

Unit 1-My Community/Alphabet

Content Area: **World Language**
Course(s): **Sample Course**
Time Period: **SeptOct**
Length: **8 weeks Grade 3**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

World Language Grade 3 Unit 1 My Community/Alphabet

Belleville Board of Education

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Belleville, NJ 07109

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Board Approved: August 24, 2015

Unit Overview

3rd grade students attending Belleville Public Schools will start their language course by learning and practicing the alphabet and letter sounds in the target language. This unit's material will provide a strong foundation for language acquisition and exploration by allowing the learner to read most words in the target language. The instructor will teach the letters using pictures and video taken of the Belleville community in order to complement the material students will explore as part of the Social Studies curriculum. Students will also analyze similarities and differences between their home culture and other world cultures.

The 3rd Grade World Language course, *In My Community*, is designed to help students acquire language skills that will enable them to eventually function at ACTFL's Novice Mid Level. They will communicate, in the target language, using simple, memorized words and phrases to talk about familiar topics related to their community, calendar, seasons and weather. The course complements work that the students will do across other contents with particular connections to Social Studies, Math and Language Arts. In all of the World Language units, students will be introduced to boys and girls from around the world. Students will use stories, maps, pictures, and technology to discover elements of world culture and compare them to the culture in which they live. The course also includes a unit on numbers presented in a way that reinforces concepts students learn as a part of their mathematics curriculum.

Reading

[CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

[CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Writing:

[CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

[CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

[CCSS.ELA-Literacy.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

[CCSS.ELA-Literacy.CCRA.SL.6](#) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standard(s)

World Language Standards

- Interpretive Mode
 - 7.1.NM.A.2- Demonstrate comprehension of simple. oral and written directions, commands, and requests through appropriate physical response.
- Interpersonal Mode
 - 7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities
 - 7.1.NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.

- 7.1.NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Presentational Mode
 - 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Common Core Standards (ELA)

- [CCSS.ELA-Literacy.RF.K.1](#) Recognize and name all upper- and lowercase letters of the alphabet.
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Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Exit Skills

Students Will Be Able To...

1. ...point to the letter of the alphabet that the teacher says aloud. Interpretive Mode
2. ...spell the names of any of their classmates in the target language Interpersonal Mode

3. ...write down any letter of the target language alphabet that the teacher says. Interpretive
4. ...say any letter of the target alphabet that the teacher points to. Interpersonal Mode
5. ...ask and answer in the target language, "What letter is this?" Interpersonal Mode

Enduring Understanding

- A region's culture(s), values and climate affect the dynamics of different communities.

Essential Questions

- Why are communities around the world different?
- Why is the alphabet written in different ways in different languages?
- What are key differences between the English and the target language alphabet?

Learning Objectives

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5. ...ask and answer in the target language, "What letter is this?" Interpersonal Mode
6. ...appreciate the advantages that diverse ways of thinking and behaving offer. Interpretive Mode

A. To lay a foundation of second language skills that will equip students to succeed at other levels of language learning.

B. To foster in students an enjoyment of foreign language and an appreciation of cultural diversity.

C. To develop students' abilities to communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

D. To guide students in the development of healthy social interactions with diverse peers through the discussion of the course's "Essential Questions".

E. To allow students to see connections between language learning and their academic tasks in other subject areas.

F. To introduce the learners to the analysis of diverse cultural patterns and to compare them with their own

cultural patterns.

Interdisciplinary Connections

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Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics

- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- 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

Technology Infusion

Students will participate in various activities that will support the technology standards listed above. Activities include manipulation of SmartBOARD, collaboration in internet searches, aid teacher in the use of power point, and use video projection to present their work.

Differentiation

- TPR (Total Physical Response) and TPRS (Storytelling)
- Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.
- Use real objects, gestures, pictures, and other visuals to convey meaning.
- Focus on language that is concerned with functional situations and authentic utterances.

