

# First Grade World Language

**Unit Title:** Unit 1 – Numbers 1-30

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS World Language**

- 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.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.4. React to a few procedural instructions, directions, and commands in classroom situations.

#### **NJSLS Mathematics**

- 1.OA.C. Add and subtract within 20.

#### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.2. Differentiate between financial wants and needs.
- 9.4.2.TL.6. Illustrate and communicate ideas and stories using multiple digital tools.

#### **NJSLS - Visual and Performing Arts**

- 1.2.2.Cr2a: Explore form ideas for media art production with support.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.

### Central Idea / Enduring Understanding:

#### **Listening Comprehension:**

Students will understand and interpret spoken communication.

#### **Verbal Skills:**

Through prompting, students will answer content-related questions.

#### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

#### **Students Participation:**

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

#### **Reading/Writing:**

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

### Essential/Guiding Question:

- What are the numbers one through thirty?
- How can you ask how many of something there are?
- How do you tell someone to count with you?
- What are the prices of items you want vs. the prices of items you need?

### Content:

#### **Numbers:**

- uno (one)
- dos (two)
- tres (three)

### Skills(Objectives):

- Recite the numbers from one to thirty
- Interpret the numbers when spoken

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<ul style="list-style-type: none"> <li>• cuatro (four)</li> <li>• cinco (five)</li> <li>• seis (six)</li> <li>• siete (seven)</li> <li>• ocho (eight)</li> <li>• nueve (nine)</li> <li>• diez (ten)</li> <li>• once (eleven)</li> <li>• doce (twelve)</li> <li>• trece (thirteen)</li> <li>• catorce (fourteen)</li> <li>• quince (fifteen)</li> <li>• dieciséis (sixteen)</li> <li>• diecisiete (seventeen)</li> <li>• dieciocho (eighteen)</li> <li>• diecinueve (nineteen)</li> <li>• veinte (twenty)</li> <li>• veintiuno (twenty-one)</li> <li>• veintidós (twenty-two)</li> <li>• veintitrés (twenty-three)</li> <li>• veinticuatro (twenty-four)</li> <li>• veinticinco (twenty-five)</li> <li>• veintiséis (twenty-six)</li> <li>• veintisiete (twenty-seven)</li> <li>• veintiocho (twenty-eight)</li> <li>• veintinueve (twenty-nine)</li> <li>• treinta (thirty)</li> </ul> <p><b>Phrases</b></p> <ul style="list-style-type: none"> <li>• ¿Cuánto/s? (How much/How many?)</li> <li>• ¡Cuenta conmigo! (Count with me!)</li> <li>• Otra vez (Again)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond using the term “How many?”</li> <li>• Respond to and use the command, “Count with me!”</li> <li>• Look up the prices of items that are necessary vs. those that are desired and state the number in Spanish</li> </ul>
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## Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

**RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe characters, setting, or events.

**SL.UM.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**6.1.2 HistoryUP.1** - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

**6.1.2.HistorySE.1** - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities

### Other Evidence:

- Quarterly Assessments
- Individual Assessment

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- Chant
- Student-led Activities
- Individual Activity

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1

- Review previous vocabulary (1-10) using TPR actions to match the given number
- Using a PowerPoint, introduce following vocabulary:
  - once (eleven)
  - doce (twelve)
  - trece (thirteen)
  - catorce (fourteen)
  - quince (fifteen)
  - dieciséis (sixteen)
  - diecisiete (seventeen)
  - dieciocho (eighteen)
  - diecinueve (nineteen)
  - veinte (twenty)
  - veintiuno (twenty-one)
  - veintidós (twenty-two)
  - veintitres (twenty-three)
  - veinticuatro (twenty-four)
  - veinticinco (twenty-five)
  - is (twenty-six)
  - veintsiete (twenty-seven)
  - veintiocho (twenty-eight)
  - veintinueve (twenty-nine)
  - treinta (thirty)
- Students will see a video that discusses the numbers up until thirty.
- Using our hands three times, we will count ten at a time to arrive to thirty.
- Contando Y Bailando: Students will form a circle and we will count in Spanish going from student to student. Whomever is the thirtieth student gets to go into center of circle and showcase best dance move.

