

# Unit 1: All About Me

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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Students use the target language in the three modes of communication to explore personal qualities and compare and contrast likes and dislikes with their peers and other members of the target culture. They understand their experiences shape their personal identities and help create relationships across language and culture. Assessment in the interpretive mode of communication may be in English, but all text is in the target language.

### Interpretive:

They interpret authentic written and/or video/audio texts (online biographies, stories, short clips from movies/television, etc.) that focus on first introductions and expressions.

### Interpersonal:

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher and/or members of the target language community. They will practice conversations in which they will ask and answer questions related to self.

### Presentational:

They use lists, chunks of language, and memorized phrases in order to introduce themselves and describe their likes and dislikes. They will do so using culturally appropriate gestures and intonations.

## ESSENTIAL QUESTIONS

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- How can I talk to someone in another language when I am just starting to learn it?
- How can I better understand when I do not know everything I read or hear?
- What will help my classmates, my teacher, and others understand me better?
- How can I better understand, respect and embrace a culture with different practices and beliefs?

## STANDARDS

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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### **New Jersey (NJSLS) - World Languages - Novice Low - Interpersonal (2020)**

#### **7.1.NL.IPERS.1**

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

#### **7.1.NL.IPERS.2**

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

#### **7.1.NL.IPERS.3**

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

#### **7.1.NL.IPERS.4**

React to a few procedural instructions, directions, and commands in classroom situations.

#### **7.1.NL.IPERS.5**

Enact a few culturally authentic gestures when greeting others and during leave takings.

### **New Jersey (NJSLS) - World Languages - Novice Low - Interpretive (2020)**

#### **7.1.NL.IPRET.1**

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

#### **7.1.NL.IPRET.2**

Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

#### **7.1.NL.IPRET.3**

Recognize a few common gestures associated with the target culture(s).

### **New Jersey (NJSLS) - World Languages - Novice Low - Presentational (2020)**

#### **7.1.NL.PRSNT.1**

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

#### **7.1.NL.PRSNT.2**

Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

#### **7.1.NL.PRSNT.3**

Imitate a few culturally authentic gestures when greeting others and during leave takings.

WL.NL.7.1.NL.IPERS.1

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

WL.NL.7.1.NL.IPERS.2

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

WL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
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## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL), and P21, the attached map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

### [21st Century Skills Map-World Languages.pdf](#)

PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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Resources/Technology:

- Books:
  - "Oso pardo, oso pardo, ¿qué ves ahí?" by Eric Carle
  - "Green is a Chile Pepper/El chile es verde" by Roseanne Greenfield Thong

- "One is a Piñata" by Roseanne Greenfield Thong
- Smart Mimio Board/ LCD projector
- Music, Lyrics (various songs and artists)
- Google Slides
- Boom Cards
- YouTube, Vimeo:
  - Basho & Friends Colors Song
  - Colores, Colores Colors Song
  - Basho & Friends Numbers Song
  - Los Numeros
- Smart Tablet apps: iMovie
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)

TECH.8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

TECH.8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

TECH.8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

## PRE-ASSESSMENTS

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## INSTRUCTIONAL PLAN

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## MODULE 1

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**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

We are learning to understand classroom vocabulary and commands

**Student Learning Strategies**

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Using TPR (Total Physical Response), students will internalize important vocabulary through physical movement while also speaking in the target language.

- Students will work in small groups/partners to internalize and use vocabulary with actions and words
- Students will demonstrate understanding of vocabulary learned through TPR through presentation and in games
- Students will identify and use basic vocabulary through read alouds in order to ask and answer simple questions.

### Success Criteria

- I can act out important classroom commands that Spanish speaking people use daily.
- I can react and respond to TPR activities in every class.
- I can identify, recognize and use different vocabulary words that will appear during a read aloud.

### Formative Assessment (drives instructional decisions)

- Daily Observations
- Participation in class
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## Activities and Resources

TPR responsiveness & readiness

- Memorize songs
- Game participation
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

### **WARM UP:**

Buenos días song & Calendar

### **WHOLE GROUP:**

TPR Lesson w/ teacher (I do, repeat, turn and tell a partner)

### **ACTIVITIES:**

- Turn & Talk
- Profesor/Estudiante partner activity
- Matamoscas Vocabulary building game
- Simon dice (Simon Says)

### **BRAIN BREAK/CLOSURE:**

- GoNoodle
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### Color by Number Page

- Read Aloud/Independent Reading time
- Adiós amiguitos song

## Suggested Modifications

### **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to

constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans:**

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#### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk

and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## [2021-2022 Calendario Digital a color](#)

