

Spanish Grade 4 Cover

Content Area: **World Languages**
Course(s):
Time Period: **Sample Time Period**
Length: **Full Year Elective**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Statement of Purpose

Summary of the Course: The 4th Grade World Language program is designed to expose students to the Spanish Language and Culture. In order to encourage and develop the student's ability to communicate in a low-stress environment; the program begins slowly so that those students who have never had a formal education in Spanish can feel confident in participating. For those students that already have had Spanish, this introductory period will serve as a review while at the same time introducing new terms and expressions. The expectation is that the student will be able to communicate in the three modes of communication: Interpretive, Interpersonal, and Presentational at the *Novice-Mid Level*. They will also develop an understanding and appreciation for the different cultures in Spanish speaking countries.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

TABLE OF CONTENTS:

Unit 1: All About Me

Unit 2: School Days

Unit 3: Migratory Animals (Science Interdisciplinary Unit)

Unit 1: All About Me

Content Area: **World Languages**
Course(s):
Time Period: **1st Marking Period**
Length: **12 Classes**
Status: **Not Published**

Summary of the Unit

Summary of the Unit: Students use the target language in the three modes of communication to explore and understand greetings, feelings, courtesy and leave-taking, examine what they share in common with members of the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.) Students will be able to use the target language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Students will make connections with other content areas, compare the language and culture with their own.

Interpretive: They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

Enduring Understandings

Enduring Understanding:

The purpose of language study is to communicate so I can understand others and they can understand me. In order to be understood by others it helps to choose appropriate words, expressions, use correct pronunciation and respond in a culturally appropriate manner. Culturally appropriate gestures and expressions aid in effective communication.

Essential Questions

How do I interact with others from the target culture?

How do I find specific vocabulary to express my unique feelings?

How do I conduct a brief conversation and share my appropriate feelings?

Summative Assessment and/or Summative Criteria

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students will show their learning by:

- Oral/written "Challenges" - Students will be given clues about emotions, which they must recognize and match appropriately (either with partners or individually)
- Mini guide conversation between 2 or more students involving sharing of feelings and basic conversation (Name, age, where they are from, where they live, their likes and dislikes)
- Comic Strip - Students will express and illustrate their information through a comic strip (Chunk section of project for each individual student)

Resources

<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

<https://www.quia.com/shared/spanish/>

www.teacheme.com

www.spanishspanish.com

www.studyspanish.com

www.spanishdict.com

[Buenos Dias](#)

[Greetings](#)

[Greetings and Goodbyes](#)

[Como estas?](#)

[Spanish Cognates](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Bench Marks	Standards
<p>1. Greetings, feelings, likes and dislikes, leave taking.</p> <p>2. Verb, to be: Ser, estar.</p> <ul style="list-style-type: none"> • Topic related cognates. <p>(6 weeks)</p>	<p>1. Recognize and use appropriate greetings, feelings and leave taking from the target culture in a variety of scenarios.</p> <p>2. Introduce self and others.</p> <p>3. Ask and respond to the questions:</p> <ul style="list-style-type: none"> • ¿Cómo te llamas? • ¿Cómo estas? • ¿Qué te gusta? 	<p>1. Recite greeting rhyme in groups "A EIO U arbolito de Perú, yo me llamo ____, ¿Cómo te llamas tú?"</p> <p>2. Interact in pairs and groups using new vocabulary expressions for greetings, and introductions:</p> <ul style="list-style-type: none"> • Hola! ¿Qué tal? • ¿Cómo te llamas? Me llamo • ¿Cómo estas? Estoy __ (Feelings) • ¿Qué te gusta? Me gusta __ (Foods and sports) <p>3. Demonstrate understanding of emotion vocabulary by:</p> <ul style="list-style-type: none"> • Drawing pictures to match feelings being described • Acting out feelings being described. <p>4. Identify cognates in Spanish (Foods and sports) and give an English equivalent.</p>	<p>Students will show their learning by:</p> <ul style="list-style-type: none"> • Using a story log speech sheet have them prepare their own conversation with a peer • Question/answer • Class discussion • Test • Quizzes • Digital worksheets • Teacher observation 	<p>7.1NM.IPRE T.1</p> <p>7.1NM.IPRE T.2</p> <p>7.1NM.IPRE T.5</p> <p>7.1NM.IPER S.3</p> <p>7.1NM.IPER S5</p> <p>7.1NM.IPER S.6</p> <p>7.1NM.PRS NT.1</p> <p>7.1NM.PRS NT.3</p>
<p>1. Question word ¿Dónde?/Where?</p>	<p>1. Ask and respond to the questions:</p> <ul style="list-style-type: none"> • ¿De dónde 	<p>1. Use a MapQuest or other web resources to draw a map of the country/state that they were born and the place where they live.</p> <p>2. Interact in pairs and groups using new vocabulary expressions for</p>	<p>Students will show their learning by:</p>	<p>7.1NM.IPRE</p>

