

Unit 1: Vamos al médico

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

UNIT RATIONALE

Students use the target language in the three modes of communication to express personal information, feelings, and what hurts, focusing on what to do if you get sick in a target language country. (Assessment of the interpretive mode may be in English; however, the text is always 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 ask and answer questions related to how they are feeling, describing symptoms.

Presentational:

They use lists, chunks of language, and memorized phrases to be able to engage in a conversation, reacting and being seen in a doctor's office.

ESSENTIAL QUESTIONS

- 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

New Jersey (NJSL) - World Languages - Novice Low (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).

7.1.NL.IPRET.4

Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

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.

7.1.NL.IPERS.6

Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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.

7.1.NL.PRSNT.4

State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
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.IPRET.3	Recognize a few common gestures associated with the target culture(s).
WL.NL.7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
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.
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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WL.NL.7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

Resources/Technology:

- Books:
- Smart Mimio Board/ LCD projector
- Music, Lyrics (various songs and artists)
- Google Slides
- YouTube, Vimeo:
 - Basho & Friends Colors Song
 - Señor Howard (¿Cuántos años tienes?/¿Cuándo es tu cumpleaños? and ¿Cómo estás?)
 - Basho & Friends Numbers Song
 - Los Numeros
 - Cabeza, Hombros, Piernas, Pies (multiple versions)
 - Partes del cuerpo (multiple versions)
- Kahoot!
- Quizlet/Quizlet Live!
- Boom Cards
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)

[Copy of los numeros 0-31 Qué número es](#)

[Videos y canciones](#)

[Copy of calabaza activity](#)

[La cara](#)

[imagen partes del cuerpo](#)

[Mi rutina diaria](#)

[¿Cómo estás? 2o](#)

[el cuerpo - mi monstruo -.docx](#)

[La Cara de Señorita McCool \(Example\)](#)

[Virtual La cara](#)

[El monstruo task](#)

[Cabeza, hombros, piernas, pies](#)

[Colores 2do grado](#)

[Dibuja Exit Ticket](#)

[La cara matching](#)

[Partes de la cara vocab](#)

[Colorea la cara activity](#)

PRE-ASSESSMENTS

INSTRUCTIONAL PLAN

MODULE 1

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

We are learning to understand classroom vocabulary and commands

Student Learning Strategies

- 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

	<ul style="list-style-type: none">• Students will identify and use basic vocabulary through read alouds in order to ask and answer simple questions.
Success Criteria	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Daily Observations• Participation in class• 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:

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
- 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:

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.

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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.

	<ul style="list-style-type: none"> •
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[K-2 Vocabulario importante](#)

[K-3 Vocabulario importante](#)

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<div style="border: 1px solid black; padding: 5px;"> <p>We are learning to use greeting and farewell vocabulary</p> </div>
Student Learning Strategies	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Students will memorize greeting and farewell songs to begin and end class everyday. • Students will learn to greet one another through a song and dance called "Hola amigo" </div>
Success Criteria	<ul style="list-style-type: none"> • I can greet my teacher and classmates in Spanish. • I can say goodbye to my teacher and classmates in Spanish.
Formative Assessment (drives instructional decisions)	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Daily Observations • </div>

Participation in class

- 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:

- 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.

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

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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.

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[Videos y canciones](#)

[Buenos días Buenas tardes Buenas noches](#)

MODULE 3

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

- Using Google Slides and students photos, pass a ball around while chanting the *¿Cómo te llamas?* Song. Students may respond with just their name, or with "Me llamo ____"

ACTIVITIES:

- BINGO Activity: Students must find x amount of students and ask "¿Cómo te llamas?" Students will sign off on each other's sheet.

BRAIN BREAK/CLOSURE:

- GoNoodle

- Color by Number Page
- Read Aloud/Independent Reading time
- Adíos 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

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Students at Risk of School Failure

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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.

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.

[¿Cómo te llamas?](#)

MODULE 4

Student Learning Intentions (SLI) WALT:

We are learning to express age using "tener"

(We are learning to...)

Student Learning Strategies

- Students will watch YouTube videos of grade appropriate peers discussing their age and birthday to one another in the target language.
- Students will complete a speaking activity using small memorized conversation in order to ask and tell one another's ages.
- Students will complete a writing activity by answering written memorized questions and common phrases.

Success Criteria

- I can respond to the question "¿Cuántos años tienes?"
- I can ask the question: "¿Cuántos años tienes?"

Formative Assessment (drives instructional decisions)

- Daily Observations
- Participation in class
- TPR responsiveness & readiness
- Memorize songs
- Game participation
- Presentational, interpersonal and

Activities and Resources

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:

- Review #s 1-10 from 1st grade (or direct instruction for new students).
- 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 songs & videos (¿Cuántos años tienes? & Señor Howard)

BRAIN BREAK/CLOSURE:

- GoNoodle

- Color by Number Page
- Read Aloud/Independent Reading time
- Adíos 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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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.

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](#)

MODULE 5

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

We are learning to state & identify numbers 1-31 in Spanish.

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 1-31 in Spanish.
- Students will solve basic math facts by listening to the problem in the target language.

Success Criteria

- I can recall and state numbers 1-31 in Spanish.
- I can count from 1-31 in Spanish.

Formative Assessment (drives instructional decisions)

- Daily Observations
- Participation in class
- 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:

- Review #s 1-20
- Teach 10s (diez, veinte, treinta, etc.) Introduce song & use to review throughout year
- Teach/facilitate learning of number pattern (10s place + ones digit)
- Provide anchor chart for group/individual work
- Review/teach basic math vocabulary

ACTIVITIES:

- Turn & Talk
- ¿Qué número es? With whiteboards
- Math facts listening activity
-

Fill in missing numbers

- Speaking activity (más o menos)

BRAIN BREAK/CLOSURE:

- GoNoodle
- Más o menos
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- 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

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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.

[Copy of 2022-2023 Calendario Digital a color](#)

[Copy of los numeros 0-31 Qué número es](#)

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to state and identify colors in Spanish.
Student Learning Strategies	Using culturally appropriate photos, students will identify colors in the target language using the question "¿Qué color es?"
Success Criteria	I can recall and identify colors in real life photos.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Daily Observations• Participation in class• 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 & Calendar WHOLE GROUP:

- Review colors & teach new song
- Basho & Friends color song

ACTIVITIES:

- Interactive slides modeling question and answer
- Partner work with their own pictures

BRAIN BREAK/CLOSURE:

- GoNoodle
- 4 Corners
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- 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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MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to identify and name parts of the face.
Student Learning Strategies	<ul style="list-style-type: none">• Students will use TPR strategies to internalize vocabulary related to the face.• Students will be able to draw a picture based on a heard words in the target language (numbers, colors and parts of the face)• Students will complete a matching activity to identify words with pictures.
Success Criteria	<ul style="list-style-type: none">• I can name and point to different parts of the face (eyes, ears, nose, mouth, teeth, hair, head, etc.)• I can combine parts of the face with colors & numbers
Formative Assessment (drives instructional decisions)	<div style="border: 1px solid black; padding: 5px;"><ul style="list-style-type: none">• Daily Observations• Participation in class</div>

- 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 & Calendar

WHOLE GROUP:

- TPR direct instruction for new vocabulary
- YouTube & Music to internalize vocabulary
- Interactive slides/Mr. Potato Head whole group
- Review colors and numbers

ACTIVITIES:

- Profesor/Estudiante (pair activity)
- Matching activity
- Listening activity (T states number, parts of the face and color. S will draw according to directions given)

BRAIN BREAK/CLOSURE:

- GoNoodle

Activities and Resources

- Simon dice
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- Adiós amiguitos song

Suggested Modifications

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[La cara](#)

[Copy of calabaza activity](#)