### Learning Opportunities/Strategies:

#### Lesson 2

- Review previous day's vocabulary using same activity using TPR.
- Reinforce with counting video

### Resources:

#### Lesson 1

- PowerPoint presentation
- Video

### Resources:

#### Lesson 2

- Video
- Number line

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- Introduce vocabulary:  
-¿Cuánto/s? (How much/How many?)  
-¡Cuenta conmigo! (Count with me!)
- Practice simple math equations in Spanish on the board.
- Play a game where students walk around the class to the music and stop at vocabulary.

## Lesson 3

- Review all numbers vocabulary using PowerPoint and video.
- Incorrecto Game: Teacher counts in Spanish occasionally making error. When children hear the mistake they get to yell "Incorrect!"
- Students will complete a worksheet that has them counting objects and writing the correct number in Spanish.

## Learning Opportunities/Strategies:

## Lesson 4

- Review all numbers vocabulary using numbers video.
- Choose side activity: Two numbers will be shown and a number will be said aloud. Students will walk to the correct side. (Variation: Two objects will be shown and students will walk to the one that they want or the one that they need. They will state the price aloud.)
- Fly swatter activity: Numbers will be written or posted on the white board. The students will come up in pairs and with fly swatters, swat the number said aloud.

## Lesson 5

- Review all number vocabulary using numbers video.
- Timed Artwork: Half of the students will be given a whiteboard, marker, and a theme to be drawn. The other half of the class will count to thirty giving their classmates 30 seconds to draw the theme. The groups will switch and do it again.
- SmartBoard Memory: Students will work together to solve a digital "Memory Game" board that says and displays the numbers in Spanish.

- Pictures of numbers

- White Board

- Hanging Numbers

## Lesson 3

- Video
- PowerPoint presentation

- Worksheet
- Visual Aid

## Resources:

## Lesson 4

- Video
- SmartBoard Activity
- Flyswatters
- Magnetic numbers

## Lesson 5

- Video
- Whiteboards
- Markers
- SmartBoard game

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<u><b>Learning Opportunities/Strategies:</b></u>		<u><b>Resources:</b></u>	
<u><b>Lesson 6</b></u> <ul style="list-style-type: none"><li>● Review all numbers vocabulary using numbers video.</li><li>● Incorrecto Game: This time it will be student led.</li><li>● Bingo: Model how to fill out the Bingo sheets with the numbers one-thirty. Play the game in Spanish.</li></ul>		<u><b>Lesson 6</b></u> <ul style="list-style-type: none"><li>● Video</li><li>● Bingo sheets</li><li>● SmartBoard visual</li></ul>	
<u><b>Differentiation</b></u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

**Unit Title:** Unit 2 – School Days

## Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS World Language**

- 7.1.NL.IPRET.2. Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

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- 7.1.NL.IPRET.3. Recognize a few common gestures associated with the target culture(s).
- 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.4. React to a few procedural instructions, directions, and commands in classroom situations.
- 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.

## **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1. Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1. Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

## **NJSLS - Visual and Performing Arts**

- 1.2.2.Cr2c: Choose ideas to create plans for media art production
- 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### **Central Idea / Enduring Understanding:**

#### **Listening Comprehension:**

Students will understand and interpret spoken communication.

#### **Verbal Skills:**

Through prompting, students will answer content-related questions.

#### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

#### **Students Participation:**

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

#### **Reading/Writing:**

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

### **Essential/Guiding Question:**

- What are some common classroom objects in Spanish?
- What are the days of the week in Spanish?
- How does one say that he/she needs something?
- How can you say what yesterday or today was?
- How are other classrooms in less privileged countries different from those in the United States in reference to the supplies and materials?

