

- Describe various types of greetings (good morning, good afternoon and good night).
- Recognize and use various types of farewells (goodbye, bye, see you tomorrow, etc).

Vowels

- Identify the vowels in Spanish.
- Draw each vowel.

Enduring Understandings

Enduring understandings:

- Learn another language is good and helps us connect to other.
- Answer "How are you?" in Spanish using various adjectives: very good, good, so so, bad.
- Ask the identified questions back to the same person by using "y tú?".
- Ask the question "What is your name?" and answer the question "My name is ....." in Spanish
- Pronounce the vowels in the target language.
- Play game to reinforce instruction.

Essential Questions

- How do we greet each other in Spanish?
- Why do you think it is important to learn another language?
- Why is "tú" and "usted" important in Hispanic culture?
- How will student be able to identify the sound with the vowels?
- How will students pronounce Spanish vowels?

Exit Skills

By the end of Unit 1, students will be able to:

- Understand that people greet each other differently in different countries and languages.
- Use and pronounce correctly 5 different greetings.
- Use greetings according to the appropriate time of day.
- Ask and answer to the questions, "What is your name?", and "How are you" in the target language.
- Recognize vowels in the target language.
- Point out vowels that the teacher says in the target language.

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.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Interdisciplinary Connections

LA.RF.K.2.A	Recognize and produce rhyming words.
SOC.K-4.1.1	Chronological Thinking
TECH.8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
TECH.8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.

Learning Objectives

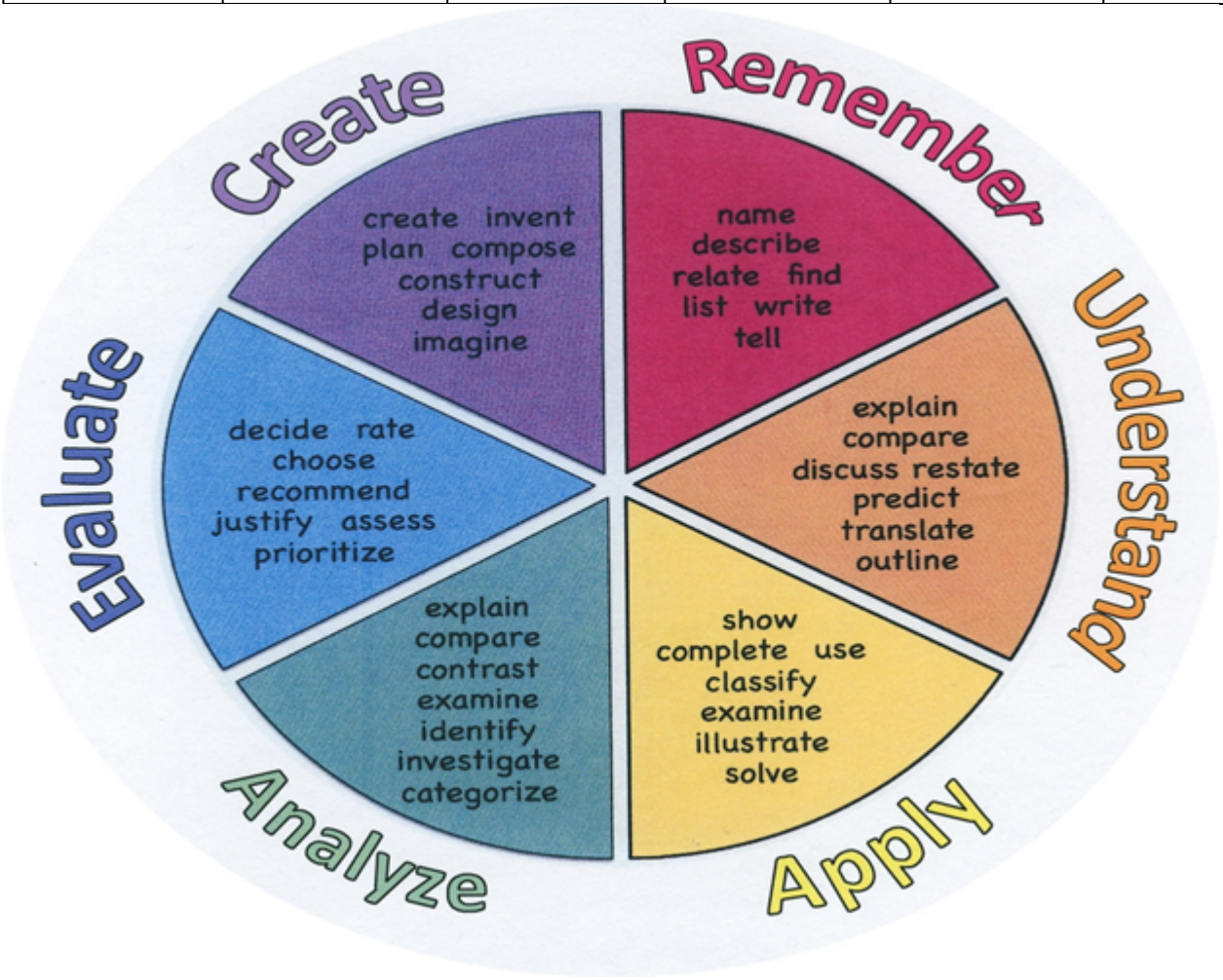
The objective of this lesson is for students to gain the ability to:

- Compose brief phrases related to greetings and farewells in Spanish.
- Introduce informal and formal greetings and farewells.
- Make small conversation, and close the conversation.
- Ask and answer introduction question such as "What is your name? and "How are you?"
- List various vowels - both long and short.
- Recognize vowels in Spanish.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

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

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



Suggested Activities & Best Practices

- Work with a partner and practice asking greeting questions and responding in Spanish.
- Watch a Spanish cartoon and interpret the greetings and farewells vocabulary.
- Make a list of people they would addres ussing tú and addres using usted.
- Recite vocabulary vowels
- Draw different types of vowels.

Assessment Evidence - Checking for Understanding (CFU)

- Role play an informal and formal greetings and farewells.
- Match upper-case vowels and lower-case vowels.

- 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

Teacher made worksheets; vocabulary list, homework, etc.

Ancillary Resources

Posters, flashcards and printouts on greetings and farewells, and vowels.

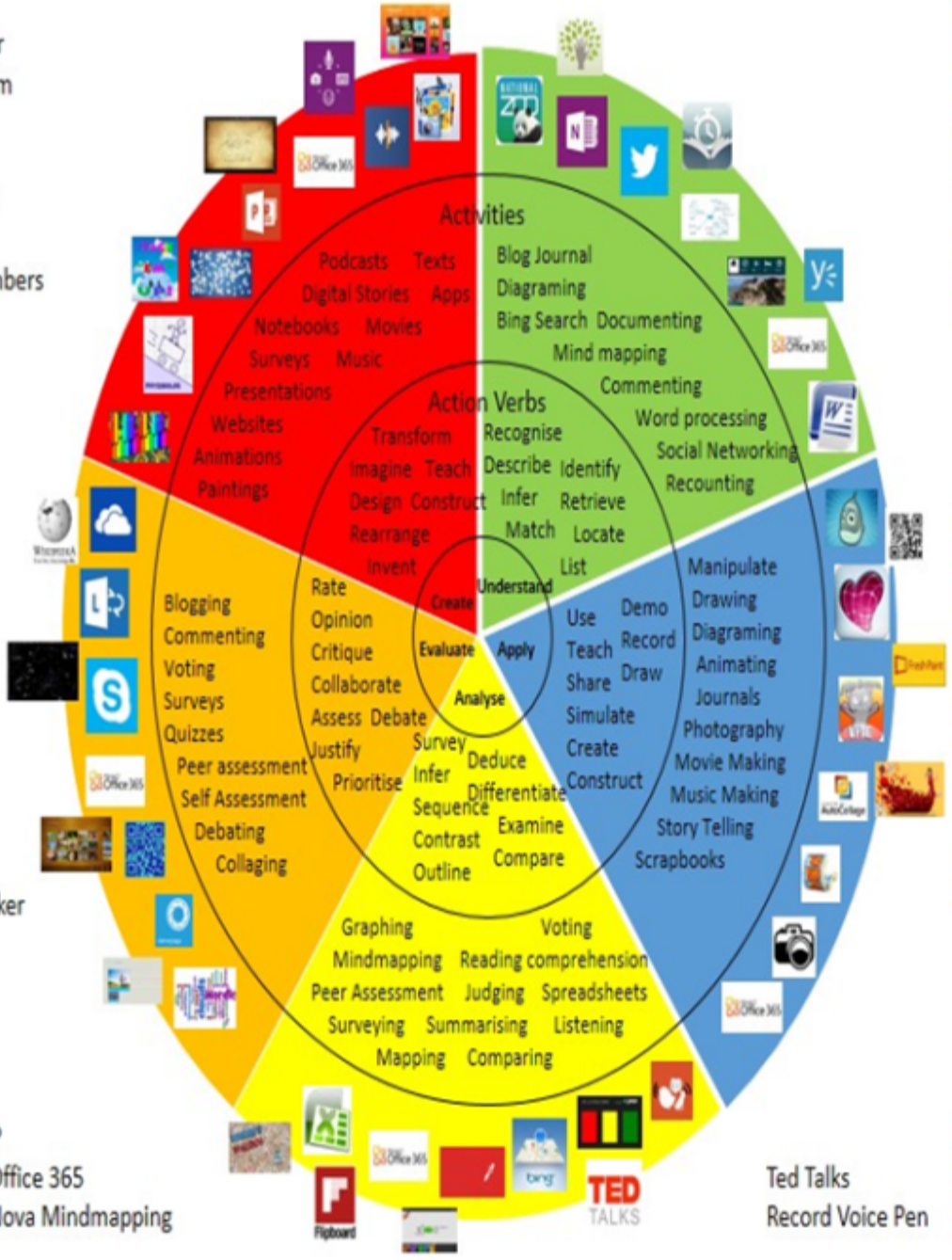
Technology Infusion

Smartt Board, computer, internet to access websites with relevant information on greetings, farewells and vowels.

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.

LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
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.5	Demonstrate the ability to access and use resources on a computing device.

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
- 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.

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)

- Provide modeling