[La Cara de Señorita McCool \(Example\)](#)

[Dibuja Exit Ticket](#)

[La cara matching](#)

[Colorea la cara activity](#)

[Partes de la cara vocab](#)

MODULE 8

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

We are learning to identify and name parts of the body

Student Learning Strategies

- Students will use TPR strategies to internalize vocabulary related to the body.
- Students will use culturally authentic music to learn how different parts of the word use different words to identify similar parts of the body
- Students will work in groups to trace a classmate and label as many parts of the body in the target language
- Students will identify and act out parts of the body while listening to the story "De la cabeza a los pies"
- Students will create their own monster and label as many parts of the body as possible in the target language.
- Using different versions of "Head, Shoulders, Knees and Toes" in English and Spanish, students will engage in conversations about the similarities and differences across languages & cultures.

Success Criteria

- I can name, point to and label different parts of the body (head, shoulders, legs, stomach, etc.)
- I can create a monster while listening to the teacher to combine colors with a specific number of body parts.
- I can identify, recognize and use different vocabulary words that will appear during read alouds.
- I can compare and contrast different versions of the same song in different languages

Formative Assessment (drives instructional decisions)

- Daily Observations
- Participation in class
- 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 & Calendar
WHOLE GROUP:

- TPR instruction in new target vocabulary
- Review with music/YouTube

- Head, Shoulders, Knees & Toes discussion/dance (Cabeza, hombros, piernas, pies)
- Review of parts of the body whole class and small group, introduce tracing or monster activity
- Read aloud "De la cabeza a los pies"

ACTIVITIES:

- Profesor/Estudiante partner work
- Scavenger Hunt
- Song & Dance
- Group tracing activity
- Monster activity
- Kahoot!/Quizlet

BRAIN BREAK/CLOSURE:

- GoNoodle
- Simon dice
- Color by number

- Read aloud/Independent Reading
- Exit Tickets
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[imagen partes del cuerpo](#)

[Cabeza, hombros, piernas, pies](#)

[El monstruo task](#)

[el_cuerpo - mi_monstruo -.docx](#)

MODULE 9

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

We are learning to describe how we are feeling.

Student Learning Strategies

- Students will use TPR strategies to internalize vocabulary about feelings

	<ul style="list-style-type: none"> • Students will engage in interpersonal conversations with peers in order to explain how they are feeling. • Students will engage in conversations (whole class and partners) to understand the verb tense "estar" (to be).
<p>Success Criteria</p>	<ul style="list-style-type: none"> • I can state how I am feeling using the phrase "Estoy _____" • I can answer the question "¿Cómo estás?"
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Daily Observations • Participation in class • 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.)
<p>Activities and Resources</p>	<p>WARM UP: Buenos días & Calendar</p> <p>WHOLE GROUP:</p> <ul style="list-style-type: none"> • TPR activity using interactive slides • Act out emotions, students repeat the

vocabulary word

- State vocabulary word or phrase, students must act out
- Model interpersonal conversations
- Señor Howard video to model target question

ACTIVITIES:

- Turn & Talk
- Profesor/Estudiante partner work
- Simon dice
- Interpersonal class activity
- Class wide matching activity

BRAIN BREAK/CLOSURE:

- GoNoodle
- Simon dice
- Color by number
- Read aloud/Independent Reading

- Exit Tickets
- 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

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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.

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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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[¿Cómo estás? 2o](#)

MODULE 10

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

We are learning to express sickness using "estar enfermo/a"

Student Learning Strategies

- Students will use their knowledge of pronouns to understand which form of "enfermo/a" to use when telling a classmate they're sick.
- Students will use technology (i.e. YouTube videos and interactive slides) to understand how to interact in interpersonal conversations.
-