### **Content:**

#### **Classroom Objects:**

- lápiz (*pencil*)
- crayola (*crayon*)
- regla (*ruler*)
- pegamento (*glue*)
- tijeras (*scissors*)
- borrador (*eraser*)
- libro (*book*)
- papel (*paper*)
- silla (*chair*)
- pizarra (*board*)
- puerta (*door*)

### **Skills(Objectives):**

- Recall the words for common items within the classroom.
- Respond to the cue, "I need," in Spanish.
- Communicate a need in Spanish.
- Recite the days of the week in order.
- Identify the day that comes before and after.

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<ul style="list-style-type: none"> <li>• reloj (<i>clock</i>)</li> <li>• Necesito... (I need...)</li> </ul> <p><b>Days of the Week:</b></p> <ul style="list-style-type: none"> <li>• domingo (Sunday)</li> <li>• lunes (Monday)</li> <li>• martes (Tuesday)</li> <li>• miércoles (Wednesday)</li> <li>• jueves (Thursday)</li> <li>• viernes (Friday)</li> <li>• sábado (Saturday)</li> <li>• Mañana es... (Tomorrow is...)</li> <li>• Ayer fue... (Yesterday was...)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast digital images of a classroom in an impoverished region of Africa compared to a classroom in the United States</li> </ul>
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**RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe characters, setting, or events.

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**K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**6.1.2 HistoryUP.1** - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

**6.1.2.HistorySE.1** - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.

## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Individual Responses</li> <li>• Cooperative Activities</li> <li>• Role-play</li> <li>• Pinwheel Project</li> <li>• Listening Comprehension</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Quarterly Assessments</li> <li>• Written Activities</li> <li>• Oral Assessment</li> </ul>
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## Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Using a PowerPoint, introduce following vocabulary:</li> </ul> <p>-lápiz (<i>pencil</i>)          -crayola (<i>crayon</i>)          -regla (<i>ruler</i>)          -pegamento (<i>glue</i>)          -tijeras (<i>scissors</i>)          -borrador (<i>eraser</i>)          -libro (<i>book</i>)          -papel (<i>paper</i>)</p>	<p><b>Resources:</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>
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# First Grade World Language

-silla (*chair*)

-pizarra (*board*)

-puerta (*door*)

-reloj (*clock*)

- Going over vocabulary, introduce a TPR action to accompany each word (Ex. Chair – Pretend to sit)
- Veo Veo veo: Using pictures of classrooms, lead the class in an I Spy type game.

## Lesson 2

- Review previous day's vocabulary using PowerPoint.
- Hang pictures of vocabulary in the room. Say a word aloud and have them walk to the correct picture.
- Introduce the phrase, "Necesito..."
- Students will do a worksheet which has them drawing in objects into the correct box following the teacher's cues with the term, "Necesito..."

## Learning Opportunities/Strategies:

## Lesson 3

- Review all vocabulary using PowerPoint and TPR.
- I Spy: This time students will turn and talk before we discuss as group.
- Scavenger Hunt: Students will take turns in small groups looking for objects matching their vocabulary words. In Spanish, we will discuss what they found and didn't find.
- State names of classroom objects of a classroom picture in Africa vs. a classroom picture in the United States
- Students will see a video on classroom objects.

## Lesson 4

- Review previous vocabulary with a PowerPoint.
- Have the objects in the center of the circle. One by one, have the students tell the next classmate, "Necesito \_\_\_\_\_." The peer will have to go and retrieve that item.

