

# 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 start exploring and see how people communicate in Spanish. They will hear expressions and words in the target language, as well as certain ways of interacting with each other, in order to compare their own personal experiences. 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 (interviews, posters, radio/television shows, newspaper articles, etc.)

### **Interpersonal:**

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher and/or members of the target language community. They will ask personal questions in order to find information among themselves (¿Quién eres tú?)

### **Presentational:**

They use lists, chunks of language, and memorized phrases to compare how people talk about themselves in another target culture.

## 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**

### **New Jersey (NJSL) - World Languages - Novice Mid (2020)**

#### **7.1.NM.IPRET.1**

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

#### **7.1.NM.IPRET.2**

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

#### **7.1.NM.IPRET.3**

Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

#### **7.1.NM.IPERS.1**

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

#### **7.1.NM.IPERS.2**

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

#### **7.1.NM.IPERS.3**

Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

#### **7.1.NM.IPERS.4**

Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

#### **7.1.NM.IPERS.5**

Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

#### **7.1.NM.PRSNT.1**

Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

#### **7.1.NM.PRSNT.2**

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

#### **7.1.NM.PRSNT.3**

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

#### **7.1.NM.PRSNT.4**

Copy/write words, phrases, or simple guided texts on familiar topics.

#### **7.1.NM.PRSNT.5**

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

WL.NM.7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

WL.NM.7.1.NM.IPERS.2

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

WL.NM.7.1.NM.IPERS.3

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	memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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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](#)

TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

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

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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 colores del mundo
  - Los numeros 1-100
  - Escape Room activities
  - ¿Cómo estás? Los saludos/¿Cuántos años tienes?/Los adjetivos
- Kahoot!
- Quizlet/Quizlet Live!
- Boom Cards
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)

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

[cuantos\\_anos\\_tienes\\_-\\_info\\_de\\_estrellas\\_\(2\\_&\\_3\).ppt](#)

[Los colores del mundo](#)

[Los numeros 1-100](#)

[Mi número favorito](#)

[Los saludos ¿Cómo estás?](#)

[3o grado ¿Cuántos años tienes?](#)

[Las cosas favoritas de Señorita Hennessy](#)

[La fecha](#)

[3o Spring Escape Room 3Q](#)

[Matamoscas 3-5](#)

[Vocabulario importante Escape Room](#)

[Actividad de firma.m4v](#)

[Uso del cuaderno](#)

[Copy of adjetivos\\_2018](#)

## PRE-ASSESSMENTS

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## INSTRUCTIONAL PLAN

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### MODULE 1

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to understand classroom vocabulary and commands
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Using TPR (Total Physical Response), students will internalize important vocabulary through physical movement while also speaking in the target language.</li><li>• Students will work in small groups/partners to internalize and use vocabulary with actions and words</li><li>• Students will demonstrate understanding of vocabulary learned through TPR through presentation and in games</li><li>• Students will identify and use basic vocabulary through read alouds in order to ask and answer simple questions.</li></ul>

**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
- 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
- Campanas (Bell game)
- Simon dice (Simon Says)
- Introduce/Set Up interactive notebook

**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.

[Uso del cuaderno](#)

[A-mí-también-FUN-FOR-SPANISH-TEACHERS.pdf](#)

[3-5 Vocabulario importante](#)

[Matamoscas 3-5](#)

[Vocabulario importante Escape Room](#)

[K-3 Vocabulario importante](#)

## MODULE 2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<i>We are learning to express names using "llamarse"</i>
<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></ul>

- I can ask the question "¿Cómo te llamas?"

**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:**

- 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.
- Family tree activity (focusing on differentiating between Me llamo and Se llama)
- Interactive notebook

**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:**

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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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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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[¿Cómo te llamas? 3M](#)

## MODULE 3

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

We are learning to express age using "tener"

**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 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 1-10 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 interview
- YouTube songs & videos (¿Cuántos años tienes? & Señor Howard)
- Interactive notebook: create a bar graph to determine the average age of the class

**BRAIN BREAK/CLOSURE:**

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

**Suggested Modifications**

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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.

