# Unit 3: Expressing What We Like 

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Unit 3: Expressing What We Like

## Department of Curriculum and Instruction



Belleville Public Schools
Curriculum Guide

## Fifth Grade World

Language
Unit 3: Expressing What We
Like

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## Unit Overview

In Unit 3 students will extend their ability to communicate with others through the acquisition of sentences, phrases and words having to do with preferences regarding sports and activities. Cooperative learning and reinforcement activities will provide students with opportunities for language discovery and acquisition through interpersonal dialogue. Students will conttinue to practice reading and listening comprehension throughout the unit.

## Enduring Understandings

Many people all over the world enjoy watching and playing sports.
People in different countries enjoy different types of sports and activities.
Art and culture are a part of lives all over the world.
Our lives are enriched by partaking in different activities and learning about diverse activities all over the world.

## Essential Questions

How do people in different countries exchange information about their likes and dislikes?
What are similarities and differences in personal preferences among speakers from different countries?
Why is it important to engage in diverse activities?

## Exit Skills

Students will be able to:
Ask and answer the question "What do you like?" when referring to one of ten sports/activities in a complete target language sentence.

Point to the correct picture representation of a sport/activity out of the ten vocabulary words when said aloud by a classmate or teacher.

Write the name of a sport or activity after seeing a picture representation.

## New Jersey Student Learning Standards (NJSLS)

Standard 7.1 Novice-High for Grades 5 \& 6

## Strand A: Interpretative Mode

Linguistic - has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversation dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.


## Cultural

- Immigration changes both the community of origion and the new community.
- The study of another language and culture deepends understanding of where and how people live and why events occur.
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cutlural perspectives.
- Human and animal migration often related to availability of resources and the ability to adapt to the environment.
- Perseonal preferences and skills are key factors to consider when making decisions about postsecondary plans.
- The amount of leisure time available and how it is spent varies among cultures.
- Wellness practices may vary across cultures.
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.
- Current trends and issues influence popular culture.

Strand B: Interpersonal Mode
Linguistic - has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences indepednently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:

Initiate, maintain, and end a conversation
Ask for and give permission
Express needs
Give reasons
Request, suggest, and make arrangements
Extend, accept, and decline an invitation
Express an opinion and preference

Cultural (please see above)

Strand C: Presentational Mode
Linguistic - has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences indepednently to:

- Handle simple transactions related to everyday life:

Express needs
Give reasons

Express an opinion and preference
Request and suggest

Cultural (please see above)
$\left.\left.\begin{array}{ll}\text { WL.7.1.NM.A.C. } 1 & \begin{array}{l}\text { Personal identity is developed through experiences that occur within one's family, one's } \\ \text { community, and the culture at large. (Topics that assist in the development of this } \\ \text { understanding should include, but are not limited to: self, friends, family, pets, }\end{array} \\ \text { physical/personality descriptions, school, likes/dislikes, and pastimes.) }\end{array}\right\} \begin{array}{l}\text { Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in } \\ \text { the development of this under standing should include, but are not limited to: foods, } \\ \text { shopping, eating at home or in restaurants, and wellness practices.) }\end{array}\right\}$

## Interdisciplinary Connections

LA.RL.5.1

LA.RL.5.3

SOC.5-8.1.1.2
SOC.5-8.1.3.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Explain how major events are related to one another in time.
Compare and contrast differing interpretations of current and historical events.

Students will be able to:

Ask and answer the question "What do you like?" when referring to one of the ten sports/activities in a complete target language sentence.

Point to the correct picture representation of a sport/activity out of the ten vocabulary words when said aloud by a classmate or teacher.

Write the name of a sport or activity after seeing a picture representation.
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 | Examine |  |  | Rewrite |
|  | Associate | Graph |  |  | Transform |
|  | Compute | Interpolate |  |  |  |
|  | Convert | Manipulate |  |  |  |
|  | Discuss | Modify |  |  |  |
|  | Estimate | Operate |  |  |  |
|  | Extrapolate Generalize | Subtract |  |  |  |
|  | Generalize Predict |  |  |  |  |



## Suggested Activities \& Best Practices

Periodically ask students "What do you like?" in English and then target language when a sport season comes around or what they've been served for the school breakfast.

State often with the students "I like $\qquad$ " in the target language for many different things, from foods, colors, holidays and such.

## Assessment Evidence - Checking for Understanding (CFU)

Have students create a collage of the things they like with the target language captions.
Recognition of sports/activities when called out in the target language.

- 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

Spanish is Fun workbook, Teach Them Spanish workbook, Buen Viaje textbook

## Ancillary Resources

Authentic sports items, YouTube

## Technology Infusion

Students use Chromebook to research a sport or activity of their choice.
YouTube video of world wide sport of soccer for expansion of sport appreciation.

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
Flipboard Nova Mindmapping


## Alignment to 21st Century Skills \& Technology

- 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.

CRP.K-12.CRP1
CRP.K-12.CRP1.1

CAEP.9.2.8.B. 2

CAEP.9.2.8.B. 3

TECH.8.1.5.A

TECH.8.1.5.A. 2

TECH.8.1.5.A.CS1

Act as a responsible and contributing citizen and employee.
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.

Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

Understand and use technology systems

## 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

Visuals of various sports are displayed as the vocabulary is learned.
Demonstrate sports with examples of the various equipment used for each.

## 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)

Add a word bank for quiz on sports and activities.

Allow for peer instruction on sentence writing about activities.

- 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
- 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 may use Chromebooks to check for spelling of vocabulary of sports and activities.
Native language speakers may explain a sport or activity prevalent in their country.

- 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

Misspelled answers are accepted on task of writing the things they like.
Shorter responses are accepted when asking for an explanation of a known sport.

- 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 create a crossword puzzle of sports vocabulary for classmates to solve.
Students demonstrate the various sports to the class.

- 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

Using the template below, please develop a Sample Lesson for the first unit only.

Unit Name:

NJSLS:
Interdisciplinary Connection:
Statement of Objective:
Anticipatory Set/Do Now:
Learning Activity:
Student Assessment/CFU's:

Materials:
21st Century Themes and Skills:
Differentiation/Modifications:

Integration of Technology:

