



Estell Manor School District

World Language Curriculum Grade 2

Introduction

The Estell Manor School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the NJ Student Learning Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Estell Manor School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

Philosophy

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom. Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genesse, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten.

The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The units taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

**Estell Manor School District
Grade 2
World Language Pacing Guide**

Unit 1: All About Me	Approximately 6-8 Class days
Unit 2: My School	Approximately 6-8 Class days
Unit 3: My Community	Approximately 6-8 Class days
Unit 4: My World	Approximately 6-8 Class days

Core Materials:
Foreign Language 4 Kids (FL4K)

Standard: 7.1 World Languages-All students will be able to use a world 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. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 1 will address the following 21st Century Life and Careers skills:				
21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Strand(s) - C: Presentational Mode,B:Interpersonal Mode,
A:Interpretive Mode
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
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.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.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.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.

Unit 1: All About Me		Duration: 6-8 days
Standards		
WL.7.1. NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.	
WL.7.1. NM.B.L.1.d	Describe people, places, and things.	
WL.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.	
WL.7.1. NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.	
WL.7.1. NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
WL.7.1. NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
WL.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.	
WL.7.1. NM.B.C.1	Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)	
WL.7.1. NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response	
	Interdisciplinary Skills	
SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.	
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
	Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2.	Apply appropriate academic and technical skills
CRP4.	Communicate clearly and effectively and with reason.
Essential Understandings	Essential Questions
<i>Students will understand that...</i> - It is surprisingly important to listen and observe actively when learning another language. - They have to be able to do more than answer questions in order to have a conversation. - They can help classmates and the teacher understand them by using actions and pictures as well as words.	- How can I better understand when I do not know everything I hear? - How can I talk to someone in another language when I am just starting to learn it? - What will help my classmates, my teacher, and others understand me better?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
- Role Play/Skits - Teacher Observations - Do-Now - Thumbs up/down - Group/Pair activities - Entry/Exit Tickets - Discussions	- Projects - Tests/Quizzes - Essays - Oral Presentations - Benchmark Assessments Benchmark Assessment - Oral Proficiency Test

	Alternative Assessments • Student Notebook Check with Scoring Rubric • Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes • Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills: Students will be able to ...
Topics Covered: • Holidays • Hobbies and Chores • Time Clock • Self and Senses	• Participate in culturally-authentic simulations, such greetings and celebrations. • Provide responses based on topics such as self, family, school, etc. • Write simple sentences about self, others and surroundings. • Connect skills learned in the target language with other subjects • Provide responses based on topics such as self, family, school, etc. • Talk about how they and their classmates get to and from school and compare those modes of transportation with the ones used by children in Spanish-speaking countries. • Follow and give instructions for classroom behaviors and procedures.

- Follow established classroom practices.
- Give their names and the names of their classmates using memorized chunks of language.
- Make brief introductions.
- Talk about how they and others feel.
- Identify objects in the classroom and tell how they are used in a school setting.
- Use the numbers to count objects and people in the classroom and to do simple mathematical computations.
- Retell a simple story in Spanish about a boy going to school.
- Ask and answer some memorized questions.
- State physical descriptions
- Recognize pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to pastime activities using digital tools and face-to-face communication.
- Answer simple questions related to pastime activities using digital tools and face-to-face communication.
- Describe self and others using oral or written text.
- Identify culturally specific pastime activities.
- Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime activities.

Vocabulary

Holidays

Productive: Happy ... (Feliz...); Halloween; Christmas; New Year; Valentine's Day; Mother's Day; Candy; Gift; Party; Holiday; Family; Travel

Receptive: Happy ... (Feliz...); Thanksgiving; Hanukkah; Kwanzaa; St. Patrick's Day; Easter

Hobbies and Chores

Productive: Soap; Toothbrush; Toothpaste; Comb; Shampoo; I wash my hands.

Receptive: I wash my face. I take a shower/bath. I brush my teeth. I comb my hair. I wake up. I go to sleep/bed.

Time Clock

Productive: Clock; Numbers 1-12; It is...O'clock (Es la.../Son las...); ...in the morning/ afternoon / evening.

