| ***1st Grade***  ***Unit 4: La Granja***  ***May - June*** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **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 the names of the animals on a farm and the sounds they make in Spanish. Students will also learn how to say common pets in a house in Spanish. In addition, students will be able to describe animals by size and color. | | | | | |
| **Enduring Understandings:**  Students will understand that familiar animals make different sounds in Spanish. | | | | | |
| **Essential Questions:**  What animals might I find on a farm in a Spanish speaking country?  What sounds do those animals make in Hispanic culture?  Are there differences in animals in Latin American countries and in the United States?  What different names does the same animal have in different Latin American countries?  What are common pets in a house? | | | | | |
| 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* |
| Farm animals in Spanish  How to describe the animals by color and size (Big-Bigger), (Biggest/Small), (Smaller, Smallest).  Popular pets in a house in Spanish  Animal sounds in spanish are different than in english  The animals in the story “Oso pardo, Oso Pardo, qué ves ahí?” | Identify farm animals in Spanish  Identify and imitate farm animal sounds  Describe animals by size and color  Identify pets in a house  Identify the animals in the story “Oso pardo, Oso Pardo, qué ves ahí?” | | Introduce vocabulary with the use of a powerpoint presentation with pictures  Total Physical Response (TPR) activities  Games: Adivina; Matamoscas; Bingo; Concentration/Memory; What’s missing? (whole group or small group);Pictionary; Charades  Interpretive:  Listen and repeat animal vocabulary  Coloring activities in response to teacher oral directions  Songs: Los pollitos Dicen, Vengan a ver mi granja  Shared reading of the book “Oso Pardo” by Bill Martin Jr  Students can complete an activity packet about the story “Oso Pardo” by Bill Martin Jr  Watch a short video clip related to animals in Spanish  Practice worksheets matching the vocabulary word with pictures  Interpersonal:  Respond to picture prompts  Partner activity: identifying animals by their sounds  Listening Activity: Teacher describes animals by color and size, while students draw the animal they hear  Presentational:  Make a list of their favorite animals in Spanish  Draw their favorite animal and label it in Spanish  Make a mini book about all the animals taught in this unit labeled in Spanish | | Teacher Observation  Class participation  Completion of practice worksheets  Quiz on Vocabulary  *Example End of the Unit Assessments:*  Listening Activity:  Teacher describes animals by color and size, while students draw the animal they hear  (use a rubric)  Presentational Activities:  Draw their favorite animal and label it in Spanish  Make a mini book about all the animals taught in this unit in Spanish |
| Spiraling for Mastery | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| Describe animal by color | | Identifying colors | | 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:**  Create powerpoint presentation to introduce vocabulary  Plastic farm animals  Animal Puppets  CD’s-Songs about La Granja  Farm animals/Pets pictures  La granja You tube Videos. (Check for appropriate use of vocabulary).  Shared reading of the book “Oso Pardo”by Bill Martin Jr  Worksheets/Activity mini book of farm animals  <http://www.myspanishgames.com/Spanish-stories/Medio-Pollito.html>  <http://www.onlinefreespanish.com/aplica/lessons/farmanimals/farm1.htm#.VYwpAECUzGc>  Los Animales: <https://www.youtube.com/watch?v=ldF4o3jc07A>  Adivina Animales: [*www.youtube.com/watch?v=bSDd5ZMTGFE*](http://www.youtube.com/watch?v=bSDd5ZMTGFE)  [*https://www.youtube.com/watch?v=-B-vuZSVabg*](https://www.youtube.com/watch?v=-B-vuZSVabg) *La Granja* | | | | | |
| **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. | | | | | |