Unit 2: La Oruga Muy Hambrienta

Content Area: **World Language**
Course(s):
Time Period: **MP2**
Length: **10**
Status: **Published**

NJSLS World Language

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 & 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

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 - What will students know?

- The days of the week in Spanish
- The colors in Spanish
- Numbers 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 English
- How to describe foods by size and color
- How to correctly use nouns in Spanish

Skills - What will students be able to do?

- 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 Spanish
- State and identify the days of the week in Spanish
- Put the days of the week in order
- Count from 1-30 in Spanish
- Identify 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”

Activities/Strategies - How do we teach content and skills?

Make a Powerpoint presentation or use flashcards to introduce the vocabulary

TPR activities

Pictures of plural vs singular foods

Songs/short videos on youtube

Games: 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 week
- Match colors words with the correct food item
- Share reading: Read the book “La Oruga Muy Hambrienta” several times
- Match pictures of foods with their written names
- Give 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/dislike
- Create 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 story
- Discuss singular, plural, number and gender agreements
- Sequence sentence strips of storyline
- Ask 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

Formative Assessments - How do we know students have learned?

- Teacher Observation
- Class participation
- Completion of practice worksheets
- Quiz on vocabulary

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational:

Students will create a mini book retelling the story “La Oruga Muy Hambrienta” in Spanish.

Key Resources

Puppets

Felt board

Flashcards: foods & days of the week

CD’s - Songs about days of the week and foods

Interactive games

Smartboard: Display powerpoints with pictures and vocabulary

calendar

plastic foods

Book: “La Oruga Muy Hambrienta” by Eric Carle

Thematic Unit worksheets on “La Oruga Muy Hambrienta”

graphs

Magic Box with tangible items

Interactive games: 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

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Colors Numbers	Identifying colors Identifying numbers	Continual practice of the content/skill until students have mastered the vocabulary.

Career Readiness, Life Literacies, and Key Skills

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).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections

L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).

L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).