Wall Township Public Schools	BOE Approval Date: August 19, 2025

Course Title: Kindergarten Spanish

Course Description:. This introductory Spanish course is designed for kindergarten students beginning their journey in language learning. Through engaging activities, songs, and simple conversations, students will develop basic listening and speaking skills in Spanish. They will learn to recognize and use common vocabulary related to everyday topics like greetings, colors, numbers, and classroom objects. Emphasis is placed on building confidence and curiosity about the Spanish language and culture in a fun, supportive environment.

World Languages

As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with the necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

2020 New Jersey Student Learning Standards for World Languages

Intent and Spirit

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards — World Languages (NJSLS-WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice High proficiency level or higher, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

Mission

World language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;

- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication;
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days**
Unit 1: All About Me	MP 1 - Weeks 1-10 Days 1-45
Unit 2: School Days	MP 2 - Weeks 11-20 Days 46-90
Unit 3: What Do I See Around Me?	MP 3 - Weeks 21-30 Days 91-135
Unit 4: Here Comes The Sun	MP 4 - Weeks 31-40 Days 136-180

Unit 1

Desired Results

Unit 1: All About Me

Unit Summary: Kindergarten students begin expressing basic personal information in Spanish using simple, clear language supported by visuals, repetition, and gestures. They learn to introduce themselves, count and describe favorite colors and body parts. Through songs, games, and guided conversations, students practice greetings, numbers , colors, and simple phrases like “Me llamo…” and “Me gusta…”. This fun, supportive unit builds listening and speaking skills while fostering curiosity and confidence in Spanish and its culture, setting a foundation for ongoing language learning.

Learning Standards

NJSLS:

- 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.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.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.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

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community. • 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
Computer Science & Design Thinking *(**CS & DT****)*:** • 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and • preferences. • 8.1.2.NI.4: Explain why access to devices needs to be secured. • 8.1.2.AP.4: Break down a task into a sequence of steps. • 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that • influenced the changes. • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
Interdisciplinary Connections: **Reading:** • RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). • RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing:

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.ES.K.3. Ask and answer questions to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Learning Targets	
Unit Essential Questions: • 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?	**Unit Enduring Understandings:** • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading, and writing skills are developed by using the interpersonal, interpretative, and presentational modes of communication.
Vocabulary: Body parts la cabeza, el pelo, los ojos, la boca, la nariz, las orejas Greetings ¿Cómo te llamas?, ¿Cómo estás?, Hola, Buenos dias, Buenas tardes, Adiós, Hasta luego, Me llamo, Estoy Emotions Bien, Asi/Asi, Mal, Feliz, Enojado, Cansado, Triste Colors rojo, verde, rosado, morado, negro, blanco, gris, azul, cafe, amarillo, anaranjado Preferences Me gusta/No me gusta	
Students will be able to: **Presentational** SWBAT state likes and dislikes related to colors. SWBAT uses "mi favorito" and "menos favorito" with colors. SWBAT present simple personal information related to self and emotions. **Interpretive** SWBAT identify and use color vocabulary.	

SWBAT respond to basic greeting questions.

SWBAT identify body part vocabulary and respond to commands using body parts.

SWBAT respond with physical actions and or gestures.

SWBAT recongize famous Hispanics and the innumerable contributions made to our culture.

Interpersonal

SWBAT ask and answer memorized questions relating to greetings and colors.

SWBAT express one's own and react to others basic preferences and or feelings.

Learning Activities & Differentiation:Learning Activities & Differentiation: *Diversity & Inclusion [DEI]*

- Greetings, gestures, and leave taking songs from the target culture.
- Numbers 1-10 TPR and songs from target culture, flyswatter review game.
- Get to Know You Activities: Ask/answer ¿Cómo te llamas? Me llamo...Teacher to student then student to student conversation.
- Emotions: TPR actions for emotions. Identify emotions through picture prompts, drawings,conversations, and charades.
- Coloring activities, color sorting and color songs from target culture, fly swatter games.
- Hispanic Heritage Month: Famous Hispanic people, Celia Cruz (Afro Latina), Frida Karlo (Overcoming a disability)
- Hispanic Culture- Day of the Dead

Assessment Evidence

Formative Assessments:

- Peer Interviews: Practice greetings and "¿Cómo estás?" with partners and the whole group.
- Oral Exit Tickets: Students orally or in writing to simple questions in TL before leaving.
- Picture Description: Describe pictures of new vocabulary.
- Matching Games: Match Spanish words with pictures of vocabulary.

- Listening Checks: Respond to simple classroom commands.
- Drawing and Labeling: Draw and label feelings..
- Self-Assessment: Use checklists with smiley faces to reflect on learning.