<p>2. Recognize Spanish Speaking countries</p> <ul style="list-style-type: none"> • Topic related cognates. <p>(3 weeks)</p>	<p>eres?</p> <ul style="list-style-type: none"> • ¿Dónde vives? <p>2. Introduce Spanish speaking countries and their flags (Re-use colors)</p>	<p>greetings, and introductions:</p> <ul style="list-style-type: none"> • Hola! ¿Qué tal? • ¿De dónde eres? Soy de ___/Where are you from? I'm from • ¿Dónde vives? vivo en ___/Where do you live? I live at _ <p>2. A map with the Spanish Speaking countries will be given to each student. They will search on the Web the countries names and identify each country flag colors.</p> <p>3. Identify cognates in Spanish (Mapa, continente) and give an English equivalent.</p>	<ul style="list-style-type: none"> • Using a story log speech sheet have them prepare their own conversation with a peer • Question/answer • Class discussion • Test • quizzes • Digital worksheets • Teacher observation 	<p>T.1</p> <p>7.1NM.IPRE T.2</p> <p>7.1NM.IPER S.5</p> <p>7.1NM.IPER S.6</p> <p>7.1NM.PRS NT.1</p> <p>7.1NM.PRS NT.3</p>
<p>1. Question word ¿Cuántos?/How many?</p> <p>2. Recognize numbers 1-20</p> <ul style="list-style-type: none"> • Topic related cognates <p>(3 weeks)</p>	<p>1. Use numbers in the target language.</p> <p>2. Ask and respond to the questions:</p> <ul style="list-style-type: none"> • ¿Cuántos años tienes? / How old are you? • ¿Cuál es tu número de teléfono? / What is your phone number 	<p>1. Use numbers to count Spanish speaking countries (21)</p> <p>2. Solve basic math problems.</p> <p>3. Play bingo</p> <p>4. Conduct a brief conversation sharing new and previously learned introductory vocabulary.</p> <p>5. Design a digital greeting card in Spanish for a classmate.</p> <ul style="list-style-type: none"> • Hola! ¿Qué tal? • ¿Cómo te llamas? Me llamo ___/What's your name? My name • ¿Qué te gusta? Me gusta ___/What do you like? I like ___. • ¿De dónde eres? Soy de ___/Where are you from? I'm from • ¿Dónde vives? Vivo en ___/Where do you live? I live at ___ • ¿Cuántos años tienes? Tengo ___/How old are you? I am ___ • ¿Cuál es tu número de teléfono? Mi número es ___/What is your phone number? My number is ___ <p>5. Identify cognates in Spanish (Teléfono, número) and give an</p>	<p>Students will show their learning by:</p> <ul style="list-style-type: none"> • Using a story log speech sheet have them prepare their own conversation with a peer • Question/answer • Class discussion • Test • Quizzes • Digital worksheets • Teacher observation 	<p>7.1NM.IPRE T.1</p> <p>7.1NM.IPRE T.2</p> <p>7.1NM.IPRE T.5</p> <p>7.1NM.IPER S5</p> <p>7.1NM.IPER S.6</p> <p>7.1NM.PRS NT.1</p> <p>7.1NM.PRS NT.3</p>

		English equivalent.		
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Suggested Modifications For Special Education, ELL and Gifted Students

Suggested Modifications for Special Education Students:

Repeat, Clarify and Modify directions when necessary.

