| ***1st Grade*** ***Unit 2 : La Oruga Muy Hambrienta******November - January***  |
| --- |
| 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 this unit, students will learn about the days of the week and food names in Spanish, through the classic book “La Oruga Muy Hambrienta**”** (The Very Hungry Caterpillar) by Eric Carle. Within the context, students will learn that the calendar in Spanish is slightly different than in English. In addition, students will use prior knowledge of colors, size, and numbers to describe the foods in the story. At the end of the unit, students will be able to retell the sequence of events in the story “La Oruga Muy Hambrienta” in Spanish.   |
| Enduring Understandings: Students will understand that…… There is a sequence to events and life The Spanish calendar is different compared to in English  Nouns and articles in Spanish are gender and number specific  |
| Essential Questions: How can I describe the color and size of foods in Spanish?Can I express my preferences about foods in Spanish?What are the days of the week in Spanish?How do you say certain foods 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* |
| The days of the week in SpanishThe colors in SpanishNumbers in Spanish 0 - 30 Foods from the book “La Oruga Muy Hambrienta” The sequence of the story “La Oruga Muy Hambrienta” The cultural difference between the calendar in Spanish and EnglishHow to describe foods by size and colorHow to correctly use nouns in Spanish  | Identify and say the food names in the story “La Oruga Muy Hambrienta” in Spanish Describe and Identify foods by size and color in Spanish Express likes/dislikes of foods in Spanish Respond yes/no to questions about the story “La Oruga Muy Hambrienta” in SpanishState and identify the days of the week in Spanish Put the days of the week in orderCount from 1-30 in SpanishIdentify pictures correctly based on singular, plural, masculine or feminine nouns Compare and contrast the calendar in Spanish and English Retell and put into sequence the story “La Oruga Muy Hambrienta” | Make a Powerpoint presentation or use flashcards to introduce the vocabulary TPR activities Pictures of plural vs singular foods Songs/short videos on youtubeGames: Adivina; Matamoscas (Plastic fly swatters); Bingo; Memory/Concentration; Guessing/What’s missing? (whole group or small group); Pictionary**Interpretive:**Match food items with the days of the weekMatch colors words with the correct food itemShare reading: Read the book “La Oruga Muy Hambrienta” several timesMatch pictures of foods with their written namesGive students practice worksheets to review content in this unit.Students can practice putting days of the week in order with flashcards.**Presentational:**Create a bar graph of foods that students like/dislikeCreate a storyline with pictures Creation of mini book retelling the the story “La Oruga Muy Hambrienta”Role Play parts of the story**Interpersonal:**Pair Group- Groups can share what foods they like and dislike.Students can discuss their favorite day of the week in Spanish or discuss what they like to do each day. As a group students can practice counting 1-30 by singing songs or counting objects around the classroom.Sequence the foods according to the storyDiscuss singular, plural, number and gender agreementsSequence sentence strips of storylineAsk natural approach questions: example: yes/no to the following questions in Spanish: 1. ¿Tenía hambre la oruga? 2. ¿La oruga comió una mariposa?Discuss differences between calendar in USA and Spanish speaking countries | Teacher ObservationClass participationCompletion of practice worksheets Quiz on vocabulary *Example End of the Unit Assessments:*Presentational:Students will create a mini book retelling the story “La Oruga Muy Hambrienta” in Spanish.  |
| Spiraling for Mastery  |
| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activity |
| ColorsNumbers  | Identifying colorsIdentifying 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:** PuppetsFelt boardFlashcards: foods & days of the weekCD’s - Songs about days of the week and foods Interactive gamesSmartboard: Display powerpoints with pictures and vocabulary calendarplastic foodsBook: “La Oruga Muy Hambrienta” by Eric Carle Thematic Unit worksheets on “La Oruga Muy Hambrienta”graphsMagic Box with tangible items Interactive games: [www.123teachmespanish.com](http://www.123teachmespanish.com) Thematic Unit worksheets: <http://www.education.ne.gov/forlg/elementary/veryhungrycaterpillar.pdf> Days of the week: [www.youtube.com/watch?v=9nyuTTn6hVM](http://www.youtube.com/watch?v=9nyuTTn6hVM)  |
| **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 textRL.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. |