### [K-3 Vocabulario importante](#)

### [Videos y canciones](#)

WL.NL.7.1.NL.IPERS.3

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

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## MODULE 2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to use greeting and farewell vocabulary
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Students will memorize greeting and farewell songs to begin and end class everyday.</li> <li>• Students will learn to greet one another through a song and dance called "Hola amigo"</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• I can greet my teacher and classmates in Spanish.</li> <li>• I can say goodbye to my teacher and classmates in Spanish.</li> </ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Daily Observations</li> <li>• Participation in class</li> <li>• TPR responsiveness &amp; readiness</li> <li>• Memorize songs</li> </ul>

- Game participation
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

## Activities and Resources

### **WARM UP:**

Buenos días song & Calendar

### **WHOLE GROUP:**

- TPR Lesson w/ teacher (I do, repeat, turn and tell a partner)
- Direct instruction on difference between "Buenos días, buenas tardes y buenas noches"

### **ACTIVITIES:**

- Turn & Talk
- Simon dice
- Partner work with visuals
- Hola Amigo song & dance

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

**Suggested Modifications****English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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**Special Education Students:**

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans:**

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Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## [2021-2022 Calendario Digital a color](#)

### [Videos y canciones](#)

### [Buenos días Buenas tardes Buenas noches](#)

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### MODULE 3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to express names using "llamarse"
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Students will learn to ask the question "¿Cómo te llamas?" through song.</li><li>• Students will complete a speaking activity using small memorized conversation in order to ask and tell one another's names.</li><li>• Students will complete a writing activity by answering written memorized questions and common phrases.</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• I can respond to the question "¿Cómo te llamas?"</li><li>• I can ask the question "¿Cómo te llamas?"</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Daily Observations</li><li>• Participation in class</li><li>• TPR responsiveness &amp; readiness</li><li>• Memorize songs</li><li>•</li></ul>

**Activities and Resources**

*Game participation*

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**WARM UP:**

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**WHOLE GROUP:**

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**ACTIVITIES:**

- Turn & Talk
- Simon dice
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- Hola Amigo song & dance

**BRAIN BREAK/CLOSURE:**

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## Suggested Modifications

### GoNoodle

- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

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[2021-2022 Calendario Digital a color](#)

[¿Cómo te llamas? 1Q](#)

WL.NL.7.1.NL.IPRET.1

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## MODULE 4

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<i>We are learning to express age using "tener"</i>
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Students will watch YouTube videos of grade appropriate peers discussing their age and birthday to one another in the target language.</li><li>• Students will complete a speaking activity using small memorized conversation in order to ask and tell one another's ages.</li><li>• Students will complete a writing activity by answering written memorized questions and common phrases.</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• I can respond to the question "¿Cuántos años tienes?"</li><li>• I can ask the question: "¿Cuántos años tienes?"</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Daily Observations</li><li>• Participation in class</li></ul>

- TPR responsiveness & readiness
- Memorize songs
- Game participation
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

## Activities and Resources

### **WARM UP:**

Buenos días song & Calendar

### **WHOLE GROUP:**

- Direct instruction w/ numbers 1-10 (focus on #s 5-7) Use number songs to internalize.
- Using Google Slides, practice asking and answering target question. Model first, volunteers, turn & talk

### **ACTIVITIES:**

- Turn & Talk
- ¿Cuántos años tienes? Class activity
- Boom Cards

- YouTube videos (*¿Cuántos años tienes?* & *Señor Howard*)

#### **BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

#### **Suggested Modifications**

- **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?"

Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[cuantos anos tienes 1st](#)

WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

## MODULE 5

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to state colors & shapes in Spanish.
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Students will use songs to recall and identify colors in the target language.</li><li>• Students will work in partners and small groups to identify shapes &amp; colors in real life paintings using the target language.</li><li>• Students will use memorized language to ask and answer questions related to colors.</li><li>• Students will use interactive slides to identify between 2-3 colors in the target language</li><li>• Students will demonstrate knowledge of color vocabulary through the game 4 Corners</li></ul>

- Students will engage in an artist study and mimic their work using their favorite colors.
- Students will use memorized phrases and vocabulary in the target language to identify colors used in their artwork.

### Success Criteria

- I can recall and tell different colors in Spanish
- I can respond to the question "¿Qué color es?"
- I can ask the question "¿Qué color es?"
- I can recall and tell different shapes in Spanish.
- I can recognize shapes used in famous paintings by Spanish artists: Joan Miró & Pablo Picasso
- I can create artwork similar to Piet Mondrian using shapes and colors learned in Spanish.

### Formative Assessment (drives instructional decisions)

- Daily Observations
- Participation in class
-

TPR responsiveness & readiness

- Memorize songs
- Game participation
- Piet Mondrian art project
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

## Activities and Resources

### WARM UP:

Buenos días song & Calendar

### WHOLE GROUP:

- Using *Google Slides*, teach students the most important colors in Spanish. This can be split into 3-4 lessons
- Introduce simple shapes & Pablo Picasso. Project different examples of Picasso's cubism. Discuss different colors in the paintings and the shapes.
- Introduce Piet Mondrian & artwork. Discuss shapes and definition of primary colors. Introduce & model art project.

### ACTIVITIES:

- Turn & Talk
- Basho music
- 4 Corners
- Read Aloud
- ¿Qué color es? Interactive slides
- Pablo Picasso partner work
- Piet Mondrian art project with favorite colors

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Independent Reading time
- Adiós amiguitos song

**Suggested Modifications**

**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing

the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues

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need to be close to the instruction which often means near the front.

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[2021-2022 Calendario Digital a color](#)

[Los colores](#)

[Copy of Virtual Los colores BUSCA/REVIEW](#)

[Copy of Virtual Los colores PART 2](#)

[Picasso Paintings](#)

[Copy of Virtual Los colores PART 3](#)

[Piet Mondrian](#)

[Pablo Picasso](#)

[colores favoritos](#)

WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

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## MODULE 6

**Student Learning Intentions (SLI) WALT:**  
**(We are learning to...)**

We are learning to state & identify numbers 1-20 in Spanish.

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## Student Learning Strategies

- Students will use song and Total Physical Response (TPR) to recall and identify numbers from 1-20 in Spanish.
- Students will work in partners and small groups to identify "How Many?" and "What number is it?" in the target language.
- Students will participate in small group games and activities to identify and write their numbers from 1-20 in Spanish.
- Students will correctly write numbers from 1-20 in the target language while using specific colors through a listening activity.

## Success Criteria

- I can recall and state numbers 1-20 in Spanish.
- I can count from 1-20 in Spanish.
- I can respond to the questions: "¿Qué número es?" y "¿Cuántos hay?"
- I can ask the questions: "¿Qué número es?" y "¿Cuántos hay?"

## Formative Assessment (drives instructional decisions)

- Daily Observations
- Participation in class

## Activities and Resources

- TPR responsiveness & readiness
- Memorize songs
- Game participation
- Presentational, interpersonal and interpretive group activities
- Student feedback based on Visible Learning Intentions & Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)

### **WARM UP:**

Buenos días song & Calendar

### **WHOLE GROUP:**

- TPR Lesson w/ teacher (I do, repeat, turn and tell a partner)
- Interactive slides identifying numbers 1-10, then 11-20, answering "¿Qué número es?" then "¿Cuántos hay?" (How many?)
- Learning songs (Basho, 10 pececitos)

### **ACTIVITIES:**

- Turn & Talk

- Whiteboard activities (writing number, drawing pictures)
- 10 pececitos small group activities/book
- Solving simple math equations (suma/resta/más/menos)
- Listening activity (Escribe el número \_\_\_\_ en color \_\_\_\_.)
- Read aloud "One is a Piñata"

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- 10 pececitos mini book
- Independent Reading time
- Más o menos
- Adiós amiguitos song

**Suggested Modifications**

**English Language Learners Native language support:**

Native language support: The teacher provides auditory or

written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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### **Special Education Students:**

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**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble

completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

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### **Gifted & Talented Strategies**

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[10\\_pececitos\\_nadan](#)

[numeros - 1 - 10.ppt](#)

[SpanishNumbers020LosNumeros-1.pdf](#)

[NmerosNumberWordsBeginningSpanishLessonsforElementary-1.pdf](#)

[3.Interactive Folder.pdf](#)

WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

## MODULE 7

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

We are learning to analyze data from a bar graph

**Student Learning Strategies**

- Students will answer the question "¿Cuál es tu color favorito?" as a whole class in order to gather information about their classmates'

	<p>favorite colors.</p> <ul style="list-style-type: none"> <li>• Students will create and analyze the bar graph by answering questions in the target language.</li> </ul>
<b>Success Criteria</b>	I can create a bar graph comparing favorite colors of classmates
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Daily Observations</li> <li>• Participation in class</li> <li>• ¿Cuál es tu color favorito? Bar Graph</li> </ul>
<b>Activities and Resources</b>	<p><b>WARM UP:</b> Buenos días song &amp; Calendar</p> <p><b>WHOLE GROUP:</b></p> <ul style="list-style-type: none"> <li>• Review colors</li> <li>• Create a tally chart by asking each student "¿Cuál es tu color favorito?" Students may state one word answer, but encourage to respond in complete sentence.</li> </ul> <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Turn &amp; Talk</li> <li>• Create bar graph</li> <li>•</li> </ul>

Ask & Answer questions (whole class and with a partner)

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

**Suggested Modifications**

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thoughts

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**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## Colores

### 1st Mi color favorito

### Mi color favorito graph

WL.NL.7.1.NL.IPERS.1

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

WL.NL.7.1.NL.IPERS.3

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

WL.NL.7.1.NL.IPRET.1

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

WL.NL.7.1.NL.PRSNT.1

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

TECH.9.4.2.TL.3

Enter information into a spreadsheet and sort the information.