Allow for additional time when needed.

Refocus to task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential Seating.

Allow for breaks when needed.

Use verbal praise.

Student choice in certain activities and student choice in method of presenting projects (i.e. google slides, a poster, an essay)

Spanish speaking and gifted students will participate in all lesson activities. However, they will work with more advanced Spanish grammar and focus in spelling.

Suggested Technological Innovations/Use

- Computer-base testing
- Smartboards
- Interactive whiteboards
- Visit websites
- Web quest
- Computers, chromebooks/and or iPads

Cross-Curricular/21st century Connections

Cross Curricular/ 21st Century Connections:

Standards 1, 2, & 3 CCSS-ELA Reading.

Standard 4, 5, & 6 CCSS-ELA Writing

Standard 1 & 4 CCSS-ELA Speaking & Listening.

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational

cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

TECH.8.1.5

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
	Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Unit 2: School Days

Content Area: **World Languages**
Course(s):
Time Period: **2nd Marking Period**
Length: **12 Weeks**
Status: **Not Published**

School Days

Summary of the Unit: Students use the target language in the three modes of communication to explore and understand the school unit vocabulary that will serve as a basis for their classroom communication for years to come. Essential vocabulary for the school unit is introduced by using the TPRS (Teaching Proficiency through Reading and Storytelling) approach and traditional methods. An emphasis is placed equally upon speaking, reading, writing and listening, (Assessment of the interpretive mode may be in English; however, the text is always in the target language.) Students will be able to use the target language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Students will make connections with other content areas, compare the language and culture with their own.

Interpretive: They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

Enduring Understandings

The purpose of language study is to communicate so I can understand others and they can understand me. In order to be understood by others it helps to choose appropriate words, expressions, use correct pronunciation and respond in a culturally appropriate manner. Culturally appropriate gestures and expressions aid in effective communication.

Essential Questions

How learning another language encourages further participation in multilingual communities both within and beyond the school setting and participate in multilingual communities at home and around the world?

Summative Assessment and/or Summative Criteria

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students will show their learning by:

- Oral/written "Challenges" - When given a brief description/TPR (Total Physical Response) of a school item, students will identify it.
- Mini guide conversation between 2 or more students sharing school items in their back pack and basic conversation (Name, age, where they are from, where they live, their likes and dislikes, I have _____, I don't have _____)
- Create an infographic of Samsel school, where students label and describe the rooms using by size, color, use and supplies needed (Spanish grammar noun-adjective agreement will be used)

Resources

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<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

<https://www.quia.com/shared/spanish/>

www.teacheme.com

www.spanishspanish.com

www.studyspanish.com

www.spanishdict.com

<p>cognates.</p> <p>(6 weeks)</p>		<p>furniture. Have students label each item in Spanish while teacher walks over to each item and gives comprehensible input.</p>	
<p>1. Expressions used to indicate location/School Supplies</p> <ul style="list-style-type: none"> • Topic related cognates <p>(3 weeks)</p>	<p>1. Re-use question word where/donde.</p> <p>2. Introduce place prepositions.</p> <p>3. Ask and respond to the question:</p> <ul style="list-style-type: none"> • Donde esta ___? • Esta ___ de ___. 	<p>1. Have students take turns getting up and walking over to or touching the item you are asking about. Use donde esta?</p> <p>2. Students will listen 2-3 times to a song "Donde esta mi tarea". Then, go through the meaning of the lyrics with a visual lyrics sheet. Reinforce knowledge by having the students choose an object and getting them to place the object in positions that reflect the different prepositions.</p>	<p>Students will show their learning by:</p> <ul style="list-style-type: none"> • Identify vocabulary pertaining to ten common places in the classroom. • Question/answer • Class discussion • Test • Quizzes • Digital worksheets • Teacher observation
<p>1. Give and Respond to Commands</p> <ul style="list-style-type: none"> • Topic related cognates. <p>(3 Weeks)</p>	<p>1. Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.</p>	<p>1. Have students create a paper backpack along with the school supplies to put into it. Say commands while students do what you say (saca, abre, cierra, usa, levantate, sientate.)</p> <p>2. Have students pack and unpack a school backpack in pairs using the commands learned.</p> <p>3. Review commands using TPR and Simon Dice.</p>	<p>Students will show their learning by:</p> <ul style="list-style-type: none"> • Create a shopping list for the first day of school. Make sure to include the articles and number of each. • Read a classroom description of items and their locations to a partner. The partner will listen and illustrate what they hear. • Question/answer • Class discussion • Test • Quizzes • Digital worksheets • Teacher observation

WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Modifications for Special Education Students:

Repeat, Clarify and Modify directions when necessary.

Allow for additional time when needed.

Refocus to task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential Seating.

Allow for breaks when needed.

Use verbal praise.

Student choice in certain activities and student choice in method of presenting projects (i.e. google slides, a poster, an essay)

Spanish speaking and gifted students will participate in all lesson activities. However, they will work with more advanced Spanish grammar and focus in spelling.

Suggested Technological Innovations/Use

- Computer-base testing

- Smartboards
- Interactive whiteboards
- Visit websites
- Web quest
- Computers, chromebooks/and or iPads

Cross Curricular/21st Century Connections

Cross Curricular/ 21st Century Connections:

Standards 1, 2, & 3 CCSS-ELA Reading.

Standard 4, 5, & 6 CCSS-ELA Writing

Standard 1 & 4 CCSS-ELA Speaking & Listening.

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 3: Migratory Animals

Content Area: **World Languages**
Course(s):
Time Period: **3rd Marking Period**
Length: **12 Weeks**
Status: **Not Published**

Summary of the unit

Summary of the Unit:

In this unit students will learn to talk and write about animals, tropical forest, farm and pets. Students will compare nouns, use demonstrative adjectives to talk about their favorite animal. In addition, cognates, place prepositions, colors, definite and indefinite articles will be used. An emphasis is placed equally upon speaking, reading, writing and listening. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret authentic written and/or video/audio texts such as stories and short video clips that focus on migratory animals, their characteristics, and their habitats.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer memorized questions related to characteristics of migratory animals and their habitat.

Presentational: They use lists, chunks of language, and memorized phrases to talk about migratory animals and their habitats while using culturally appropriate gestures and intonations.

Enduring Understandings

Enduring Understanding:

Sharing preferences allows people to make meaningful connection with the people around them.

Animal sounds are referred to differently in Spanish. A dog's bark is represented by the gua gua rather than woof woof. A rooster's crowing is quiriquiriqui.

Essential Questions

Essential Questions:

What similar characteristics do migratory animals have?

What habitats do migratory animals live in? Where are the habitats located?

How does geography impact migratory animals?

Do animals make the same sound in Spanish as they do in English?

Summative Assessment and /or Summative Criteria

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students will show their learning by:

- Oral/written "Challenges" - When given a description, color, size, habitat/TPR (Total Physical Response) of a animal, students will identify it.
- Mini guide conversation between 2 or more students sharing information about their favorite animal, his/her color, size, habitat, name, age, likes and dislikes.
- Create an info-graphic of a farm, rain forest where students label, describe and recognize the location of each animal and related items (Students will demonstrate their knowledge of Spanish grammar gender noun-adjective agreement and proper use of definite and indefinite singular articles)

Resources

<http://www.state.nj.us/education/aps/cccs/wl/frameworks/wlo/migration/page1.html>

<http://www.state.nj.us/education/cccs/> <http://www.state.nj.us/education/modelcurriculum/wl/>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