Receptive: Minutes; Hour; Seconds; Minute-hand; Second-hand; Hour-hand; Half-past... (...y media).

Self and Senses

Productive: Tall/ taller than/ tallest; Short/ shorter than/ shortest; Young/ old; Taste, touch, sight, smell, hearing

Receptive: I have blond/brown/black/red hair. He/she has _____ hair. I am tall/short. He is tall/short.

Instructional Plan

Suggested Activities

- Students review and build upon the first-grade curriculum. They begin to develop writing and reading skills and continue to make interdisciplinary connections to their other subject areas. We integrate music, dance, and art into the units, which are related to the culture of Spanish speaking countries. Some common whole-class or partner activities include speaking and action scenarios, listening to stories and responding to questionnaires, and describing others.
- **Vocabulary in Context:** Have the students create a foldable that represents a house (which is simply folding a piece of paper in half, then folding in each side). Students then cut two lines on each flap and glue on a roof. Next, they write the names of rooms in the house (and the yard) on the flaps, which represent doors or windows.

Students then write 3 sentences stating what they like or don't like to do in each room in the house. This gives them an opportunity to use all the verbs they have learned in context along with the rooms in the house. Finally, students cut out a picture of the activity and glue that inside the room as well. This is a great way to reinforce the meaning of the words in the sentence without resorting to translation. When finished, these can be used to have a conversation with students where they read the sentences of other students and respond to react to what they read

Literature

Read Alouds

- Ada, Alma Flor, *La jaula dorada* (Grades K-3) A little boy's search for the perfect gift for his grandmother teaches him about ingenuity, love, and freedom. The story lends itself to the discussion of extended families, illness and disabilities.
- Ada, Alma Flor, y Campoy, Isabel, *Celebra el Año Nuevo Chino con la familia Fong* (K-6) A Chinese-American family invites the Sánchez family to celebrate the Chinese New Year with them. Nico, one of the Latino kids takes the reader through the magnificence of the celebration as he takes pictures of everything he finds interesting - not without getting in trouble! Included is an informative section about the Chinese New Year.
- Ada, Alma Flor, y Isabel Campoy, *Celebra el Día de Acción de Gracias con Beto y Gaby* (Grades K-6) Beto and Gaby anxiously await the arrival of their relatives for Thanksgiving dinner. One by one, they each call to inform the family that they will not attend because of a great snowstorm. Suddenly, their grandmother appears with a group of elder friends who have nowhere to have dinner, and the celebration becomes really special. The book contains an informative section on Thanksgiving Day.
- Ada Alma Flor, y Campoy, Isabel, *Celebra el Día de San Patricio con Samantha y Lola* (Grades K-6) Samantha loves Irish dancing and has learned to dance it very well. Her friend Lola also likes this dance and she especially loves the fancy dress that Samantha wears during her presentations. Little by little, Lola learns the basic steps from her friend, until she is also ready to appear on stage. She makes her first appearance in the show that her school prepares to celebrate St. Patrick's Day. Information on St. Patrick's Day is included.
- Ada, Alma Flor, y Campoy, Isabel, *Celebra el Halloween y el Día de Muertos con Cristina y su conejito azul* (Grades K-6) On Halloween Cristina is very sad and doesn't feel like putting on a costume and going trick-or-treating because she's lost her toy bunny. During the celebration of the Day of the Dead, her parents teach her about a unique way to deal with the pain of the loss of a loved one. Information on Halloween and the Day of the Dead are included.

- Ada, Alma Flor, y Campoy, Isabel, *Celebra Hanukkah con un cuento de Bubbe* (Grades K-6) On Hanukkah, three Jewish kids play with the dreidel and eat Bubbe's (Grandma is Yiddish) delicious latkes. They also learn about generosity and show their knowledge in a way that will amuse the reader. Information about Hanukkah is included.
- Ada, Alma Flor, y Campoy, Isabel, *Celebra Kwanzaa con Botitas y sus gatitos* (Grades K-6) An African-American family gets together to celebrate Kwanzaa, but the celebration is spoiled because their beloved pet cat is missing. As the family sets off on a quest to find the cat, the reader learns about the seven values celebrated in Kwanzaa in a simple and entertaining way. Included is an informative section about the holiday.
- Ada, Alma Flor, y Campoy, Isabel, *Celebra la Navidad y el Día de los Reyes Magos con Pablo y Carlitos* (Grades K-6) Carlitos writes a letter to the Three Kings asking for lots of presents. Later, he decides to write a new letter and gives up some of the things in his wish list in exchange for a bigger gift for his older brother, who is teaching him how to ride a bike. In the end, everyone wins! Included is an informative section about Christmas and Three Kings Day.
- Castañeda, Omar S., *El tapiz de la abuela* (Grades 1-4) Esperanza is a young Guatemalan girl who learns to weave traditional Mayan tapestries from her grandmother, Abuela. As Abuela shares her gift with her granddaughter, they plan to sell their goods in the city market place. Since Abuela is concerned that the birthmark on her face may scare away customers, Esperanza must cope with the responsibility of selling the weavings in the crowded city streets by herself. After overcoming her fears, Esperanza bravely sets up her weaving stall in the open-air city market. She is a big success with shoppers who appreciate the quality of her grandmother's weavings. She also learns a lesson about family tradition and trust. Abuela's Weave is rich with details about Guatemalan life and culture. Special attention is given to the importance of the market place in the culture and economy of Guatemala.

Websites

<http://www.tprstorytelling.com/story.htm> (TPRS strategies)
<http://www.msu.edu/~sandinkr/tprsarticles.htm> (Articles on TPRS)

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>
Suggested Options for Differentiation
English Language Learners • TPR • Flexible/Cooperative Grouping • Graphic Organizers • Alternative Assessments • Flashcards • Modified Instructions/Assessments/Assignments • Teacher Tutoring
Basic Skills/Economically Disadvantaged • Alternative Assessments • Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Alternative Assessments/Assignments • Rubrics • Project based learning tasks • Higher order vocabulary • Presentations and Speeches using the target language
Special Education • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed

- One on one instruction
- Adaptive devices

Unit 2 will address the following 21st Century Life and Careers skills:				
21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - C: Presentational Mode,B:Interpersonal Mode,
A:Interpretive Mode
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical responses.
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.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.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.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.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.

Unit 2: My School		Duration: 6-8 days
Standards		
WL.7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
WL.7.1. NM.B.L.1. a	Respond to learned questions.	
WL.7.1. NM.B.L.1.c	State needs and preferences.	
WL.7.1. NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
WL.7.1. NM.B.L.1. b	Ask memorized questions.	
WL.7.1. NM.A.C.1	Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)	
WL.7.1. NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response	
WL.7.1. NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
WL.7.1. NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
WL.7.1. NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.	
WL.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	
	Interdisciplinary Skills	
SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.	
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
	Technology	

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
21st Century Life and Career	
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication. • Language learning involves taking risks and learning from one's mistakes. • Implicit in language study is the recipient audience	• Why are words alone not sufficient for meaningful communication? • What is communication? What do you need to be able to do in another language to communicate? Do social and academic contexts influence modes of communication? • Does practice make perfect: What role does accuracy play in communications? • In what ways do different audiences require the use of different levels of language?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
• Teacher Observation • Question and Answer • Conferencing • Role	• Projects • Tests/Quizzes • Essays • Oral Presentations

• Play/Skits • Teacher Observations • Do-Now • Thumbs up/down • Group/Pair activities • Entry/Exit Tickets • Discussions	• Benchmark Assessments Benchmark Assessment • Oral Proficiency Test Alternative Assessments • Questions Starters • Student Notebook Check with Scoring Rubric • Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes • Group Work Rubric
Knowledge and Skills	
Content	Skills: Students will be able to ...
Topics Covered: • Greetings • Classroom Expressions • Classroom Items • Calendar • Numbers/ Ordinal Numbers • Classroom Commands • School Faces and School Places • Internalization of Alphabet	• Use basic greetings, farewells, and expressions of courtesy, in oral form. • Understand simple instructions, such as classroom procedures. • Comprehend basic directions and classroom objects. • Use sequenced information, such as days of the week, months, seasons, and numbers 0 to 100 in context.

	• Use sequenced information, such as days of the week, months, seasons, and numbers 0 to 100 in context. • Understand simple instructions, such as classroom procedures. • Demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. • Demonstrate an understanding of basic similarities and differences among languages.
Vocabulary	
<u>Greetings</u> Productive: How are you? Fine, thank you. Bad. So-so. Hello! /Good day! Hi! Good afternoon/evening! Good night! Please. See you tomorrow! What is your name? Mr./Mrs. Receptive: Have a good day! <u>Classroom Expressions</u> Productive: May I...? This, that, the ____ is on/under/above/below/beside/ in front of/behind _____. How does one say ____? Yes/no Receptive: I/me; My/mine; You; The/an/a; May I sharpen my pencil? May I go to the bathroom? May I get some water? Please repeat what you said. I understand. I have a question. After School; Recess; Lunchtime <u>Classroom Items</u> Productive: Pen; Marker; Poster board; Computer; Map; Globe; Clock; Ruler; Book bag; Construction paper; Handout/worksheet; Projector/ACTi board; Floor; Carpet; Desk Receptive: Cabinet; Bookshelf; To fold; To cut, paste, copy, erase, draw; To give out, pick up; Heart; Pencil sharpener; School supplies; Folder <u>Calendar</u>	

Productive: What day is today? Today is... Day; Week; Year; In the morning; Birthday; Calendar

Receptive: Tomorrow is... Yesterday was... Week; In the afternoon

Numbers/Ordinal Numbers

Productive: Numbers 0-100; Counting by 10's; Counting by 100's (100, 200, 300, etc. to 1000); Ordinals 1st-5th

Receptive: Number combinations (56, 105, 211, 943, etc.)

Classroom Commands

Productive: Sit down! Stand up! Turn the light on! Turn the light off! Take out a piece of paper! Push your chairs in! Clean up! Work quietly! Raise your hand!

Receptive: Work with your neighbor! Work with a partner! Get in groups! Lower your voices! Pass out the papers! = Take up the papers! Wait for your turn! Who's next...? Close the door! Lower your hands!

School Faces and School Places

Productive: Teacher; Student; Principal; Secretary; Librarian; Custodian; Cook; Classroom

Receptive: Cafeteria; Office; Library; Hallway; Playground; Gym

Internalization of Alphabet

Productive: Name words starting with any given alphabet letter. Reading phonetically by syllable

Receptive: A-Z letter recognition

Instructional Plan

Suggested Activities

- Produce a written or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials.
- Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school.
- Students interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for 'back-to-school', school maps, and descriptions of classrooms in the target culture(s).

- Students 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 classroom objects and classroom setup.
- Students use lists, chunks of language, and memorized phrases in to describe their classroom and compare it with one in the target culture.

Literature

Suggested Read Alouds:

- Danziger, Paula, Lista para Segundo grado, Ámbar Dorado (Grades K-3). Amber Brown is excited about starting second grade, but she is also a little nervous. There is a new teacher this year. Her old teacher was really nice and used to smile at Amber in the hall. What if the new one isn't as nice? What if she doesn't like Amber? As she sets off with her new bear backpack and her best friend, Justin, Amber decides she's ready for whatever happens. And second grade better be ready for Amber Brown!
- Danziger, Paula, Segundo grado es increíble, Ámbar Dorado (Grades K-3). When Amber Brown's Second grade teacher says desks have to be kept clean, Amber knows that is one rule she cannot follow. She desperately wants the desk fairy, Deskarina, to visit her desk and leave a reward. A messy desk never bothered Amber before, but now that a treat is involved, it does....

Websites/Resources

- <http://www.tprstorytelling.com/story.htm> (TPRS strategies)
- <http://www.msu.edu/~sandinkr/tprsarticles.htm> (Articles on TPRS)
- <http://teachers.net/mentors/software/topic1424/8.05.06.23.52.55.html> (clipart)
- Classroom supplies
 - Videos related to content (miscositas.com)
 - “De que esta hecho un arco iris?” by Betty Ann Schwartz
 - Teacher generated handouts
 - Video “La mochila” (youtube.com)
 - Various books about the seasons
 - Songs and videos from “Professor Parrot speaks Spanish.”
 - Songs (colors, numbers, greetings)

- Games (guessing/matching/memory) “Asi vamos a la escuela” by Edith Baker
- Props for modes of transports
- Visuals for classroom actions and commands
- “Lola en la biblioteca” by Edith McQuinn
- Classroom based activities using technology tools (Flip cameras, SmartBoard, Story Book creators, etc.)

Modifications

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student’s IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment*

Suggested Options for Differentiation

English Language Learners

- Adapt assignments to reflect proficiency
- TPR
- Cooperative learning groups
- Graphic Organizers
- Pre-teach new vocabulary

Basic Skills/Economically Disadvantaged

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers

• Teacher/Peer Tutoring
Gifted and Talented • Alternative Assessments/Assignments • Rubrics • Project based learning tasks • Higher order vocabulary • Presentations and Speeches using the target language
Special Education • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Make use of visual aids • Focus on main objectives

Unit 3 will address the following 21st Century Life and Careers skills:				
21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - C: Presentational Mode, B: Interpersonal Mode, A: Interpretive Mode

Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical responses.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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.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.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit 3: My Community		Duration:6-8 days
Standards		
WL.7.1. NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.	
WL.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.	
WL.7.1. NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)	
WL.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.	
WL.7.1. NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.	
WL.7.1. NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
WL.7.1. NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
WL.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.	
WL.7.1. NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
WL.7.1. NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.	
WL.7.1. NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
Interdisciplinary Skills		

SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
	Technology
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
Essential Understandings	Essential Questions
<i>Students will understand that...</i> Students will understand that cities and towns in Spanish-speaking countries, though similar to the town where they reside, have unique characteristics that reflect cultural perspectives.	- What is my community like? - How is my city/town different from places in Spanish-speaking countries? Why are they different? What do the differences tell me about the people who speak Spanish?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
- Charades - Exit slip - Think, pair, share	- Portfolio Assessment - Oral Proficiency Test

• Do-Now • Thumbs up/down • Group/Pair activities • Discussions	• Unit Assessments • Benchmark Assessments Benchmark Assessment • Oral Proficiency Test Alternative Assessments • Student Notebook Check with Scoring Rubric • Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes • Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills: Students will be able to ...
Topics Covered: • Body • Plantlife and Animals • Community Places • Foods	• Share information and give brief descriptions about self and others. • Connect skills learned in the target language with other subjects. • Demonstrate awareness of where they can encounter the target language and cultures virtually or in real-life. • Exchange simple spoken language in the target language, utilizing cultural references where appropriate.

	• Demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own. • Identify and name key places in a town or city. • Compare and contrast the layout of cities in the United States and in Latin America. • Give and follow directions in a city or town. • Compare homes in the target and home cultures. • Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
Vocabulary	
<u>Body:</u> Productive: Back; Throat; Tongue; Forehead; Cheeks Receptive: Lips; Chest; Ice; My ___ is broken.; Can you help me?; Help!; My ___ hurts. <u>Plantlife and Animals:</u> Productive: Plant Stem; Leaf; Sunlight; Root; Grow; Flower; Petal; Mouse; Hamster; to run; Goat; Nest; fast; Donkey; Desert; Penguin; Forest; Frog; Ocean; Goldfish; to walk; What does the plant need? Receptive: A plant needs...; Rain; slow; hair; Oxygen; to fly; scales; Soil; to swim; feathers; Seed; to crawl; slimy; Bud; to live; enormous; It grows. fur; tiny; It died. skin <u>Community Place:</u> Productive: House; Flag; Apartment; Painting; School; Sculpture; Store; Artist; Bank; (in)expensive; Church/synagogue/mosque; Park; north; Siren Receptive: In the country; South; In the city; East; Supermarket; West; Subway; to pay; Police station; equals; Hospital; to cost; Fire station; price; Doctor's house; bill; Post office; Dentist's office <u>Foods:</u> Productive: I am full. I would like... No, thank you. Enjoy your meal. Bless you. Rice; Eggs; Rough/Smooth/Soft; Sink	

Receptive: Tea to eat; Turkey to drink; Chicken; Beef; Fork; Knife; Spoon; Pork; Ham; Salty/sweet/sour/bitter; It tastes good/bad
Instructional Plan
Suggested Activities
• Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different by examining the design and contents of homes. • Create a tour of a home from the target culture. • Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language.
Resources- Literature
Suggested Read Alouds: • Ada, Alma Flor, y Campoy, Isabel, <i>En alas del condor</i> (Grades K-6). Take a journey into the remarkable history and culture of Spanish-speaking lands. You will find that the people are tenacious, industrious, wise, and creative as you marvel at well-known Hispanic artists' extraordinary illustrations. • Ada, Alma Flor, y Campoy, Isabel, <i>Ojos del jaguar</i> (Grades K-6). Many pre-Columbian civilizations of today's Latin America were very advanced for their times. You will read about their progress in agriculture, their research and understanding of medicinal plants, architecture, and astronomy, their intricate writing systems, and their prodigious literary and artistic productions. The text is easy to read and poetic. The illustrations are researched and masterfully done by Mexican illustrator Felipe Dávalos.
Websites/Resources
• Maps of authentic cities • Games • Blocks or model buildings • Props and photos of the different places

- Tear up pictures (papelitos)
- Videos
- Discovery Video – Ask Directions
- <http://www.youtube.com/watch?v=4Xh1V6hww0> (En mi barrio hay...)
- <http://www.youtube.com/watch?v=nICKaPQOGjo&feature=related> (Niko – Lugares en mi barrio)

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment*

Suggested Options for Differentiation

English Language Learners

- Retelling
- Graphic Organizers
- Hands in activities

Basic Skills/Economically Disadvantaged

- Reduce distractions
- Seat in front or near teacher during instruction
- Graphic Organizers

Gifted and Talented

- Compact the curriculum

- provide enrichment activities.
- Project based learning tasks
- Higher order vocabulary
- Presentations and Speeches using the target language

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Make students with behavior problems the 'helper'
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions

Strand(s) - C: Presentational Mode, B: Interpersonal Mode, A: Interpretive Mode
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in cultural materials using electronic information and other sources related to targeted themes
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.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.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 4 will address the following 21st Century Life and Careers skills:

21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Unit 4: My World	Duration: 6-8 days
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Standards	
WL.7.1. NM.B.L.1. a	Respond to learned questions.
WL.7.1. NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1. NM.B.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1. NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1. NM.B.L.1.c	State needs and preferences.
WL.7.1. NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
WL.7.1. NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1. NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics
WL.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.
WL.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.
WL.7.1. NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
	Interdisciplinary Skills
SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
	Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
21st Century Life and Career	
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
Essential Understandings	Essential Questions
<i>Students will understand that...</i> - Students will understand that there are similarities and differences in travel and vacationing among cultures. - Our world/classroom consists of many different cultures, backgrounds, and ethnicities that make us unique.	- What does travel teach me about other cultures? - How do my travel and leisure experiences compare to those of other cultures? - What is the Spanish-speaking world like?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
- Role Play/Skits - Teacher Observations - Do-Now - Thumbs up/down - Group/Pair activities - Entry/Exit Tickets	- Projects - Tests/Quizzes - Essays - Oral Presentations - Benchmark Assessments

• Discussions	Benchmark Assessment • Oral Proficiency Test Alternative Assessments • Student Notebook Check with Scoring Rubric • Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes • Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills: Students will be able to ...
Topics Covered: • Family • House • Weather and Seasons • Clothing • Celebrations	• Demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. • Understand the significance of culture through comparisons between the cultures studied and their own. • Label pictures and write appropriate descriptions. • Connect skills learned in the target language with other subjects. • Demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are

	celebrated, piñatas, first day of school traditions, etc. ● Retell highlights from an authentic video or simple written text that includes description of the home and its contents. ● Identify customs and traditions of target culture(s) as found in culturally authentic video/audio/written texts. ● Express likes, dislikes, and preferences related to activities associated with celebrations. ● Describe geographical features, climate, cultural events, as well as typical music, food, and clothing of a Spanish-speaking country. ● Identify and discuss important characteristic of one Spanish speaking country people, climates, and geography. ● Comparisons between life where they live and life in the one Spanish speaking country, including daily routines, weather, and seasons.
Vocabulary	
<u>Family:</u> Productive: Aunt; Uncle; Cousin; Child; Older brother/sister; Younger sister/brother; I have ____ brother/sisters. Receptive: Extended family members (godmother, step-father, etc.) <u>House:</u> Productive: Living room; Dining room; Bedroom; Kitchen; Garage; Table; Chair; Bed; Lamp Receptive: Living room furniture (sofa, coffee-table, etc.); Kitchen appliances (fridge, microwave, etc.) <u>Weather and Seasons:</u>	

Productive: Cool; Warm; Stormy; Foggy; Spring; Summer; Fall; Winter; Today, it is sunny/ rainy/ windy/ cloudy/ cold/ hot
Receptive: The weather is nice today. The weather is stormy today. You need... (an umbrella, raincoat, etc.)

Clothing:

Productive: Sweatshirt/pants; Raincoat; Slippers; Umbrella; Tie; Shorts; Short/Long sleeves; Swimming suit; Glasses; Jacket/coat

Receptive: Cap; Pajamas; Clothes; Fashion show; I/He/she wears...; Take off; ...is (not) pretty/too big/too; small

Celebrations:

Productive: Tradition; Day of the Dead; Three Wise Men; Cinco de Mayo; Music; Food; Holiday

Receptive: Culture; Ancestors; Skeleton; Offering; Altar; History; Battle; Wise Men; Camel; Star; Baby; Manger; Parade; Float

Instructional Plan

Suggested Activities

- Create multimedia rich visual representation of one's home or a home representative of the home culture.
- Create an invitation for a target culture celebration.
- Listen to authentic material in target language to demonstrate comprehension of specific topic.

Literature

- Ada, Alma Flor, y Campoy, Isabel, *Celebra la Navidad y el Día de los Reyes Magos con Pablo y Carlitos* (Grades K-6). Carlitos writes a letter to the Three Kings asking for lots of presents. Later, he decides to write a new letter and gives up some of the things in his wish list in exchange for a bigger gift for his older brother, who is teaching him how to ride a bike. In the end, everyone wins! Included is an informative section about Christmas and Three Kings Day.
- Ada, Alma Flor, y Isabel Campoy, *Celebra el Día de Acción de Gracias con Beto y Gaby* (Grades K-6) Beto and Gaby anxiously await the arrival of their relatives for Thanksgiving dinner. One by one, they each call to inform the family that they will not attend because of a great snowstorm. Suddenly, their grandmother appears with a group of elder friends who have nowhere to have dinner, and the celebration becomes really special. The book contains an informative section on Thanksgiving Day.

Websites
• Weather reports from Latin American countries • http://news.searchbeat.com/weather.htm (Weather) • http://www.youtube.com/watch?v=XK8_4jlnVfo&feature=relmfu (Weather) • http://www.youtube.com/watch?v=qw3mZcTODS8 (Nacionalidades)
Modifications
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>
Suggested Options for Differentiation
English Language Learners • Tiering • TPR • cooperative learning • Graphic Organizers • Alternative Assessments • Flashcards
Basic Skills/Economically Disadvantaged • Alternative Assessments

• Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Alternative Assessments/Assignments • Rubrics • Project based learning tasks • Higher order vocabulary • Presentations and Speeches using the target language
Special Education • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Identify student learning style • Seat away from distracting stimuli