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[3o grado ¿Cuántos años tienes?](#)

[cuantos anos tienes - info de estrellas \(2 & 3\).ppt](#)

## MODULE 4

**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
- 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).

**Success Criteria**

- I can state how I am feeling using the phrase "Estoy \_\_\_\_\_"
- I can answer the question "¿Cómo estás?"

**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 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
- Interactive notebook: practice writing question and possible answers (draw pictures with phrases)

**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:**

Chunking: The teacher presents information in a way that

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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.

## MODULE 5

<b>Student Learning Intentions (SLI) WALT:</b> (We are learning to...)	We are learning to state and identify colors in Spanish.
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Using culturally appropriate photos, students will identify colors in the target language using the question "¿Qué color es?"</li><li>• Using interactive slides and interpersonal communication activities, students will ask and answer the question "¿Cuál es tu color favorito?"</li><li>• Students will use their interactive notebook to write the response to "¿Cuál es tu color favorito?"</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• I can recall and identify colors in real life photos.</li><li>• I can tell someone my favorite color in Spanish.</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<div style="border: 1px solid black; padding: 10px;"><ul style="list-style-type: none"><li>• Daily Observations</li><li>• Participation in class</li><li>•</li></ul></div>

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
- Interactive slides modeling/reviewing "Mi color favorito es \_\_\_\_\_"

### **ACTIVITIES:**

- Partner work with their own pictures
- Whole class "Mi color favorito es" ball passing activity
- Interpersonal Walk & Talk activity

- Interactive notebook: writing question & answer, include picture/drawing with favorite color

**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.  
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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.

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[Los colores del mundo](#)

## MODULE 6

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

We are learning to state & identify numbers 1-100 in Spanish.

**Student Learning Strategies**

- Students will use song and music to recall and identify numbers from 1-31 in Spanish.
- Students will work in partners and small groups to answer "What number is it?" in the target language.
- Students will participate in small group games and activities to identify and write their numbers from 1-100 in Spanish.
-

Students will solve basic math facts by listening to the problem in the target language.

- Using interactive slides and interpersonal communication activities, students will ask and answer the question "¿Cuál es tu número favorito?"
- Students will use their interactive notebook to write the response to "¿Cuál es tu número favorito?"

### Success Criteria

- I can recall and state numbers 1-31 in Spanish.
- I can state a number between 1-100 in Spanish
- I can tell a classmate my favorite number in Spanish.

### Formative Assessment (drives instructional decisions)

- 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

### WHOLE GROUP:

- Review #s 1-31
- Teach/Review 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 (add multiplication & division)
- Review phrase (Mi número favorito es \_\_\_\_\_) from 1st grade. Give students opportunities to ask and answer questions

### ACTIVITIES:

- Turn & Talk
- ¿Qué número es? With whiteboards

- Math facts listening & interpersonal activity
- Speaking activity (Mi número favorito es \_\_\_\_)  
Walk & talk (can also include favorite color as review)
- Interactive notebook: Writing question and answer

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

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

#### **Suggested Modifications**

- Visuals & Exaggerate motions
- Anchor charts & Graphic organizers
- Model activities
- Preferential seating

	<ul style="list-style-type: none"> <li>• Giving choices A/B or Yes/No (Sí/No)</li> <li>• Sentence frames to facilitate language use &amp; differentiate instruction</li> </ul>
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[Los numeros 1-100](#)

[Mi número favorito](#)