<https://www.quia.com/shared/spanish/>

www.teacheme.com

www.spanishspanish.com

www.studyspanish.com

www.spanishdict.com

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[Las Emociones de Niko Video](#)

[Cultural Video](#)

Quizlet

Duolingo

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Suggested Benchmarks/Assessments	Standards
1. Names and physical characteristics of migratory animals.	1. Identify, describe, and compare migratory animals	1. Read or interpret visual aides to complete a graphic organizer about the physical characteristics of some migratory animals.	Students will show their learning by: <ul style="list-style-type: none">• Compare two animals using a Venn diagram.• Question/answer• Class discussion• Test• Quizzes• Digital worksheets• Teacher observation	WL.NM.7.1.NI WL.NM.7.1.NI WL.NM.7.1.NI WL.NM.7.1.NI WL.NM.7.1.NI WL.NM.7.1.NI WL.NM.7.1.NI WL.NM.7.1.NI WL.NM.7.1.NI WL.NM.7.1.NI
2. Nouns in Spanish	2. Be able to recognize feminine and masculine Spanish nouns	2. Play animal charades. Students will act out an animal from prompt and the class will guess the animal name.		
3. Adjectives in Spanish	3. Use the correct definitive articles, el, la, los, las	3. Play memory game with animal cards in cooperative groups.		
4. Topic related cognates	4. Use the correct Noun-adjective agreement	4. Interact in pair and groups using new vocabulary expressions to talk about themselves and their favorite animal		

	<p>grammar</p> <p>4a. introduce descriptive adjectives</p> <p>4b. Re-use colors</p> <p>5. Ask and respond to the questions:</p> <p>¿Cuál es tú animal favorito? Mi animal favorito es _____</p>	<ul style="list-style-type: none"> • ¿Cómo te llamas? • ¿Cómo estas? • ¿Cuál es tu animal favorito? • Mi animal favorito es _____, _____ 		
<p>1. Introduce some one else introductory verbs.</p> <ul style="list-style-type: none"> • Se llama _____ (His/her name) • Esta _____ (His/her feelings) • Es _____ (Descriptive adjectives) 	<p>1. Introduce self and others.</p> <p>2. Ask and respond to the questions:</p> <ul style="list-style-type: none"> • ¿Cómo te llamas? Me llamo _____. • ¿Cómo se llama tu animal favorito? Se llama _____. • ¿Cómo estas? Estoy _____. • ¿Cómo está tu animal favorito? Está _____. • ¿Cómo es tu animal favorito? 	<p>1. Use a Venn diagram to compare and contrast introductory verbs.</p> <p>2. Conduct a brief conversation sharing new and previously learned introductory vocabulary.</p> <p>3. Design a digital card introducing his/her favorite animal to a friend.</p> <ul style="list-style-type: none"> • Mi animal favorito es el conejo. Mi conejo se llama Pico, esta feliz. <p>4. Identify cognates in Spanish and give an English equivalent.</p>	<p>Students will show their learning by:</p> <ul style="list-style-type: none"> • Identify vocabulary for twelve animals in Spanish. • Identify vocabulary for twelve descriptive adjectives in Spanish. • Question/answer • Class discussion • Test • Quizzes/Digital worksheets • Teacher observation 	

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Suggested Modifications For Special Education, ELL and Gifted Students

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Allow for additional time when needed.

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Break assignments down.

Preferential Seating.

Allow for breaks when needed.

Use verbal praise.

Student choice in certain activities and student choice in method of presenting projects (i.e. google slides, a poster, an essay)

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Suggested Technological Innovations

- Computer-base testing
- Smartboards
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- Visit websites
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Cross-Curricular/21st Century Connections

Cross Curricular/ 21st Century Connections: Standards 1, 2, & 3 CCSS-ELA Reading.

Standards 4, 5, & 6 CCSS-ELA Writing

Standards 1 & 4 CCSS-ELA Speaking & Listening.

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational

cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.