

Quinton Township School District
Spanish
Kindergarten

[Pacing Guide](#)

Marking Period:	1	Unit Title:	Introduction, General Conversation, Numbers	Pacing:	9 days
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Unit Summary: Students will learn some general conversation skills including greetings, introducing themselves, as well as numbers.

Objectives:

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively.
- SW learn to introduce themselves by saying, “Me llamo...” so that they could introduce themselves to someone that does not speak English.
- SW learn to respond with “Mucho gusto.” When meeting someone.
- SW learn to say “hola” and “adiós” so that they can speak to those who do not speak English well.
- SW learn to correlate Spanish numbers to number of items.
- SW learn to count to “diez”.
- SW learn to identify Spanish numbers with written numbers with Bingo cards.
- SW learn to count to “diez” by counting 10 items with a friend.
- SW learn to count to “diez” by counting 10 items with the teacher.

- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.K.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Participation in greetings • Participation in introductions • Participation in leave taking • Singing number song • Counting items • Playing Bingo game	Teacher Made Resources <u>Teach Them Spanish! Grade K</u>	• Teacher made materials. • Teach Them Spanish (TTS) p. 10-11 • Bingo Cards • Benchmark rubric • Ipad apps • counters	• Smart Board Applications • Ipads

Assessments	
Formative Assessments • Greetings and leave taking • Introductions • Participation in songs	Summative Assessments • Introduction, General Conversation, Numbers Unit Test Suggested skills to be assessed: <i>Identifying numbers 1-10</i>

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Student counting	<i>Ability to participate in daily greeting</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Hold conferences with translator present.		
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Marking Period:	2	Unit Title:	Colors	Pacing:	5 days
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Unit Summary: Students will learn to identify colors: rojo, morado, amarillo, rosado, blanco, verde, cafe, azul, anaranjado, negro

Objectives:

- SW learn colors “rojo, morado, amarillo, rosado, blanco, verde, café, azul, anaranjado, negro”.
- SW learn to sing song with these colors.
- SW learn to categorize items by color.
- SW learn to identify an item by color.
- SW learn to take out specific color crayons according to the directions so they may use them to color their sombreros.
- SW learn to ask a neighbor what color they used to color a “sombrero”, asking, “¿Qué color es?” and respond with the correct color when asked.
- SW learn to identify colors of “zapatos”.

- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?
- How do I follow directions in Spanish to accomplish a task?

New Jersey Student Learning Standards/Learning Targets:

- 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.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.K.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Participation in singing color song. • Categorizing and organizing items by color • Coloring sombrero according to the directions • Student discussion of colors used on sombreros/zapatos.	Teacher Made Resources <u>Teach Them Spanish! Grade K</u>	• Teacher made materials. • Teach Them Spanish (TTS) • Sombrero coloring sheet • crayons • colored objects	• Smart Board Applications • Ipads

Assessments

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Formative Assessments • Participation in songs • Student coloring • Student discussions • Oral responses	Summative Assessments • Colors Unit Test Suggested skills to be assessed: <i>Identifying Spanish colors by singing a song</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	a positive academic role model. • Utilize graphic organizers.	
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Marking Period:	2	Unit Title:	Dia de los Tres Reyes	Pacing:	3 days
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Unit Summary: Students will learn about los Tres Reyes Magos. ()

Objectives:

- SW learn about los Tres Reyes Magos and the celebration that goes along with it.
- SW take home letter to parents and bring in shoe for the following week.
- SW learn to prepare their “zapatos” for Dia de los Tres Reyes”.
- SW learn why shoes are filled with grass.

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- SW learn what will happen el Dia de los Tres Reyes
- SW learn to participate in celebration of “Los Tres Reyes”.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.K.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Write letters to los Tres Reyes. • Bring in and prepare “zapatos” for Dia de los Tres Reyes • Celebrate Dia de los Tres Reyes by creating a crown.	Teacher Made Resources	• Teacher made materials. • Crown template • Parent letter to send in shoes • coloring sheets • grass • gifts	• Smart Board Applications • Ipads

Assessments	
Formative Assessments • Student participation • Shoes (“zapatos”)	Summative Assessments • Dia de los Tres Reyes celebration Suggested skills to be assessed:

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• Teacher observation • Oral reponse	<i>Ability to participate in Dia de los Tres Reyes</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth though independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	communications in native language for parents. Hold conferences with translator present.		
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Marking Period:	3	Unit Title:	Clothing (La ropa)	Pacing:	4 days
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Unit Summary: Students will learn to identify clothing items in Spanish (camisa, pantalones, gorro, zapatos, vestido, calcetines)

Objectives:

- SW learn to identify the clothing items, “camisa, pantalones, gorro, zapatos, vestido, calcetines”
- SW learn to copy the written Spanish words next to each picture.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

- How do I share and discover information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.K.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Participation in canasta magica • Participation in Four Corners game • Participation in TPR (Total Physical Response) game • Writing words in Spanish	Teacher Made Resources <u>Teach Them Spanish! Grade K</u>	• Teacher made materials. • Teach Them Spanish (TTS) • Canasta Magica • Clothing items • Teacher made Benchmark	• Smart Board Applications • Ipads

Assessments	
Formative Assessments • Participation in games • Participation in TPR	Summative Assessments • Clothing (La ropa) Unit Test Suggested skills to be assessed: <i>Ability to accurately copy Spanish words</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Marking Period:	3	Unit Title:	Classroom Items	Pacing:	3 days
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Unit Summary: Students will learn to identify items in the classroom (silla, libro, mesa, lápiz, tijeras, borrador) so they are able to talk about things in the classroom.