- Pictures of classrooms

## Lesson 2

- PowerPoint presentation
- Vocabulary pictures
- Worksheet
- Crayons

## Resources:

## Lesson 3

- PowerPoint presentation
- Classroom pictures
- Objects or pictures of objects matching vocabulary
- Digital images of classrooms
- Video

## Lesson 4

- PowerPoint presentation
- Objects or pictures of objects matching vocabulary



# First Grade World Language

<ul style="list-style-type: none"> <li>Using a calendar, introduce new vocabulary: -domingo (Sunday) -lunes (Monday) -martes (Tuesday) -miércoles (Wednesday) -jueves (Thursday) -viernes (Friday) -sábado (Saturday)</li> <li>The students will hear a video which sings a days of the week song.</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b><u>Lesson 5</u></b></p> <ul style="list-style-type: none"> <li>Review days of the week vocabulary using video.</li> <li>Pinwheel Project: Students will cut and glue a pinwheel that rotates to match the days of the week with new vocabulary: -Mañana es... (Tomorrow is...) -Ayer fue... (Yesterday was...)</li> <li>In small groups, we will practice using the pinwheels to learn the days of the week.</li> </ul> <p><b><u>Lesson 6</u></b></p> <ul style="list-style-type: none"> <li>Review days of the week and classroom vocabulary using PowerPoint.</li> <li>Students will complete a worksheet with empty boxes under the days of the week. Students will be told classroom objects to draw under each day of the week.</li> <li>Students will see a video with an animated character discussing days of the week in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Calendar in Spanish</li> <li>Video</li> </ul> <p><b><u>Resources:</u></b></p> <p><b><u>Lesson 5</u></b></p> <ul style="list-style-type: none"> <li>Video</li> <li>Pinwheel cutouts</li> <li>Scissors</li> <li>Brass fasteners</li> <li>Pinwheels</li> </ul> <p><b><u>Lesson 6</u></b></p> <ul style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Worksheet</li> <li>Drawing Supplies</li> <li>Video</li> </ul>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities			

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Enrichment of content  Personalization of projects and presentations	Provide samples of student work  Material Organization  Pair with higher-achieving students  General use of varied modalities – kinesthetic, visual, auditory, tactile	Provide samples of student work  Material Organization  Pair with on grade level or higher-achieving students  Specific use of modalities - kinesthetic, visual, auditory, tactile  Extra time allotment  Use of consistent repetition  Directions repeated, clarified, reworded, and modeled	Provide samples of student work  Material Organization  Pair with on grade level or higher-achieving students  Extra time allotment  Use of consistent repetition  Directions repeated, clarified, reworded, and modeled  Individualized attention
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**Unit Title:** Unit 3 – Zoo Animals

## Stage 1: Desired Results

### Standards & Indicators:

#### **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.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.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.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.2. Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

#### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.

#### **NJSLS - Visual and Performing Arts**

- 1.2.2.Pr5a Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

# First Grade World Language

<p><b><u>Central Idea / Enduring Understanding:</u></b></p> <p><b>Listening Comprehension:</b> Students will understand and interpret spoken communication.</p> <p><b>Verbal Skills:</b> Through prompting, students will answer content-related questions.</p> <p><b>Knowledge of Culture:</b> Students will display culturally appropriate behaviors, both verbally and non-verbally.</p> <p><b>Students Participation:</b> Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p><b>Reading/Writing:</b> Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• What are the common zoo animals in Spanish?</li> <li>• How can you ask where something is?</li> <li>• In which regions of the world do these animals live?</li> <li>• What are the diets of these animals?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Parque zoológico (zoo)</li> </ul> <p><b><u>Animals:</u></b></p> <ul style="list-style-type: none"> <li>• mono (<i>monkey</i>)</li> <li>• jirafa (<i>giraffe</i>)</li> <li>• pingüino (<i>penguin</i>)</li> <li>• hipopótamo (<i>hippopotamus</i>)</li> <li>• oso polar (<i>polar bear</i>)</li> <li>• cebra (<i>zebra</i>)</li> <li>• elefante (<i>elephant</i>)</li> <li>• cocodrilo (<i>crocodile</i>)</li> <li>• león (<i>lion</i>)</li> <li>• tigre (<i>tiger</i>)</li> <li>• canguro (<i>kangaroo</i>)</li> <li>• serpiente (<i>snake</i>)</li> </ul> <p><b><u>Phrases:</u></b></p> <ul style="list-style-type: none"> <li>• ¿Dónde está...? (Where is...?)</li> <li>• ¿Cuál te gusta más? (Which do you like more?)</li> <li>• Hace frío. (It's cold.)</li> <li>• Hace calor. (It's hot.)</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Recall the words for several common zoo animals.</li> <li>• Respond to oral cues to find the animals.</li> <li>• Differentiate between different regions of the world.</li> <li>• Discuss the difference in climates.</li> <li>• Discuss in which habitats the animals can live.</li> </ul>
<p><b><u>Interdisciplinary Connections</u></b> Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b>RL.MF.1.6.</b> - With prompting and support, use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>SL.UM.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	

# First Grade World Language

**K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**6.1.2 HistoryUP.1** - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

**6.1.2.HistorySE.1** - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Role-play
- Discussions of similarities and differences
- Individual Activities

### Other Evidence:

- Quarterly Assessments
- Oral Assessment

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1

- Using a PowerPoint, introduce following vocabulary:  
-mono (*monkey*)  
-jirafa (*giraffe*)  
-pingüino (*penguin*)  
-hipopótamo (*hippopotamus*)  
-oso polar (*polar bear*)  
-cebra (*zebra*)  
-elefante (*elephant*)  
-cocodrilo (*crocodile*)  
-león (*lion*)  
-tigre (*tiger*)  
-canguro (*kangaroo*)  
-serpiente (*snake*)
- TPR: We will create an associated action for each word.
- I Spy: Looking at pictures of zoos or animals in the wild, play I SPY game as a group. Using “¿Dónde está...?”, have them show me where the animal is.
- Choose a side: Show them two pictures of animals at a time and ask them “¿Cuál te gusta más?” (Which do you like more?) Have them pick a side.

### Learning Opportunities/Strategies:

#### Lesson 2

- Review previous day's vocabulary using PowerPoint.

### Resources:

#### Lesson 1

- PowerPoint presentation

- Zoo/Wildlife picture

- Animal pictures

### Resources:

#### Lesson 2

- PowerPoint presentation

# First Grade World Language

- I Spy: Looking at pictures of zoos or animals in the wild, play I SPY game as a group.
- Give students a paper and have them label boxes and draw in a picture of each animal.
- GIFS: Show them short videos of each animal and have them tell me which animal we are watching.

## Lesson 3

- Review all animal vocabulary using PowerPoint.
- I Spy: This time students will turn and talk before we discuss as group.
- Animal Roleplay: Students will take turns acting out each animal.

## Lesson 4

- Review previous vocabulary with a PowerPoint.
- Animal Sounds: The pictures of the animals will be hung around the room. The students will hear each animal's sound, and walk and stand underneath that picture.
- GIFS: Show them short videos of each animal and have them tell me which animal we are watching.

## Learning Opportunities/Strategies:

## Lesson 5

- Review days of the week vocabulary using PowerPoint.
- The students will create a hybrid animal using parts of various other animals. (Ex. Head of a tiger, body of an elephant, neck of a giraffe, etc). They will name their new animal and list the animals they used to create it.
- Students will present their work to the class using their Spanish vocabulary.

## Lesson 6

- Using TPR, review animal vocabulary words.

- Zoo/Wildlife pictures
- Worksheet
- Crayons
- GIF picture/videos
- Reference pictures/words
- Videos

## Lesson 3

- PowerPoint presentation
- Zoo/Wildlife pictures

## Lesson 4

- PowerPoint presentation
- Animal sound recordings
- GIF picture/videos

## Resources:

## Lesson 5

- PowerPoint presentation
- Worksheet
- Crayons
- Reference pictures/words

## Lesson 6

# First Grade World Language

<ul style="list-style-type: none"><li>Using Google Earth and search engines, we will explore the different regions of the Earth. (Deserts, rainforests, oceans, etc.)</li><li>They will learn the following vocabulary: -Hace frío. (It's cold.) -Hace calor. (It's hot.)</li><li>We will discuss the climate in these places and talk about which animals could and couldn't live there.</li></ul> <p><u>Learning Opportunities/Strategies:</u></p> <p><u>Lesson 7</u></p> <ul style="list-style-type: none"><li>Using Google Earth, we will review what they learned the day before about regions and climates.</li><li>The students will get a paper with two columns-one for a warm climate and one for a cold climate. The students will draw and write their words for the animals that live in each climate.</li><li>Students will present their work.</li><li>Meat vs. Plants: Using the SmartBoard, the students will drag each animal under the meat, plant, or both columns based on the diet of that animal. Discuss.</li></ul>	<ul style="list-style-type: none"><li>Google Earth</li><li>Search engines like Google</li><li>PowerPoint presentation</li></ul> <p><u>Resources:</u></p> <p><u>Lesson 7</u></p> <ul style="list-style-type: none"><li>Google Earth</li><li>Worksheet</li><li>Reference words/pictures</li><li>SmartBoard Activity</li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
			Extra time allotment

# First Grade World Language

	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile  Extra time allotment  Use of consistent repetition  Directions repeated, clarified, reworded, and modeled	Use of consistent repetition  Directions repeated, clarified, reworded, and modeled  Individualized attention
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**Unit Title:** Unit 4 – Five Senses

## Stage 1: Desired Results

### Standards & Indicators:

#### **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.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.4. React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.PRSNT.3. Imitate a few culturally authentic gestures when greeting others and during leave takings.

#### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

#### **NJSLS - Visual and Performing Arts**

- 1.2.2.Pr5a Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

### Central Idea / Enduring Understanding:

#### **Listening Comprehension:**

Students will understand and interpret spoken communication.

#### **Verbal Skills:**

Through prompting, students will answer content-related questions.

#### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

### Essential/Guiding Question:

- What are the body parts that correspond to the senses in Spanish?
- How do you say “touch” and “move” in Spanish?
- What are the five senses in Spanish?
- What body parts correspond to each of the senses?

# First Grade World Language

<p><b>Students Participation:</b> Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p><b>Reading/Writing:</b> Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	
<p><b>Content:</b></p> <p><b>Parts of the Body:</b></p> <ul style="list-style-type: none"> <li>• ojos (eyes)</li> <li>• orejas (ears)</li> <li>• boca (mouth)</li> <li>• lengua (tongue)</li> <li>• nariz (nose)</li> <li>• manos (hands)</li> </ul> <p><b>Five Senses:</b></p> <ul style="list-style-type: none"> <li>• el oído (hearing)</li> <li>• el olfato (smell)</li> <li>• la vista (sight)</li> <li>• el gusto (taste)</li> <li>• el tacto (touch)</li> </ul> <p><b>Phrases:</b></p> <ul style="list-style-type: none"> <li>• Toca... (Touch...)</li> <li>• Mueve... (Move...)</li> <li>• Me gusta... (I like...)</li> <li>• No me gusta (I don't like...)</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• Recall the words for parts of the face and hands</li> <li>• Identify the body parts that correspond to each of the five senses</li> <li>• Recall the words for the five senses</li> <li>• Respond to oral commands to move and touch</li> </ul>
<p><b>Interdisciplinary Connections</b> Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b>RL.MF.1.6.</b> - With prompting and support, use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>SL.UM.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>K-2-ETS1-2</b> - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p><b>6.1.2 HistoryUP.1</b> - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p><b>6.1.2.HistoprySE.1</b> - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.</p>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Individual Responses</li> <li>• Cooperative Activities</li> <li>• Discussions of similarities and differences</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Quarterly Assessments</li> <li>• Oral Assessment</li> </ul>



# First Grade World Language

- Listening skills
- Sensory activities

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1

- Using a PowerPoint, introduce following vocabulary:  
-ojos (eyes)  
-orejas (ears)  
-boca (mouth)  
-lengua (tongue)  
-nariz (nose)  
-manos (hands)
- Students will see a video discussing the body parts in Spanish.
- Walk Around Game: Pictures of their words will be hung around the room. They will walk in a circle until music stops and they will stand underneath a picture. If that card is drawn, students under that picture are out and have to wait until next turn.

