

Unit 1: Los pollitos Unit 1

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 explore the target language in a friendly and developmentally appropriate manner. They understand basic language structures to introduce themselves to others and explore how the structures can be used with different vocabulary and across different media (song, spoken language, etc.). Assessment in the interpretive mode of communication may be in English, but all text is in the target language.

Interpretive:

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

Interpersonal:

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher and/or members of the target language community. They will practice conversations in which they will introduce themselves, as well as asking and answering questions related to animals on the farm.

Presentational:

They use lists, chunks of language, and memorized phrases in order to introduce themselves and greet each other appropriately. They will do so using culturally appropriate gestures and intonations.

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 STUDENT LEARNING STANDARDS: CONTENT AREA

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.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.PRSNT.1

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

7.1.NL.PRSNT.2

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

7.1.NL.PRSNT.3

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

WL.NL.7.1.NL.IPERS.1

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

WL.NL.7.1.NL.IPERS.2

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

WL.NL.7.1.NL.IPERS.3

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

WL.NL.7.1.NL.IPERS.4

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

WL.NL.7.1.NL.IPERS.5

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

WL.NL.7.1.NL.IPRET.1

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	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.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.
WL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.

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.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

Resources/Technology:

- Spanish Mama Los pollitos Unit 1 Curriculum
- Books:
 - ¡Buenos días, la granja!
 - ¿Cómo dicen los animales?
 - Gua, Gua Muuu
- Smart Mimio Board/ LCD projector
- Music, Lyrics (various songs and artists)
- Google Slides
- Boom Cards

- YouTube, Vimeo:
 - Mi tío tiene una granja
 - Los pollitos dicen
 - Buenos días (Jose Luis Orozco)
 - Hola amigo
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)

[K-2 Vocabulario importante](#)

[Videos y canciones](#)

[Animales Picture Cards](#)

[Los pollitos](#)

[Copy of ¿Cómo te llamas?](#)

[Copy of Pollitos color and trace](#)

[Copy of Animales color and trace](#)

[Los animales Review](#)

[Los animales Part 2](#)

[Los animales](#)

[Los pollitos](#)

PRE-ASSESSMENTS

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to greet others
Student Learning Strategies	<ul style="list-style-type: none">• Students will use TPR to internalize culturally appropriate vocabulary (hola, buenos días, adios, etc.)• Students will use song to internalize/learn to communicate with peers in the target language
Success Criteria	<ul style="list-style-type: none">• I can ask and answer questions using "¿Cómo estás?"• I can properly greet others using culturally appropriate language
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:

- TPR to introduce vocabulary (buenos días, ¿Cómo estás?, muy bien, gracias, el pollito, dice)
- Teach buenos días song using YouTube & visuals
- Introduce question: "¿Cómo estás?" & responses. Include visuals/motions (smiling, thumbs up, etc. for "muy bien")
- Teach first line of Los pollitos (YouTube). Use puppets to teach "el pollito" Introduce different animal sounds & model which sound correctly matches the pollito, using the phrase "dice"
- Teach students how to respond to ¿Cómo estás? (bien or mal). Encourage students to use complete sentences, but some might only respond in one word utterances or actions.

ACTIVITIES:

- Turn & Talk
- Buenos días card pack (Activity pack pg. 6) (pair activity)

- ¿Cómo estás? (Activity pack pg. 11)
- Pollito puppets (pg. 9)
- ¿Cómo estás? Coloring page (pg. 12)

BRAIN BREAKS/CLOSURE:

- GoNoodle
- Boom Cards
- Simon dice
- Teach levantate, sientate, manos arriba/abajo
- Coloring pages

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 2

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

We are learning to say our name.

Student Learning Strategies

- Using visuals and multisensory tools, students will understand the question "¿Cómo te llamas?" means: What is your name?
- Students will learn the phrase Me llamo _____ in order to tell their name in a complete sentence; however, some students may only respond with their name until they've had more time to internalize and be exposed to the target language

Success Criteria

- I can ask and answer the question "¿Cómo te llamas?" in the target language

Formative Assessment (drives instructional decisions)

- Daily Observations
- Participation in class
- TPR responsiveness & readiness
- Memorize songs

Activities and Resources

- 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 & Calendar

WHOLE GROUP:

- TW model how to say their name in the target language.
- Incorporate Pollito puppet from previous learning intention to ask question "¿Cómo te llamas?" TW respond in complete sentence. Repeat with Ss.