**MODULE 7**

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to state our days of the week in Spanish
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Students will have conversations to compare and contrast an authentic Spanish calendar and American calendar</li> <li>• Using song and rhythm, students will sing and dance to a song to help them remember the days of the week and the order in which they occur</li> <li>• Students will work in partners and independently to fill out a calendar in the target language. They will use the calendar to engage in conversations about the current day, yesterday and tomorrow.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>I can list the days of the week in correct order</p> <ul style="list-style-type: none"> <li>• I can write the days of week in Spanish</li> <li>• I can tell a friend what day it is today, tomorrow and yesterday</li> </ul>
<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>• TPR responsiveness &amp; readiness</li> <li>• Memorize songs</li> <li>• Game participation</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>• Using interactive slides and calendar, introduce days of the week</li> <li>•</li> </ul>

YouTube song to introduce and teach dance

- Conversation to compare and contrast American and Spanish calendars (order of days of the week, how they're written, etc.)

**ACTIVITIES:**

- Turn & Talk
- Interpretive group activity
- Interpersonal partner work "¿Qué día es hoy? ¿será mañana? ¿fue ayer?"
- Interactive notebook (Calendar pages)

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Más o menos
- Simon dice
- 4 corners
- Color by number
- Read aloud/Independent Reading
- Exit Tickets

	<ul style="list-style-type: none"> <li>• <i>Adiós amiguitos</i> song</li> </ul>
<p><b>Suggested Modifications</b></p>	<ul style="list-style-type: none"> <li>• <i>Visuals &amp; Exaggerate motions</i></li> <li>• <i>Anchor charts &amp; Graphic organizers</i></li> <li>• <i>Model activities</i></li> <li>• <i>Preferential seating</i></li> <li>• <i>Giving choices A/B or Yes/No (Sí/No)</i></li> <li>• <i>Sentence frames to facilitate language use &amp; differentiate instruction.</i></li> </ul>

[La fecha](#)

**MODULE 8**

<p><b>Student Learning Intentions (SLI) WALT:</b> <b>(We are learning to...)</b></p>	<p>We are learning to state our months of the year in Spanish</p>
<p><b>Student Learning Strategies</b></p>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>• Students will have conversations to compare and contrast an authentic Spanish calendar and American calendar</li> </ul> </div>

- Using song and rhythm, students will sing and dance to a song to help them remember the months of the year and the order in which they occur

### Success Criteria

- I can name the months of the year in order
- I can write the months of the year in Spanish
- I can correctly identify the current month
- I can state and write my birthday month

### 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:

- Using interactive slides and calendar, introduce the months
- Use the tune/dance of the Macarena to teach the months of the year
- Continue conversation to compare and contrast American and Spanish calendars (cognates, how they're written, etc.)
- Introduce/model question "¿Cuál es la fecha?"
- Interactive slides to introduce/review birthday question/answer

### ACTIVITIES:

- Turn & Talk
- Interactive notebook (Calendar continued).
- Students will mark/star their favorite month (to be used for later lesson).

### BRAIN BREAK/CLOSURE:

- GoNoodle

- Más o menos
- Simon dice
- 4 corners
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- Adiós amiguitos song

### **Suggested Modifications**

- Visuals & Exaggerate motions
- Anchor charts & Graphic organizers
- Model activities
- Preferential seating
- Giving choices A/B or Yes/No (Sí/No)
- Sentence frames to facilitate language use & differentiate instruction.

## MODULE 9

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to tell the date in Spanish
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Students will work in partners to correctly state and write the date in Spanish</li><li>• Students will work in partners and whole group to ask and answer the question ¿Cuándo es tu cumpleaños?</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• I can ask someone the date in Spanish.</li><li>• I can tell a friend the date in Spanish.</li><li>• I can write the date in Spanish</li><li>• I can ask a classmate when their birthday is in Spanish.</li><li>• I can tell a friend my birthday in Spanish</li><li>• I can write my birthday in Spanish</li></ul>
<b>Formative Assessment (drives instructional</b>	<ul style="list-style-type: none"><li>•</li></ul>

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 vocabulary (numbers, days of week, months)
- Introduce/model question "¿Cuál es la fecha?"
- Interactive slides to introduce/review birthday question/answer

