

# Unit 5: The Very Hungry Caterpillar

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

## UNIT RATIONALE

---

Students will use the target language (American Sign Language-ASL) in the three modes of communication to identify food vocabulary, as well as asking & answering Yes/No questions. Students will learn language through the story "The Very Hungry Caterpillar" by Eric Carle. Students will be able to work with manipulatives to make learning more tangible and relevant to them. This unit will provide the foundational skills that are necessary for students to develop ASL on their way towards fluency. Assessments will be based on students using and interpreting the target language.

### **Interpretive:**

Students interpret authentic signed/visual productions of American Sign Language that focus on food and Yes/No questions.

### **Interpersonal:**

Students will engage in unscripted conversations with classmates, the instructor, or the members of the Deaf Community.

### **Presentational:**

Students will use pre-rehearsed/memorized phrases in the target language as well as use culturally appropriate norms, gestures, and facial expressions.

## ESSENTIAL QUESTIONS

---

- How can I use a language when I've just started to learn it?
- How can I navigate conversations in ASL when I don't know everything that was signed?
- What will help my classmates, my teacher, and members of the Deaf Community better understand me?
- How can I respect a culture that has different practices than my own?

## STANDARDS

---

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

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.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.

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

---

Developed by the American Council on the Teaching Foreign Languages (ACTFL) and P21, the attached map reflects the collective effort of World Language teachers in the United States 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.

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**

- Smart Board
- Google Slides
- YouTube Videos
- Video Recording Apps (for student work & assessment)

TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.2.2.B.3	Identify products or systems that are designed to meet human needs.

### **PRE-ASSESSMENTS**

---

Students may or may not

### **INSTRUCTIONAL PLAN**

---

#### **MODULE 1**

---

#### **MODULE 2**

---

#### **MODULE 3**

---

## **REFLECTIONS**

---

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

---