ACTIVITIES:

- SW sit in a circle. TW pass ball around and sing "¿Cómo te llamas?" chant. Ss respond with their name (complete sentence or just name)
- Walk & talk activity with class

BRAIN BREAKS/CLOSURE:

- GoNoodle

- Boom Cards
- Simon dice
- TPR review
- Coloring pages
- Read alouds
- Review of Learning intentions
- 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 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to recognize some animal names
Student Learning Strategies	<ul style="list-style-type: none">• Using visuals and interpretive listening skills, students will correctly identify which animals make certain sounds in the target language.• Students will use a read aloud and prior knowledge to identify animals in sequence.• Students will create a mini-book imitating the read aloud to activate vocabulary and extend learning at home.
Success Criteria	<ul style="list-style-type: none">• I can match an animal based on the sound it makes• I can answer simple questions 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

Activities and Resources

- 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:

- Using picture cards, display animal visuals and ask students questions about the animals and the sounds they make (¿El pollito dice <muuu>? Nooo, ¿el pollito dice <pio pio pio>? Sííí, etc.) Ss will NOT know all animal names, goal is to recognize picture with sound cue.
- Narrate "¡Buenos días, granja!" stop to ask questions or let students guess the next animals as needed.

ACTIVITIES:

- Turn & Talk
- Matching activity
- Animal BINGO
- Buenos días, granja mini book

BRAIN BREAKS/CLOSURE:

- GoNoodle
- Boom Cards
- Simon dice
- BINGO
- Coloring pages
- Read alouds
- Review of Learning intentions
- 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)

	<ul style="list-style-type: none"> • Sentence frames to facilitate language use & differentiate instruction. • Repeated practice
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MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to name some farm animals
Student Learning Strategies	<ul style="list-style-type: none"> • Students will play BINGO to internalize language and match sounds with names • Students will play a guessing game using their knowledge of culturally appropriate visual clues and vocabulary/sounds previously learned • Students will listen to a read aloud and answer simple questions in the target language
Success Criteria	<ul style="list-style-type: none"> • I can correctly identify an animal by its name in the target language • I can correctly name an animal based on the sound or description given in the target language
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:

- Using the "Bolsa Mágica" have a bag with toys or pictures of animals ready. Teacher will feel for an animal and begin to describe its physical features in Spanish (using visual cues). Students take turns guessing. Adaptations: teacher puts one animal in, student comes up to feel the animal and guess.
- Using animal videos/songs for "MovieTalk" While acting out story, T will ask simple questions to check for understanding (encourage Ss to act out with you)

ACTIVITIES:

- Pato, pato, pollito (Duck, duck, goose)
- Mini-book "¿Cómo dicen los animales?"
- Memory or Go Fish (pg. 3)

BRAIN BREAKS/CLOSURE:

- GoNoodle
- Boom Cards
- Simon dice
- Pato, pato, pollito
- TPR review
- BINGO
- Coloring pages
- Read alouds
- Review of Learning intentions
- Adiós amiguitos song

<p>Suggested Modifications</p>	<ul style="list-style-type: none"> • 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. • Repeated practice
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MODULE 5

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning to pronounce different words and expressions.</p>
<p>Student Learning Strategies</p>	<p>Students will complete an interpretive listening activity that identifies animals based on their name and the sound they make</p>
<p>Success Criteria</p>	<p>I can match pictures with words and sounds in the target language</p>
<p>Formative Assessment (drives instructional decisions)</p>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> • Daily Observations </div>

Activities and Resources

- 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.)

WARM UP:

Buenos días & Calendar

WHOLE GROUP:

- Model and explain Interpretive Listening summative activity

ACTIVITIES:

- Summative activity

BRAIN BREAKS/CLOSURE:

- GoNoodle
- Boom Cards
-

Simon dice

- 4 Corners
- Coloring pages
- Read alouds
- Review of Learning intentions
- 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.

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.

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.

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.

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 student 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.

REFLECTIONS

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

1RL.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)

RL.K.3 With prompting and support, identify characters, settings, and major events in a story

RL.K.10: Actively engage in group reading activities with purpose and understanding

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.a: Follow agreed-upon norms for discussion (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion)

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.