

Quinton Township School District
Spanish
5th Grade

[Pacing Guide](#)

Marking Period:	1	Unit Title:	?Donde esta...? (Preposiciones)	Pacing:	14 days
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Unit Summary: Students will learn to use prepositions to state where an item is within the classroom.

Objectives:

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively
- SW learn/re-learn the names of classroom items (pencil, paper, etc.)
- SW learn to state a need, using “Necesito...” and ask if someone needs something with, “¿Necesitas...?”
- SW learn the importance of prepositions by playing “Huckle Buckle Beanstalk” with only the terms “calor” and “frio”.
- SW learn what the question, “¿Donde esta?” means so they could use it to find something they needed in a Spanish speaking country.
- SW learn Spanish prepositions (sobre, debajo de, cerca de, lejos de, delante de, detras de and entre) in order to find necessary items.
- SW learn to tell their partner where one item is in relation to another item.
- SW learn the difference between “esta/estan” and when to use each.
- SW learn when to use “de/del”.

- SW learn to state where an item is using picture cards.

- SW learn to use location terms to place people into a seating chart.
- SW learn to use information with prepositions in order to find sequential cards in a scavenger hunt so that they would be able to follow directions to find something they need.
- SW learn to use prepositions in order to complete a study guide
- SW learn to put cards with prepositions in the correct locations in relationship to desks with a partner.
- SW learn to use what they have learned in a classroom game to review for the test.
- SW learn to effectively use Google applications and other websites to complete assignments.
- SW learn to effectively work with students as team members to complete various tasks.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?
- How do I express needs (Necesito)?
- How do I respond to requests?
- How do I find things that I need?

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.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.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.6

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Partner activity and corresponding worksheet asking what the other person needs. • Student discussion • Huckle Buckle Beanstalk game using “calor” and “frio”. • Differentiate between ‘esta/estan”. • Practice using “de/del” appropriately. • Describe item using picture cards. • Place students into a seating chart. • Describe the placement of students in seating chart. • Follow directions and find sequential cards in a scavenger hunt. • Place cards on or around the desk according to the word written on the card	• Teacher Made Resources • <u>Teach Them Spanish: Grade 5</u> • Teacher made resources	• Teacher made materials. • <u>Teach Them Spanish (TTS): Grade 4</u> p. 14-15 • Classroom items as visuals • Teacher made worksheet for partner activity • Worksheet with location phrases • Dry erase board/marker eraser • Location cards • Scavenger hunt cards • Exit Slip • Espinola Family worksheet • Do Now Activities	• Smart Board Applications • Google Classroom

		(DNA) Teacher made test (Benchmark)	
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Assessments	
Formative Assessments - Participation in partner activity - Student discussion - Participation in games - Do Now Activity - Exit Slips - Worksheets - Seating chart - Scavenger hunt	Summative Assessments ?Donde esta...? (Preposiciones) Unit Test Suggested skills to be assessed: <i>Ability to identify prepositions.</i> <i>Ability to state the location of an item.</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:	Pronouns	Pacing:	6 days
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Unit Summary: Students will learn to identify pronouns (yo, tú, él, ella, Ud, nosotros/as, ellos, ellas, Uds.)

Objectives:

- SW learn to identify and use Spanish pronouns (yo, tú, él, ella, Ud, nosotros/as, ellos, ellas, Uds.) so that they can use them to talk about people.
- SW learn to identify and use Spanish pronouns so that they can use them to talk about people.
- SW learn to distinguish between “tu, Ud., Uds.”
- 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.
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- 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.
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- 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.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.
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Interdisciplinary Connections: SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.6

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Total Physical Response (TPR) of pronouns • Activity on dry erase boards • Participation in pronoun yoga. • Exit Slips • Worksheets • Video • Participation in singing pronoun song. • Cootie game to prepare for quiz.	• Teacher Made Resources • <u>Teach them Spanish: Grade 5</u>	• Teacher made materials. • <u>Teach Them Spanish: Grade 5</u> p. 49, 51 • https://www.youtube.com/watch?v=2uOIhdYATY • Cootie game	• Smart Board Applications • Google Classroom • Video: https://www.youtube.com/watch?v=2uOIhdYATY

Assessments	
Formative Assessments • Participation in TPR • Dry erase board activity • Participation in pronoun yoga • Participation in games • Exit slips • Worksheets	Summative Assessments • Pronouns Unit Test Suggested skills to be assessed: <i>Ability to identify Spanish pronouns.</i>

Participation in pronoun song	
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:	3-4	Unit Title:	Verbs	Pacing:	16 days
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Unit Summary: SW learn to utilize the pronouns they have learned with verbs so that they are able to accurately describe what it is people are doing in a comic strip they have created.

Objectives:

- SW learn -ar verbs (hablar, bailar, estudiar, entrar, llegar, nadar, caminar, cocinar, limpiar, tocar, llenar, tratar, visitar).
- SW learn to change the ending of verbs using the correct endings to match the pronouns (conjugation).
- SW learn additional vocabulary to use with verbs to make more detailed sentences.
- SW create a comic using appropriate verbs, conjugation and pictures.
- SW learn to use “Necesitar” combined with another verb to state what one needs to do.
- 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?
- How do I describe the actions of myself and others?

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Interdisciplinary Connections: SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.6

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• TPR with verbs • Conjugation yoga • O, AS, A, AMOS, AN song • Worksheets • Exit Slips • Review game • Student created comic	• Teacher Made Resources • <u>Teach Them Spanish: Grade 5</u>	• Teacher made materials. • <u>Teach Them Spanish: Grade 5 p. 54-55</u> • Teacher made hand conjugation sheet • Conjugation video: https://www.youtube.com/watch?v=1RuevxWIoCM	• Smart Board Applications • Google Classroom • Conjugation video: https://www.youtube.com/watch?v=1RuevxWIoCM

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		h?v=1RuevxWI oCM • Teacher made magnetic cards • Teacher made worksheets • Teacher made Memory cards • Teacher made comic project description and template • Teacher made study guide • Teacher made SGO test	
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Assessments	
Formative Assessments • Participation in TPR • Participation in conjugation yoga • Participation in song • Worksheets • Exit slip • Participation in games	Summative Assessments • Verbs Unit Test (SGO) Suggested skills to be assessed: <i>Ability to identify prepositions.</i> <i>Ability to state the location of an item.</i> <i>Ability to identify pronouns, verbs and correct endings.</i>

Comics	<i>Ability to accurately state what someone does using the correct pronoun, verb and ending.</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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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.	language for parents. • Hold conferences with translator present.		
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