	<p>Students will engage in partner work to ask and answer about each others' feelings.</p>
<p>Success Criteria</p>	<ul style="list-style-type: none"> • I can state "I am sick" by saying "estoy enfermo/a" • I can understand how questions are formed and written in Spanish. • I can ask and answer memorized questions "¿Cómo te sientes? Or ¿Cómo estás?"
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Daily Observations • Participation in class • 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.)
<p>Activities and Resources</p>	<p>WARM UP: Buenos días & Calendar</p> <p>WHOLE GROUP:</p> <ul style="list-style-type: none"> • Review of vocabulary (Estoy ____) • Review of Señor Howard (emphasis on Estoy enfermo) •

Whole class conversation with students to explain adjectives and gender agreement in Spanish

ACTIVITIES:

- Find other examples of Spanish adjectives that end in o or a
- Interpersonal conversations
- BINGO or Signature activity

BRAIN BREAK/CLOSURE:

- GoNoodle
- Simon dice
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- Adiós amiguitos song

Suggested Modifications

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[¿Cómo estás? 2o](#)

MODULE 11

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to express what hurts using "dolerse"
Student Learning Strategies	<ul style="list-style-type: none">• Students will use interactive slides, music and videos to understand how to say and answer the question "What hurts?" in the target language• Students will use their previously learned knowledge of body parts and sentence frames to correctly tell someone what hurts in the target language.
Success Criteria	<ul style="list-style-type: none">• I can ask memorized questions like "¿Qué te duele?"• I can respond to questions to state what is hurting using "Me duele...)"
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Daily Observations• Participation in class

- 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 & Calendar

WHOLE GROUP:

- Review of parts of the body
- TPR instruction using sentence frame "Me duele"
- Introduce new song "Me duele la cabeza"

ACTIVITIES:

- Turn & Talk or Profesor/Estudiante
- Simon dice
- Interpersonal walk & talk activity
- Interpretive reading practice (fake text message exchange)
- Begin practicing doctor/patient presentation

BRAIN BREAK/CLOSURE:

- GoNoodle
- Simon dice
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- 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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[¿Cómo estás? 2o](#)

[Videos y canciones](#)

MODULE 12

Student Learning Intentions (SLI) WALT:

We are learning to pronounce different words and expressions

(We are learning to...)	
Student Learning Strategies	<ul style="list-style-type: none"> • Students will review concepts previously learned in order to engage in interpersonal conversations with one another • Students will examine culturally authentic paperwork in order to compare and contrast how to provide personal information in English and the target language. • Students will demonstrate progress/mastery of concepts through a summative assessment
Success Criteria	<ul style="list-style-type: none"> • I can ask and answer basic personal questions to fill out paperwork at a hospital or doctor's office • I can engage in small conversations by using yes/no answers or choice A/B answers • I can read a letter in the target language and answer comprehension questions
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • 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 • Utilize rubrics for different communicative tasks to be able to create a benchmark in terms of language proficiency
Activities and Resources	<p>WARM UP: Buenos días & Calendar</p>

WHOLE GROUP:

- Review of concepts
- Explanation & Modeling of end-of-unit activities

ACTIVITIES:

- Doctor/Patient interview (summative)
- Patient form in target language (summative)
- Interpretive reading (summative)

BRAIN BREAK/CLOSURE:

- GoNoodle
- Simon dice
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- Adíos 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

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[Copy of El cuerpo Interpretive Reading Task](#)

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[Copy of rubric - interpretive reading listening novice mid](#)

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Suggested Modifications

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

English Language Learners

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[El cuerpo Interpretive Reading Task](#)

[Copy of rubric - interpretive reading listening novice mid](#)

[Copy of calabaza activity](#)

[La Cara de Señorita McCool \(Example\)](#)

[El monstruo task](#)

[el cuerpo - mi monstruo -.docx](#)

[Dibuja Exit Ticket](#)

[La cara matching](#)

[Colorea la cara activity](#)

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

LA.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

LA.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

LA.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LA.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

LA.RL.2.3 Describe how characters in a story respond to major events and challenges using key details.

LA.SL.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.

LA.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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REFLECTIONS