- Do not always insist on complete sentences, but mirror natural speech patterns.
- Adopt a conversational approach replicating “real” situations likely to occur.
- Teach vocabulary in context, including all kinds of idiomatic phrases.
- Use paired activities and small-group learning (cooperative learning groups).
- Use technology (including SmartBoards, multimedia presentations, turning point, video projection to share student work...etc).
- Use a variety of print and non-print materials.
- Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.
- Emphasize acceptable communication, rather than near-native pronunciation.
- Ensure a match between the learner and the language in terms of relevance and learning styles.
- Use games and activities that involve movement to aid in the teaching kinesthetic learning.
- Activation of prior knowledge through teacher led discussions.

Special Education

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Intervention Strategies

- 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 work presented 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- 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

Reading A-Z.com

Student made portfolio

Ancillary Resources

Blank maps

Vocabulary handouts

Alphabet worksheets

Magnetic letters

Flash cards

Whiteboard

Crossword puzzles

Number searches

Calendars

Color worksheets

Classroom objects

Picture cards

Songs

Vocabulary charts and walls

Manipulatives

Posters

Story telling

Sample Lesson

Animal Alphabet

- **Subject:** Reading/World Language
- |
- **Grade: 3**
- |
- **Duration:** 1-2 class periods

Lesson Plan Sections

Objectives

Students will

- Recite the alphabet and identify the sounds each letter makes in the target language.
- Understand that printed letters represent spoken language.
- Identify the names of animals that begin with particular letter sounds and draw pictures to represent these living creatures in the target language.

Materials

- *Animal Alphabet* video
- Crayons
- Pencils and erasers
- White construction paper, 1 sheet per student
- Dry erase board and marker or butcher paper and marker, 1 per student group
- Print resources with pictures of different animals

Procedures

Review the alphabet with the class, letter by letter. What sounds does each letter make? Have the class watch *Animal Alphabet* to identify the letters, their sounds, and animals whose names begin with each letter.

1. Tell the class that they will make an alphabet book, similar to the program. Divide the class into groups of 4 to 6, depending on how many adults (student teachers, parent volunteers, instructional assistants, classroom helpers) can help in the classroom. Have each adult ask a group to recite the alphabet and review the sounds of each letter.

2. Then have adults assign each student a particular letter to work on for the book. Coordinate to make sure

that all the letters are covered by at least one student in the class with as few duplicates as possible.

3. Next, have adults go over the letters assigned to their group and the sounds each one makes. They can demonstrate how to write the letters either on the board or butcher paper so the students can refer to them.
4. The adults should discuss animal names that begin with their assigned letters. They can show print resources with pictures and talk about the features of these animals and where they live. They should refer to animals featured in *Animal Alphabet*.
5. Once adults are satisfied that each student can identify their assigned letter, the sounds it makes, and animal names beginning with the letter, they will give each student a piece of construction paper and crayons. Students will draw pictures of appropriate animals. If possible, have students write the letters on the drawing. More advanced students can write the names of the animals.
6. Adults should discuss the drawings with the students as they are working. Have them assess each student's letter comprehension.
7. Bind the completed drawings in an alphabet book to share with the class, asking students to identify the letters and the animals. Talk about the animals, pointing out unique features and discussing which ones are insects, mammals, and reptiles.

Evaluation

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students were highly engaged in class and group discussions; clearly identified all the letters of the alphabet and their sounds; and created colorful and unique drawings that demonstrated a solid understanding of a particular letter and its sounds.
- **Two points:** Students participated in class and group discussions; adequately identified most of the letters of the alphabet and their sounds; and created somewhat colorful and unique drawings that demonstrated a basic understanding of a particular letter and its sounds.
- **One point:** Students participated minimally in class and group discussions; were unable to identify most of the letters of the alphabet and their sounds; and created incomplete drawings that did not

demonstrate a basic understanding of a particular letter and its sounds,

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