

Spanish

Grade 1

Prepared by:

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Superintendent of Schools:

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Born on **Date October 2014**

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Course Description:

First Grade Spanish is an introduction to a foreign language for young learners. It is designed to help these young learners understand that languages/cultures/traditions are different depending on your country of origin. Students will get an introduction to salutations, polite words, numbers, colors, classroom objects, body parts and opposites. They will use this vocabulary to make simple sentences to converse with the teacher and other students. Students will create projects based on the above thematic units. They will listen to bilingual stories as well as well known favorites in Spanish, such as: Brown Bear and Goodnight Moon. Students will participate in cultural activities from Mexico and Puerto Rico to better understand and appreciate these cultures. This will give them a respect for diversity and a love of language.

Course Sequence:

- Unit 1: Greetings and Farewells, Polite Words, Respect for Other Cultures: 4 weeks
- Unit 2: Courtesy Words, numbers 1-10, Culture – Day of the Dead, Mexico: 3 weeks
- Unit 3: Colors and Numbers 11-20: 5 weeks
- Unit 4: Basic Questions, December Holidays in Mexico and Puerto Rico: 7 weeks
- Unit 5: Classroom Objects, Concept of Agreement, Diego Rivera: 8 weeks
- Unit 6: Parts of the Body, Cinco de Mayo: 12 weeks

Pre-requisite:

None

Content Area: Spanish	
Unit Title: Greetings and Farewells, Polite Words, Respect for Other Cultures	
Grade Level: Grade 1 Spanish	
Unit Summary: This unit is the first introduction to Spanish. Students will be able to say hello, good morning, good afternoon, good night, goodbye and nice to meet you in Spanish. They will choose a "Spanish" name, and be able to ask and answer " <i>Como te llamas?</i> " (what is your name) and " <i>Como estas?</i> " (How are you). Students will learn the commands: stand up, sit down and stop to be used during class when appropriate. They will learn that Spanish is a language that comes from Spain and is spoken in 20 countries throughout the world. They will understand why it is important to both learn a foreign language and respect other cultures (this ties into MP Week of Respect and Hispanic Heritage month-Sept 15-Oct 15)	
Unit 1 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
21st century themes and skills (standard 9.1 or 9.2)	
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community
Career Ready Practices (CRP)	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence
Educational Technology Standards	
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
Interdisciplinary Connection (Standard)	

NJSLA.R1	Reading: 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.
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.

Unit Essential Question(s): <ul style="list-style-type: none"> Why do you think it is important to learn another language? How can we show respect to others who speak a different language and come from a different culture? 	Unit Enduring Understandings: <ul style="list-style-type: none"> The Spanish language originates from Spain. Learning another language is good for your brain and helps us connect to others in this rapidly changing world. Target vocabulary-that will be used all throughout the year: ex. "Buenos dias Senora" "Como estas?-Estoy muy bien etc"
Unit Learning Targets/Objectives: <i>Students will...</i>	

- Talk about the importance of learning another language and connect their prior language to any Spanish they might already know.
- Recognize and pronounce greeting words orally and use greeting words in a conversation
- Express their feelings using Spanish vocabulary
- Demonstrate understanding of commands as used by teacher in Spanish
- Identify their own cultural differences with respect to food, celebrations dress etc..
- Brainstorm ways to show respect to students of a different culture or speak a different language
- Celebrate Hispanic Heritage month

Evidence of Learning

Formative Assessments:

- Thumbs up/down
- Observation of Oral Discourse
- Flash Cards
- Flag Project
- Discussions and questioning
- Observation of oral discourse/dialogues
- Worksheets-names, greetings and feelings, illustrations
- Pronunciation of target vocabulary
- Student participation
- Songs

Summative/Benchmark Assessment(s):

- Listening Activities
- Dialogues with teacher then partners
- Class discussions – think, pair, share
- Teacher observations