#### **ACTIVITIES:**

- Turn & Talk

- Interpersonal activity with partner to discuss/write the date in a complete sentence
- ¿Cuándo es tu cumpleaños? Interactive activity with class
- Interactive notebook (Calendar pages cont/practice writing birthday)

**BRAIN BREAK/CLOSURE:**

- GoNoodle
- Más o menos
- Simon dice
- 4 corners
- Color by number
- Read aloud/Independent Reading
- Exit Tickets
- Adiós amiguitos song

**Suggested Modifications**

-

Visuals & Exaggerate motions

- Anchor charts & Graphic organizers
- Model activities
- Preferential seating
- Giving choices A/B or Yes/No (Sí/No)
- Sentence frames to facilitate language use & differentiate instruction.

[La fecha](#)

## MODULE 10

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

We are learning to state preferences

**Student Learning Strategies**

- 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**

- I can use vocabulary and memorized phrases to tell someone my favorite color, number, day and month
- I can write my favorite color, number, day and month in complete sentences
- I can state my preferences or favorites
- I can write my preferences or favorites
- I can describe myself through talk and written word.

**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:

- Review vocabulary through TPR, music, video, etc (10-15 min max).
- Review "Mi \_\_\_\_ favorito es \_\_\_\_." Use interactive slides and examples of celebrities/teacher
- Students practice whole group/volunteer to help model conversation & take notes in notebook

### ACTIVITIES:

- Interpretive writing activity (students will fill in blanks to create their own "cheat sheet")
- Use cheat sheet for interpersonal speaking activity (walk & talk)
- Interactive notebook-provide sentence frames for students to explain their favorite month

### BRAIN BREAK/CLOSURE:

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

	<ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Adiós amiguitos song</li> </ul>
<p><b>Suggested Modifications</b></p>	<ul style="list-style-type: none"> <li>• Visuals &amp; Exaggerate motions</li> <li>• Anchor charts &amp; Graphic organizers</li> <li>• Model activities</li> <li>• Preferential seating</li> <li>• Giving choices A/B or Yes/No (Sí/No)</li> <li>• Sentence frames to facilitate language use &amp; differentiate instruction.</li> </ul>

[Las cosas favoritas de Señorita Hennessy](#)

[Mi número favorito](#)

[Actividad de firma.m4v](#)

## **MODULE 11**

<p><b>Student Learning Intentions (SLI) WALT:</b> <b>(We are learning to...)</b></p>	<p>We are learning to pronounce different words and expressions</p>
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### Student Learning Strategies

- 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

- 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 write a letter describing myself and preferences

### Formative Assessment (drives instructional decisions)

- 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

**WARM UP:**  
Buenos días & Calendar  
**WHOLE GROUP:**

- Review of concepts
- Explanation & modeling of signature activity
- Explain/model presentational writing activity

#### **ACTIVITIES:**

- Signature activity
- Summative assignment (this *MIGHT* take more than one week!)
- NOTE: Allow students to use their interactive notebooks as references for vocabulary & sentence frames. If actually sending to penpals, allow for a few weeks for proofread and corrections.

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

- GoNoodle
- Simon dice
- Color by number
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- Exit Tickets
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## Suggested Modifications

- Visuals & Exaggerate motions
- Anchor charts & Graphic organizers
- Model activities
- Preferential seating
- Giving choices A/B or Yes/No (Sí/No)
- Sentence frames to facilitate language use & differentiate instruction.
- Modified assignment/rubric

[Presentational Writing EXAMPLE](#)

[Copy of Presentational Writing Task 3rd grade](#)

[Presentational Writing Task 3rd grade MODIFIED](#)

## Suggested Modifications

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

#### English Language Learners

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

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**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 student at risk and find out if they're on track or needing some additional support. A few minutes here are

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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## **REFLECTIONS**

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

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**RL.3.1:** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

**RL.3.3:** Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**SL.3.1.b:** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.