TECH.9.4.2.IML.2

Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

## MODULE 8

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to express favorite numbers using "Mi número favorito es _____"
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Students will use memorized phrases and language to engage in whole group and partner work to identify their favorite numbers in the target language.</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• I can respond to the question "¿Cuál es tu número favorito?"</li><li>• I can ask the question "¿Cuál es tu número favorito?"</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Daily Observations</li><li>• Participation in class</li><li>• Presentational, interpersonal and interpretive group activities</li><li>• Student feedback based on Visible Learning Intentions &amp; Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)</li></ul>

## Activities and Resources

### **WARM UP:**

Buenos días song & Calendar

### **WHOLE GROUP:**

- Review of numbers
- Direct instruction on phrase
- Whole class ball activity (Students might only answer with number first, they will build up to entire phrase as the weeks go)

### **ACTIVITIES:**

- Turn & Talk
- Interpersonal walk & talk activity
- Include review of favorite color

### **BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Más o menos
-

## Exit Ticket

- *Adiós amiguitos* song

## Suggested Modifications

### **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is

important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving,

writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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**Increase One to One Time:** When other students are working always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

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[numeros - 1 - 10.ppt](#)

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WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

## MODULE 9

**Student Learning Intentions (SLI) WALT:**  
**(We are learning to...)**

We are learning to understand how questions are formed and written in Spanish.

**Student Learning Strategies**

- Students will complete a signature activity with their peers in order to practice reading and writing about each others likes and

	<p>dislikes in the target language.</p> <ul style="list-style-type: none"> <li>• Students will use interactive slides in order to understand how to conduct a cohesive conversation in the target language.</li> <li>• Students will engage in partner work to ask and answer about each others' preferences.</li> </ul>
<p><b>Success Criteria</b></p>	<p>I can engage in small conversations by using yes/no answers or choices of names, words and/or phrases.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Daily Observations</li> <li>• Participation in class</li> <li>• Presentational, interpersonal and interpretive group activities</li> <li>• Student feedback based on Visible Learning Intentions &amp; Anecdotal Assessments (Fist-to-Five, Thumbs Up/Thumbs Sideways, Exit Tickets, etc.)</li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>WARM UP:</b> Buenos días song &amp; Calendar</p> <p><b>WHOLE GROUP:</b></p> <ul style="list-style-type: none"> <li>• Review questions "¿Cuál es tu color/número favorito?"</li> <li>• Interactive slides demonstrate how to have a conversation/model interpersonal activity</li> </ul>

**ACTIVITIES:**

- Turn & Talk
- Signature activity with supports

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

**Suggested Modifications****English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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beneficial for the students

### **Special Education Students:**

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**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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[Mi informacion personal 1st grade](#)

[Actividad de firma.m4v](#)

WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.

## MODULE 10

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to pronounce different words and expressions
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Students will create a "Todo Sobre Mí" (All About Me) poster in order to present and demonstrate knowledge in the target language.</li> <li>• Students will present their posters to create a classwide video of students' preferences.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• I can present information about my name, age, how many teeth lost, favorite color and number.</li> </ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Use integrated performance assessments at the end of the unit in the 3 modes of communication to see what the students can do with the language</li> <li>• Utilize rubrics for different communicative tasks to be able to create a benchmark in terms of language proficiency</li> </ul>
<b>Activities and Resources</b>	<b>WARM UP:</b>

## Buenos días song & Calendar

### **WHOLE GROUP:**

- Explain & Model Summative assessment. Show examples from previous years and video examples.

### **ACTIVITIES:**

- Summative assessment (Poster)

### **BRAIN BREAK/CLOSURE:**

- GoNoodle
- Color by Number Page
- Read Aloud/Independent Reading time
- Adiós amiguitos song

## **Suggested Modifications**

### **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

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WL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
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## **Suggested Modifications**

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### Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

#### **English Language Learners**

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## REFLECTIONS

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### **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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**1.5.2.Cr1b:** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

**RL.1.3** Describe characters, settings, and major event(s) in a story, using key details.

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**L.1.5.a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**SOC.K-4.1.4.2** Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

**SOC.K-4.1.2.1** Determine locations of places and interpret information available on maps and globes.

LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.