#### Lesson 2

- Review previous day's vocabulary using PowerPoint.
- Senor Cabeza Papa: Mr. Potato Head type game. Students will take turns placing body parts on head on the board wherever they like. Commands will be given in Spanish.
- Students will see pictures of silly aliens and we will discuss how many body parts each one has.

### Learning Opportunities/Strategies:

#### Lesson 3

- Review vocabulary using PowerPoint.
- Simon Says: Students will follow commands in Spanish.
- Using PowerPoint, introduce following vocabulary:  
-el oído (hearing)  
-el olfato (smell)  
-la vista (sight)  
-el gusto (taste)  
-el tacto (touch)

### Resources:

#### Lesson 1

- PowerPoint Presentation
- Video
- Pictures of vocabulary

#### Lesson 2

- PowerPoint Presentation
- Magnetic Pictures
- Alien Pictures

### Resources:

#### Lesson 3

- PowerPoint Presentation
- PowerPoint Presentation

# First Grade World Language

- Discuss which body part is used for each of the senses.

## Lesson 4

- Review previous vocabulary with a PowerPoint.
- Students will see a video in Spanish discussing the five senses.
- The students will do a worksheet drawing in objects that correspond to each sense.
- Students will present their work.

## Learning Opportunities/Strategies:

## Lesson 5

- Review five sense vocabulary using PowerPoint and video.
- Vision: Students and teacher will discuss the word for vision and which body part is used for it. The students will close their eyes and the teacher will place an object somewhere in the room. Students will open their eyes and find the object, pointing, and saying, "Alli!" (There!)
- Hearing: Students and teacher will discuss the word for hearing and which body part is used for it. The students will close their eyes and the teacher will move around the room and make a noise in different spots. Students will point in the direction of the sound saying, "Alli!"

## Lesson 6

- Review five sense vocabulary using PowerPoint and video.
- Touch: Students and teachers will discuss the word for touch and which body part is used for it. The students will get to feel different objects and discuss how they feel (Ex. Felt, sandpaper, etc.)
- Smell: Students and teacher will discuss the word for smell and which body part is used for it. The students will get to smell different scents telling the teacher "Me gusta" or "No me gusta."
- Taste: Students and teachers will discuss the word for taste and which body part is used for it. The students will try different foods with different tastes and say "Me gusta" or "No me gusta." (Ex. Pretzel for salty, skittle for sweet)

## Lesson 4

- PowerPoint presentation
- Video
- Worksheet

## Resources:

## Lesson 5

- PowerPoint presentation
- Video
- Noise maker

## Lesson 6

- PowerPoint presentation
- Video
- Textured objects
- Bottles with scents (Ex. cinnamon, vanilla, etc.)
- Food items

# First Grade World Language

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		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

# First Grade World Language

## World Language Pacing Guide Grade 1

<b>MP</b>	<b>Units</b>	<b>*Unit TOTAL</b>	<b>Cumulative **TOTAL</b>
<b>MP1</b>	Unit 1 – Numbers 1-30	<b>42 days</b>	<b>42 days</b>
<b>MP2</b>	Unit 2 – School Days	<b>42 days</b>	<b>84 days</b>
<b>MP3</b>	Unit 3 – Zoo Animals	<b>48 days</b>	<b>132 days</b>
<b>MP4</b>	Unit 4 – Five Senses	<b>48 days</b>	<b>180 days</b>

\* Unit Total is inclusive of introduction, instruction, assessment, projects, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.