Objectives:

- SW learn classroom items, “silla, libro, mesa, lápiz, tijeras, borrador” with TPR so that they are able to talk about things in the classroom.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I describe everyday people objects and concepts in Spanish?
- How does my culture compare to that of the target culture?

New Jersey Student Learning Standards/Learning Targets:

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
 - 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.K.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Participation in canasta magica • Participation in Mata Moscas game • Participation in singing song about classroom items • Participation in blindfolded	Teacher Made Resources <u>Teach Them Spanish! Grade K</u>	• Teacher made materials. • Teach Them Spanish (TTS) • Canasta Magica	• Smart Board Applications • Ipads

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game pulling an object out of La canasta magica • TPR game		• Classroom items • Fly Swatter	
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Assessments	
Formative Assessments • Participation in games • Participation in songs • Oral response	Summative Assessments • Teacher observation through TPR. Suggested skills to be assessed: <i>Ability to demonstrate meaning of word through TPR.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword,	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at

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modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	4	Unit Title:	Familia	Pacing:	4 days
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Unit Summary: Students will learn to identify the members of the family in Spanish (madre, padre, abuelo, abuela, chico, chica).

Objectives:

- SW learn to listen to and understand a description of my family in Spanish, while looking at a picture.
- SW learn, “padre, madre, abuelo, abuela, chico, chica”.
- SW learn to play a game of “Four Corners” with these family members.
- SW learn to draw a picture of a family member and label it accordingly.
- SW learn to stand based on whether they are a “chico” or “chica”.
- SW learn to sing a song about the family.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I describe everyday people objects and concepts in Spanish?
- How does my culture compare to that of the target culture?

New Jersey Student Learning Standards/Learning Targets:

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

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.K.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Participation in listening about the teacher's family • Participation in Four Corners game • Draw and label family members • Participation in Family song • Participation in board game	Teacher Made Resources <u>Teach Them Spanish! Grade K</u>	• Teacher made materials. • Teach Them Spanish (TTS) p. 31 • Family picture • Family board game • Pictures of family members	• Smart Board Applications • Ipads

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Assessments	
Formative Assessments - Participation in games (Four Corners, board game) - Labeled picture - TPR - Participation in song	Summative Assessments Teach Them Spanish (TTS) p. 31, drawing and labeling members of the family. Suggested skills to be assessed: <i>Ability to identify family members</i> <i>Ability to draw and label family members</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels.

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• Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	4	Unit Title:	Comida	Pacing:	4 days
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Unit Summary: SW learn, “queso, leche, papa, jugo, pan, pollo, ensalada” so that they could tell someone what they want to eat or drink.

Objectives:

- SW learn and see some pictures of some of the foods that people typically eat in Latin American countries.
- SW learn, “queso, leche, papa, jugo, pan, pollo, ensalada” so that they could tell someone what they want to eat.
- SW design a plate and paste onto it food items they have learned.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 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.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.K.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Examine foods typically eaten in Latin American countries • Canasta Magica • Creating a plate of food • Oral and written response to food choices	Teacher Made Resources <u>Teach Them Spanish! Grade K</u>	• Teacher made materials. • Teach Them Spanish (TTS) p. 35, 36	• Smart Board Applications • Ipads

Assessments	
Formative Assessments	Summative Assessments

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- Oral response - TPR - plate project	Teach Them Spanish (TTS) p. 36 Suggested skills to be assessed: <i>Ability to identify Spanish foods</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• model. • Utilize graphic organizers.	
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Marking Period:	4	Unit Title:	Weather	Pacing:	3 days
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Unit Summary: SW learn the types of weather in Spanish. #

Objectives:

- SW learn, “hace frío, hace calor, hace buen tiempo, hace mal tiempo, hace sol, llueve, hace viento ” so that they could talk about the weather. #
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

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- How do I share and discover information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections: SL.PE.K.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Demonstrate types of weather with TPR. • Choose pictures that match given types of weather. • Read story about wind.	Teacher Made Resources	• Teacher made materials.	• Smart Board Applications • Ipads

Assessments	
Formative Assessments • Oral response • TPR • Worksheets	Summative Assessments • TPR Assessment Suggested skills to be assessed: <i>Ability to identify the types of weather</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation

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Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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