- Allow for modified expectation 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
- 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 tutor with peers-share each other notes on greetings, farewells and vowels vocabulary list.

- 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

- Students match greetings and farewells expression with pictures.
- Students match vowels letters with pictures.

- 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 will demonstrate how to greet in different times of the day.
- Students with a Spanish background can hel with pronunciation.

- 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

Unit Name: Vowels

NJSLS: See link

Interdisciplinary Connection: Language Arts.

Statement of Objective: SWDAt recognize that the sound of vowel in Spanish is different than in English. SWDAT identify vowels and distinguish short and long vowels sounds. SWDAT recite each vowel correctly. SWDAT ask and answer what vowel is this?

Anticipatory Set/Do Now: "The vowels song" and vocabulary introduction with pictures.

Learning Activity: Teacher will introduce vowels of the Spanish alphabet. Students will repeat y practice the sound. Students will sing "Vowels song" while holding up flash cards with vowels. Teacher will introduce short and long vowels words.

Student Assessment/CFU's: Oral participation and responses, independent practice worksheet.

Materials: Smart Board, flash cards, pencils, crayons, and handouts.

21st Century Themes and Skills: Communication and Collaboration

Differentiation/Modifications: Visual presentation, preview vocabulary, independent research and project, and varied supplemental materials.

Integration of Technology: You Tube video ("La Risa de las vocales") song by Toycantando.

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.L.1.a	Respond to learned questions.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.