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- CD player
- ELMO
- Inter-write board

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher's helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What is your name?	Given Spanish name, how to pronounce, answer "Como te llamas" "Me llamo" name worksheet <u>Say Hola to Spanish</u> Why learn Spanish? Learn "Levantate, Sientate and Parate" to be able to move around the room, Adios song	1 Class Period and ongoing throughout Unit
Commands, mucho gusto and Hispanic Heritage	Say Spanish name to classmates and "Mucha gusto" map. Brainstorm things we get from Spanish culture (food, music, actors, sports} Choose a flag color correctly, Adios song	1 Class Period
Greetings and Feelings	"Buenos dias/tardes clase" students respond, express how they are feeling to teacher and each other, worksheet "Hola, Como estas" and Adios song	1 Class Period and ongoing throughout Unit
Respect for other cultures and review	<u>Tito el Bombero</u> , Tito is bilingual, speaks Spanish home, different culture, brainstorm and class discussion, do you agree? Thumbs up/down review all vocabulary learned through questioning	1 Class Period and ongoing throughout Unit

Teacher Notes:**Additional Resources:**

- "Say Hola to Spanish" and "Tito el Bombero"
- Map of Spain and 19 countries
- "Sing and Learn Spanish CD"
- worksheets from Teach them Spanish-Grade 1
- w w w .abct each.com
- w w w .spanish4t eachers.o rg
- www.abcteach.com,
- www.spanish4teachers.org
- www.enchantedlearning.com
- www.languagesresources.co.uk
- www.sg_anishkidstuff.com

Content Area: Spanish	
Unit Title: Courtesy Words, Numbers 1-10, Culture – Day of the Dead - Mexico	
Grade Level: Grade 1 Spanish	
Unit Summary: Students will be able to say please, thank you, you're welcome, recognize numbers 1-10 both written and orally, count to 10 in Spanish, sing 2 songs in Spanish, learn about the Mexican Holiday Day of the Dead.	
Unit 2 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
21st century themes and skills (standard 9.1 or 9.2)	
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community
Career Ready Practices (CRP)	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence
Educational Technology Standards	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics, when using technologies, and social media
Interdisciplinary Connection (Standard)	
1.3.2.B.6	Arts: Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.
Unit Essential Question(s):	
<ul style="list-style-type: none"> • "Por favor" literally means "for a favor" how can we connect that to the English word Please? How can we connect Spanish words to English words? • How is the Mexican Holiday "Day of the Dead" similar or different to the American holiday of Halloween? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Target vocabulary-that will be used all throughout the year: ex. Por favor, Gracias, De nada. • Spanish numbers 1-10. • Mexico is our neighbor to the south where they speak Spanish. • The holiday of Dia de Los Muertos dates back to the Aztecs to honor people who have passed on; specific decorations are used for this holiday like Calaveras. 	
Unit Learning Targets/Objectives:	
<i>Students will...</i>	

- Use courtesy words in Spanish in a whole group, with a partner and individually.
- Count to ten in Spanish using flashcards.
- Pronounce Spanish numbers one to ten through a Spanish counting song.
- Recognize written number words in Spanish in and out of numerical order.
- Write the Spanish numbers one to ten.
- Sing the "Itsy Bitsy Spider" in Spanish.
- Recall basic information about Day of the Dead such as: it's a Mexican holiday, started with the Aztecs, use decoration like Calaveras
- Compare Mexican holiday to Halloween

Evidence of Learning

Formative Assessments:

- Discussions and questioning
- Observations of Oral Discourse
- Pass the ball game using polite words in Spanish
- Pronunciation of target vocabulary
- Student participation
- Songs

Summative/Benchmark Assessment(s):

- Listening Activities: class discussion and teacher observations
- Worksheet – "Count the Spiders"

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO
- Inter-write board
- Calavera Abecedario

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor

- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher's helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Por Favor	Learn 3 polite words to use in class when appropriate, written words in flash cards, how to connect to English, play "Polite Futbol" count using fingers, partner practice, learn counting song	1 Class Period and ongoing
Spiders	Count to ten using spider puppet's legs and antennae, see written word using flashcards, tiered counting worksheets based on ability, learn "Arana Pequenita" song using ELMO	1 Class Period and ongoing
Dia de Los Muertos	Class discussion, map, what is a neighbor? Read <u>Calavera</u> book, discussion of decorations, what do Mexicans use for their holiday, what do we use, coloring activity.	1 Class Period

Teacher Notes:**Additional Resources:**

- Map of Mexico
- Worksheets from Teach them Spanish – Grade 1
- Spanish websites

Unit 3 – Overview**Content Area: Spanish****Unit Title:** Colors and Number 11-20**Grade Level:** Grade 1 Spanish**Unit Summary:**

Students will be able to identify and pronounce eleven color words in Spanish. Students will review numbers one to ten and then learn eleven to twenty in Spanish. They will answer the question *Que color es?* And *Cual es tu color favorito?*

Unit 3 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)**

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
21st century themes and skills (standard 9.1 or 9.2)	
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community
Career Ready Practices (CRP)	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence
Educational Technology Standards	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics, when using technologies, and social media
Interdisciplinary Connection (Standard)	

NJSLA.W3	Writing: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
1.3.2.D.1	Arts: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What color words in Spanish can help to connect to their English meanings? Ex. Blanco white – think of blank • How are the numbers a pattern? Dieciseis, diesisiete, etc. 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Spanish numbers 11-20 • Color vocabulary: rojo, Amarillo, verde, azul, aranjado, morado, Rosado, blanco, negro, gris, café/marron • Ask and answer 2 questions in Spanish • An “E” makes the long “A” sound in Spanish • Always look for words that seem like you might recognize them in English-cognates
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Unit Learning Targets/Objectives:*Students will...*

- Pronounce and use color words to describe objects.
- Identify eleven colors in Spanish.
- Recognize Spanish color word in written form.
- Write color word to make a class book.
- Ask and answer, "What color is it?" and "What is your favorite color?" in Spanish.
- Count to twenty in Spanish, using proper pronunciation
- Recognize Spanish numbers in written form.
- Create a class book about your favorite color in Spanish.

Evidence of Learning**Formative Assessments:**

- Discussions and questioning
- Pronunciation of Target Vocabulary
- Maestra game
- Worksheets-color by number, crosswords, wordsearch
- Student participation
- Si or No
- Class Book

- Teacher Observations

Summative/Benchmark Assessment(s):

- Listening Quiz – numbers and colors
- Partner Dialogue

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO
- Inter-write board

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher’s helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduce colors	Pronunciation, connect to English(What does cafe sound like) answer question Que color es?	1 Class Period and ongoing

Color review and numbers	11-15(review numbers 1-10) once, doce, trece, catorce, quince. They are the "Say" numbers because " E" makes the "A" sound	1 Class Period and ongoing
Written color words	Answer "Cual es tu color favorito?" Find the words you know to connect-cognate, create class book, read <u>Siesta</u>	1 Class Period
Numbers 16-20	Dieciseis, diecisiete, dieciocho, diecinueve, veinte-look for the pattern, diez means ten, color review	1 Class Period
Review and Assessment	Listening Quiz, finish class book	1 Class Period

Teacher Notes:**Additional Resources:**

- Siesta
- worksheets from Teach them Spanish-Grade 1
- Color flashcards
- w w w .abct each.com
- w w w .spanish4t eachers.o rg
- [www .abcteach.com](http://www.abcteach.com),
- www .spanish4t eachers.org
- www.enchantedlearning.com
- www.languagesresources.co.uk
- www.sg_anishkidstuff.com
- www.donquijote.org

Unit 4 – Overview**Content Area: Spanish****Unit Title:** Number and Color Review, Basic Questions, December Holidays in Mexico and Puerto Rico**Grade Level:** Grade 1 Spanish**Unit Summary:**

Students will be able use numbers and colors to play games in Spanish, answer questions "Who is not here today? And How old are you?" In Spanish, Read Oso Pardo, Oso Pardo and create own Brown Bear book. Students will learn about the Mexican Holiday of Las Posadas and the celebration of Dia de Los Reyes Magos as celebrated in Puerto Rico. Students will compare their own holidays and traditions to the ones learned in this unit.

Unit 4 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)**

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
21st century themes and skills (standard 9.1 or 9.2)	
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community
Career Ready Practices (CRP)	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence
Educational Technology Standards	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics, when using technologies, and social media
Interdisciplinary Connection (Standard)	

1.3.2.B.6	Arts: Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> How do you celebrate holidays in December? How are they the same or different than the holidays celebrated in Spanish speaking countries? Why do we have so many different holiday traditions in our class? School? Town? Country? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> Who is not here today in Spanish The verb tener is used in Spanish as they say “to have” age instead of “I am”. Holidays in Mexico are more religion based, as unlike in the U.S. people are mostly the same religion, people celebrate the same holidays, very different in the U.S.
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Unit Learning Targets/Objectives:*Students will...*

- Sing "Quien no esta aqui?" To take attendance in class.
- Answer the question "Cuantos anos tienes?" With "Vo tengo anos?" using numbers in Spanish.
- Survey classmates using "Cuantos anos tienes?" to find the most common age, then graph results.
- Create their own "Brown Bear" in Spanish to review and read color words.
- Listen to stories and songs about holidays in Spanish speaking countries.
- Participate in a "Reyes Magos" celebration.
- Compare and contrast their own holiday celebrations to that of the holidays in Mexico.

Evidence of Learning**Formative Assessments:**

- Discussions and questioning
- Pronunciation of target vocabulary
- Worksheets-color by number, word search, crossword
- Si or No
- Student participation
- Student surveys

Summative/Benchmark Assessment(s):

- Listening Activity – “Color the Estrella”
- Partner Dialogue
- “Brown Bear” partner reading

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO
- Inter-write board

Modifications:**Special Education Student/504**

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher's helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
December Holidays	Compare holiday traditions begin with Las Posadas in Mexico. <u>N is for Navidad</u> . Take attendance in class in Spanish, using "Quien no esta aqui?" song.	1 Class Period and ongoing throughout Unit
Listening Activity	All in Spanish, using holiday themes to incorporate numbers and colors. Holiday music.	1 Class Period
Learn "Sientate"	Game for counting to ten, and to use as good behavior reward system. Discussion about holiday traditions, what we do different, what we do the same.	1 Class Period

Celebrate “Reyes Magos”	Like the children in Puerto Rico. Read <u>Three Kings Day with Pablo and Carlito</u> . Make box and put under the desk and get a small gift. Class discussion.	2 Class Periods
Listen to “Oso Pardo, Oso Pardo”	Book in Spanish, create their own version to read to teacher, and partner then home	1 Class Period
Review Numbers 1-20	Class survey using "Cuantos anos tienes?" graph results on IW board.	1 Class Period

Teacher Notes:**Additional Resources:**

N is for Navidad
 Three Kings Day with Pablo and Carlita
 Oso Pardo worksheets
 CDs
www.abcteach.com ,
www.spanish4teachers.org, www.enchantinglearning.com

Unit 5 - Overview**Content Area: Spanish****Unit Title:** Classroom Objects, Concept of Agreement, Diego Rivera**Grade Level:** Grade 1 Spanish**Unit Summary:**

Students will be able use recognize, recite and pronounce classroom objects in Spanish. They will distinguish between masculine and feminine words in Spanish by using el or la. Students will listen to the story Diego and learn about the Mexican Muralist, Diego Rivera to create their own murals (ties into Cultural Awareness Week).

