| ***1st grade***  ***Unit 1: Todo Sobre Mí***  ***September - October*** | | | | | |
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| **Targeted Standards:**  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. | | | | | |
| **Rationale and Transfer Goals:**  In the first unit of the year, children become acquainted with their teacher, classmates, and classroom. They begin the year by developing interpretive skills by listening and responding physically to the teacher's direction, commands and instructions. Students will learn to convey appropriate greetings and farewells and basic expressions of emotion and physical well being in Spanish. Students will be able to communicate using memorized words and phrases to identify familiar objects and respond to familiar questions about themselves such as their own name, their classroom, and school friends. | | | | | |
| **Enduring Understandings:**  Students can help classmates and the teacher understand them by actions and pictures as well as words.  Students will understand words of praise and simple classroom commands.  Students will understand that they will need to do more than answer questions in order to have a conversation. | | | | | |
| **Essential Questions:**  How can I better understand when I do not know everything I hear?  How would you say hello and goodbye in Spanish?  How would you ask someone their name in Spanish?  How would you tell someone their name in Spanish?  How do you greet someone in Spanish?  How can we get to know each other better?  How can you greet classmates that you already know?  How can you greet new classmates?  How do names differ in Spanish from names in English?  What are proper gestures to use when meeting someone new?  When do you speak formally and informally to someone?  How do I ask how someone is feeling in Spanish? | | | | | |
| Content/Objectives | | | Instructional Actions | | |
| Content  *What students will know* | Skills  *What students will be able to do* | | Activities/Strategies  *How we teach content and skills* | | Evidence (Assessments)  *How we know students have learned* |
| Commands and instructions for basic classroom procedures in Spanish  Greetings and leave-taking expressions in Spanish  Introduction of self/others in Spanish  Spanish Names  Structure questions/responses in Spanish  Courtesies in Spanish  Numbers 0-20 in Spanish  Basic expression of emotion in Spanish  Classroom Objects in Spanish  Colors in Spanish  Important people in a school in Spanish | Follow and give commands in Spanish  Sing a hello and goodbye song in Spanish  Say hello and goodbye in Spanish  Request someone else's name and respond to a request for their own name in Spanish  Differentiate between the use of formal and informal greetings  Request and express degree of physical well being in Spanish (bien mal, asi-asi) (¿Cómo estás?)  Use appropriate gestures for greetings and leave taking from the target culture  Pronounce common Spanish names  Identify various classroom objects in the classroom (pencil, book, door, desk, paper, chair, crayons)  Identify the colors in Spanish  State their favorite color in Spanish  Identify shapes in Spanish  Ask and answer some memorized questions based on greetings (¿cómo te llamas?, Me llamo\_\_\_\_)  Identify important people in a school such as the teacher, students, and nurse  Identify and count numbers 0-20 in Spanish  Ask and answer may I use the bathroom? and may I get some water? in Spanish  Use kind words such as thank you, yes, no, your welcome, sorry etc. | | Songs online/CD’s  TPR activities  Use powerpoint presentation to introduce vocabulary  Use pictures of people meeting from Spanish Countries  Demonstrate a typical encounter with someone from a spanish country showing common gestures, different greetings based on time of day, and using formal and informal when addressing people. (use puppets with dialogue)  Discuss common Spanish names  Flashcards or use powerpoint presentation to introduce the question ¿Cómo estás? and the responses  Introduce various commands for the year by playing simon says  Review colors and shapes together  Students should practice counting with objects or singing songs.  Use flashcards and label the classroom objects in the room  Show examples of courtesies words in Spanish  Games: Adivina; Matamoscas; Bingo; Memory/Concentration; What’s missing? (whole group or small group); Pictionary  Interpretive:  Sing a hello and Goodbye song to start and end class  Use practice worksheets on topics in this unit  Match pictures with vocabulary words  Interpersonal:  Pair Activity: Students take turns miming different feelings and other students interpret his/her feelings using the question ¿Cómo estas?  Pair Activity: Give students various command words and have them act it out to one another.  Presentational:  Preform unscripted Role Play  Conversations with partners  Students can draw different faces of their emotions and label how they are feeling in Spanish. | | Class participation  Teacher observation  Oral Presentation  Completion of practice worksheets  *Example End of the Unit Assessments:*  Presentational:  Perform an unscripted Role Play  Conversations with partners  Students can draw a picture of how they are feeling labeled in Spanish |
| Spiraling for Mastery | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| Greetings  Expression of emotion  Shapes  Colors  Numbers | | Previous Year Spiraling:  Identifying shapes  Identifying colors  Identifying greetings  Identifying expressions of emotion  Identifying Numbers | | Continual practice of the content/skill until students have mastered the vocabulary. | |
| **Career Readiness, Life Literacies, and Key Skills**  9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  9.4.2.CT.2: Identify possible approaches and resources to execute a plan.  9.4.2.CT.3: Use a variety of types of thinking to solve problems. | | | | | |
| **Key resources:**  Teacher made materials (flash cards, visuals, powerpoint presentations)  CD”s /DVD’s on greetings and feelings  Youtube song: Rosie & Andy <https://www.youtube.com/watch?v=ij5R1YTG48Q>  Bilingual Books on colors, numbers, greetings, and feelings  Teacher generated worksheets: colors, numbers, greetings, and feelings  Puppets  Magic Box with tangible items  Songs - ex: Yo me llamo……  Classroom based activities using technology tools (flip camera, smartboard etc…) | | | | | |
| **Interdisciplinary Connections:**  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text  RL.1.1. Ask and answer questions about key details in a text.  RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | |