

Quinton Township School District
Spanish
4th Grade

[Pacing Guide](#)

Marking Period:	1	Unit Title:	Monstruos Tontos	Pacing:	12 days
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Unit Summary: Students will learn to create and describe a silly monster.

Objectives:

- SW learn to identify parts of the face.
- SW learn to identify parts of the body.
- SW learn to match the nouns with the correct articles.
- SW learn to form plural words of body parts.
- SW learn to describe a silly monster.
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

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- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections: SL.PE.4.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.6

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Sing songs with parts of the face/body • Dry erase board activity • Total Physical Response (TPR) • Games including TPR, Simon Dice • Senor Huesos project • Worksheets • Exit Slips • Practice monster descriptions	• Teacher Made Resources • <u>Teach Them Spanish: Grade 2</u> • <u>Teach Them Spanish: Grade 4</u>	• Teacher made materials. • <u>Teach Them Spanish (TTS): Grade 2 p.44-45</u> • <u>Teach Them Spanish (TTS): Grade 4 p. 49-51</u> • Dry erase boards, markers, erasers • Teacher made worksheets • Teacher made exit slips • Senor Huesos Project • Monster pictures • Teacher made Monstruo Tonto	• Smart Board Applications • Google Classroom • OnlineFreeSpanish.com (Body Parts)

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		project description/rubric • Monster description	
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Assessments	
Formative Assessments • Participation in dry erase board activity • Participation in TPRS/Simon Dice/games • Exit Slips • Worksheets • Senior Huesos project • Completion of practice monster descriptions	Summative Assessments • Monstruos Tontos Unit Quiz Suggested skills to be assessed: <i>Ability to draw a silly monster and accurately describe it, including how many of each body part it has.</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:	2	Unit Title:	La casa	Pacing:	7 days
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Unit Summary: Students will learn to identify household vocabulary: rooms (dormitorio, cocina, sala, baño) and items inside of the house (el vaso, la toalla, la cama, la estufa, la televisión, la lámpara, el teléfono, el horno, el refrigerador, el tocador, el sofá, las cortinas, el escritorio, el perro, el gato, el pájaro)

Objectives:

- SW learn to identify rooms of the house.
- SW learn to identify items found in the house.
- SW learn to describe which items are in which rooms.
- SW learn to ask where a particular item is in a house and respond. (“¿Dónde está ____?”, “____ está en ____.”)
- SW learn to describe rooms and items inside the house.
- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections: SL.PE.4.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.6

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Worksheets • Exit Slips • Oral Response • Participation • Group conversations • Participation in games	• Teacher Made Resources • <u>Teach them Spanish: Grade 4</u>	• Teacher made materials. • <u>Teach Them Spanish: Grade 4 p. 57-59</u> • Exit Slip • Teacher made study guide • Teacher made quiz • Teacher made worksheets	• Smart Board Applications • Google Classroom

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Assessments	
Formative Assessments • Worksheets • Exit Slips • Oral Response • Participation • Participation in group/partner conversations • Participation in games	Summative Assessments • La Casa Unit Quiz Suggested skills to be assessed: <i>Ability to identify Spanish household vocabulary and state where a specific item is in a house.</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	• 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.	• 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.	• 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

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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.	• 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.	• Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	3	Unit Title:	La comida	Pacing:	8 days
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Unit Summary: SW learn to identify foods in Spanish (leche, jugo, pollo, queso, papa, pan, ensalada, agua, vegetales, sopa, naranja, carne, manzana, fruta, sandwich, plátano) and how to request a food politely.

Objectives:

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- SW learn that restaurants in Spanish speaking countries may look different than ones we have in the United States.
- SW learn to identify food items.
- SW learn to order politely in a restaurant with “Me gustaría_____.”.
- SW learn to ask each other about likes with “ ¿Te gusta____?” and respond with “Me gusta_____.” Or “No me gusta_____.”
- SW learn to effectively use Google applications and other websites to complete assignments.
- SW learn to identify various jobs in restaurants.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections: SL.PE.4.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.6

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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• Worksheets • Participation in Canasta Magica, pointing • Oral response • Exit Slips • Restaurant activity	• Teacher Made Resources • <u>Teach Them Spanish: Grade 3</u>	• Teacher made materials. • <u>Teach Them Spanish: Grade 3</u> p. 36-37 • Teacher made restaurant pictures • Canasta Magica • Food items • Teacher made worksheets • Teacher made exit slips • Teacher made restaurant activity (food items in envelopes) • Teacher made Benchmark	• Smart Board Applications • Google Classroom
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Assessments	
Formative Assessments	Summative Assessments • La Comida Unit Test

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• Worksheets • Participation in Canasta Magica, pointing • Oral response • Exit Slips • Restaurant activity	Suggested skills to be assessed: <i>Ability to accurately and politely order or request a given food.</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:	Review and Directions	Pacing:	9 days
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Unit Summary: Students will review for SGO assessment and learn Spanish vocabulary from the compass rose as well as “left” and “right”.

Objectives:

- SW learn to use colors, numbers and body parts appropriately in Spanish.
- SW learn to read a description of a silly monster and create a picture that matches the description.
- SW learn to identify directional words.

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- SW learn to effectively use Google applications and other websites to complete assignments.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
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- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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Interdisciplinary Connections: SL.PE.4.1
Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1
Computer Science and Design Thinking: 9.4.5.IML.6
Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Worksheets • Total Physical Response (TPR) • TPR game • Pictionary Game • Questioning • Completion of Study Guide • Participation in Memory Game	Teacher made resources	• Teacher made materials. • Teacher made study guide • Teacher made Memory Game • Teacher made SGO test • <u>Teach Them Spanish:</u> <u>Grade 4 p. 77-79</u> • Teacher made direction board game	• Smart Board Applications • Google Classroom

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Assessments	
Formative Assessments • Worksheets • Total Physical Response (TPR) • TPR game • Pictionary Game • Questioning • Completion of Study Guide • Participation in Memory Game	Summative Assessments • Teacher made SGO test. • Student participation in TPR Suggested skills to be assessed: <i>Ability to match body part vocabulary, accurately make nouns plural, match a description of a monster to his name, draw a monster to match a description, and politely request a specific food item.</i> <i>Ability to identify the directions of a compass rose</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

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• 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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