Unit 5 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)**

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

21st century themes and skills (standard 9.1 or 9.2)

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

Career Ready Practices (CRP)

CRP1 Act as a responsible and contributing citizen and employee.

CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence
Educational Technology Standards	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics, when using technologies, and social media
Interdisciplinary Connection (Standard)	

1.3.2.D.1	Arts: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What can we do to remember a certain Spanish word's meaning? Ex. Silla = chair • What does agreement mean? • Diego Rivera's murals told stories that meant something to him. What do you want your mural to say? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Target vocabulary-classroom objects. • Difference between "El" and "La" – both mean "the". • Spanish adjectives must agree with the feminine and masculine noun they describe. • Diego Rivera was a Mexican painter who painted murals about his people and country.
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Unit Learning Targets/Objectives:

Students will...

- Identify, recognize and pronounce classroom objects in Spanish: silla, mesa, papel, lapiz, libro, pluma, escritorio, puerta, ventana, pizarra, maestro (o), estudiantes and carpeta.
- Brainstorm ways to connect Spanish words to English words. Ex "we sit in a silla"
- Distinguish between the definite articles "El" and "La".
- Use the concept of agreement to decide whether to make the adjective change or stay the same. Ex. rojo, or roja
- Create sentences in Spanish using el, la and es (is) and concept of agreement.
- Respond to simple commands in Spanish such as "Toca la ventana."
- Create a mural with a partner that represents a shared theme as inspired by Diego Rivera.

Evidence of Learning**Formative Assessments:**

- Discussions and questioning
- Worksheets-color classroom objects, label, agreement
- Create a Classroom
- Think, Pair, Share
- Pronunciation of Target Vocabulary
- Written sentence cards to be put in order
- Student participation

Summative/Benchmark Assessment(s):

- Listening Quiz – Classroom Objects
- Mural

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO

- Inter-write board

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher’s helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Identify Classroom Objects	Identify silla, mesa, lapiz, papel, libro, pluma, review colors and numbers. Mnemonic devices to help tie into English words.	1 Class Period and ongoing throughout Unit
Identify Room Objects	Identify escritorio, pizarra, puerta, ventana, maestro(o), carpeta, and estudiantes. Play the "toca" game	1 Class Period and ongoing throughout Unit
Labels	Distinguish between feminine and masculine words using "El" or "La". Create and label a classroom.	1 Class Period and ongoing throughout Unit
Agreement	Discuss concept of "agreement" What does it mean to agree, tie it in to grammar. Spanish sounds like music: La silla es roja. Use the verb "es" to make sentences with partners .	1 Class Period

Listening Quiz	Listening quiz-classroom objects.	1 Class Period
Diego	Listen to Diego, class discussion, create murals with a partner	2 Class Periods
Review	Concepts Review	1 Class Period

Teacher Notes:**Additional Resources:**

Diego worksheets
 CD's
 Large white paper
 Sentence Strips
www.abcteach.com,
www.spanish4teachers.org, www.enchantedlearning.com
www.languagesresources.co.uk
www.spanishkidstuff.com
www.donquijote.org
www.teachersfirst.com/holiday/cinco.

Unit 6 - Overview**Content Area: Spanish****Unit Title:** Parts of the Body, Cinco de Mayo**Grade Level:** Grade 1 Spanish**Unit Summary:**

Students will be able to identify parts of the body in Spanish both orally and in written form. They will respond to the commands: toca, aplaude, marcha, salta and parate. Students will use "yo tengo" to describe their body ex. I have 2 arms; I have blue eyes and Yo tengo- años to express age. Students will learn about the Mexican holiday of Cinco de Mayo and that it is NOT Mexico's Independence day, why we celebrate it here, ending with a class celebration and dancing the Mexican Hat dance.

Unit 4 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)**

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

21st century themes and skills (standard 9.1 or 9.2)

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

Career Ready Practices (CRP)

CRP1 Act as a responsible and contributing citizen and employee.

CRP2	Apply appropriate academic and technical skills		
CRP4	Communicate clearly and effectively and with reason.		
CRP12	Work productively in teams while using cultural global competence		
Educational Technology Standards			
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue		
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics, when using technologies, and social media		
Interdisciplinary Connection (Standard)			
2.1.2.A.2	Health and Physical Education: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.		
<table border="1"> <tr> <td> Unit Essential Question(s): <ul style="list-style-type: none"> What body words in Spanish help you connect to English meanings? How can you connect manos, brazos, cuerpo etc? </td> <td> Unit Enduring Understandings: <ul style="list-style-type: none"> Parts of the body-make connections to English, ex. manos(hands) manicure, estomago Yo tengo- I have but also used with age Describing words come after noun ex.ojos azules-blue eyes Cinco de Mayo is NOT Mexico's Independence Day, but a celebration for winning a battle against the French </td> </tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> What body words in Spanish help you connect to English meanings? How can you connect manos, brazos, cuerpo etc? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Parts of the body-make connections to English, ex. manos(hands) manicure, estomago Yo tengo- I have but also used with age Describing words come after noun ex.ojos azules-blue eyes Cinco de Mayo is NOT Mexico's Independence Day, but a celebration for winning a battle against the French
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Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Recite, recognize and pronounce parts of the body. Answer "Que es esto?" with a body part. Respond to commands in Spanish ex. "Toca la cabeza" Sing "Heads, Shoulders, Knees and Toes" in Spanish. Play Simon Says in Spanish. Describe themselves and express age using "Yo tengo." Locate Mexico on the map and which states were originally in Mexico. Brainstorm Mexican influences on the U.S ex. tacos, salsa, pinatas. Explain why Cinco de Mayo is NOT Mexico's independence day. Celebrate Cinco de Mayo with authentic celebration. 			
Evidence of Learning			
Formative Assessments: <ul style="list-style-type: none"> Discussions and questioning "Toca" and "Cuerpo" and "Simon Dice" games Teacher Conferences Songs Worksheets-label body, word search, crossword Body flashcards Student participation 			
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> Listening Quiz Draw and Label Self 			
Alternative Assessments: <ul style="list-style-type: none"> Project-based assessment of material covered in class Create a video of answers using Flipgrid 			
Resources/Materials : <ul style="list-style-type: none"> Cd player ELMO Inter-write board 			
Modifications: Special Education Student/504			

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
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At-Risk Students:

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Gifted and Talented Students

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- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Body	Cuerpo, cabeza, ojos, nariz, orejas, boca, cara, pelo, I dientes, hombros, brazos, manos, dedos, estomago, piernas, pies,- say and touch, sing "Head Shoulders", worksheets	2 Class Periods and ongoing throughout Unit
Flashcards	Make flashcards to put on ring, practice with a partner, "Cuerpo g_ame"	2 Class Period
Yo Tengo	Review tCuantos afios tienes? Use yo tengo to I describe oneself as well. Adjective comes after and must "agree"	2 Class Period
Games	Review concepts learned and partner practice, create "self" project, listen to "Body Rap"	2 Class Periods
Pobrecito Jose	Computer game where a body part is missing Jose no tiene -- listening quiz	1 Class Period
Discussion about Mexico	Locate on map, states that border it, Brainstorm influences from Mexico. Ex. taco, piñatas etc., Why it is NOT Mexico's independence day.	2 Class Periods
Cinco de Mayo	Celebration, chips and salsa, dancing, Mexico worksheet, exit tickets.	1 Class Period

Teacher Notes:

Additional Resources:

Spanish body rap music CD
 Worksheets from [Teach them Spanish – Grade 1](#)
www.abcteach.com,
www.spanish4teachers.org, www.enchantinglearning.com