Summative Assessments:

- Oral Picture Presentation: Describe colors using learned vocabulary.
- Vocabulary Quiz: Match and identify new vocabulary in the unit.
- Listening Comprehension Test: correctly orally answer multiple choice questions on new topic vocabulary.
- Mini Dialogue Performance: Perform greetings and simple classroom conversations.
- Student work: drawings, matching games, oral responses.

Common Benchmark Assessments:

- Oral Vocabulary Check: Name new vocabulary words on cue.
- Listening Comprehension Benchmark: Follow classroom commands.
- Picture-Word Matching: Match 5 new unit vocabulary pictures and words.
- Mini Dialogue Benchmark: Perform simple greetings and conversation questions.
- Oral Counting & Color Naming: Count objects to 10 and name colors in Spanish.
- self-assessment reflections.

Alternative Assessments:

- Teacher will observe students' responses through class participation, speaking, center activities, thumbs up/down
- Simplified Comprehension Checks. Description: Use yes/no , thumbs up/down or either/or questions to gauge understanding (e.g., “¿Es rojo o azul?”).
- Use of Gesture and Movement Assesses comprehension through physical responses to commands or vocabulary (e.g., “Toca la cabeza,”) Supports kinesthetic learners and those with limited verbal skills, making assessment interactive and accessible.

- Parent or Caregiver Guided Activities/at home instruction: Provide simple activity packets with clear instructions and vocabulary lists for parents to support practice at home (e.g., songs, flashcards, coloring pages)
- Increases practice opportunities and reinforces language in a familiar environment.
- Access to online platform “Rockalingua”: Students can log in to the program at home to continue practicing with songs and games. Allows for vocabulary practice with immediate feedback, accessible for home instruction and engages students in repetitive, scaffolded practice tailored to their pace and level.

Core Instructional & Supplemental Materials
• Gimkit • Blooket • Quizlet • Youtube • Kahoot• Spanishdict.com • Google Platform: classroom, slides, Docs • Boom cards • Teacher made resources • Rockalingua

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory supports
  - Flashcards with images and words for feelings, numbers (1–10), and colors.
  - Tactile objects (toys) for hands-on vocabulary practice.
- Use of assisted technology
  - Ipad use to supplement speaking.
  - Ipad- drawing feelings, match pairs using target vocabulary.
- Use of prompts
  - Manipulative such as emotion faces
  - gesture Prompts: such as acting out feelings

- Modification of content and student products
  Break tasks into small, simple steps with frequent breaks.
- Testing accommodations
  Allow alternative responses such as pointing, gesturing, or using communication devices.
  Use picture matching for greetings (match “Hola” card with waving hand image).
  Provide images and word cards for greetings, numbers, colors, and phrases.
  Students match words to pictures independently or in small groups.
  Allow students to complete oral sentence with oral prompts or visuals (e.g., “Me llamo ___” with name card)
- Authentic assessments
  Students express emotions: Use emotion cards and ask students to show a face or gesture that matches the feeling word.
  Drawing and Labeling: Students draw a self-portrait and label body parts or feelings with teacher assistance.

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
  Step-by-step visual task cards for greetings, numbers, and colors
  multisensory learning (songs, TPR movement, drawing) to reinforce concepts.
  Visual timers to help manage activity duration.
- Use of assisted technology
  Ipads as alternative ways to demonstrate understanding (e.g., using drawings).
- Use of prompts
  Manipulative such as letters and numbers
- Modification of content and student products
  Offer multiple-choice or picture-choice options.
- Testing accommodations
  Allow alternative responses such as pointing, gesturing, or using communication devices.
  Use picture matching for greetings (match “Hola” card with waving hand image).
  Provide images and word cards for greetings, numbers, colors, and phrases.

Students match words to pictures independently or in small groups.
Allow students to complete oral sentence with oral prompts or visuals (e.g., “Me llamo ___” with name card)

- Authentic assessments
  Students express emotions: Use emotion cards and ask students to show a face or gesture that matches the feeling word.
  Drawing and Labeling: Students draw a self-portrait and label body parts or feelings with teacher assistance

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats
  Use color-coded counting objects (e.g., 5 red blocks for “cinco rojo”).
  Use multisensory learning (songs, TPR movement, drawing) to reinforce concepts (such as :Spanish heads, shoulders, knees and toes)
- Use of assisted technology
  Ipads for practice with vocabulary games
- Use of prompts
  Picture cards with large, clear images for greetings, numbers, and colors.
  Emotion and greeting charts with expressive faces and actions.
- Modification of content and student products
  Use drawing activities where students color items and label with simple phrases.
- Testing accommodations
  Allow alternative responses such as pointing, gesturing, or using communication devices.
  Use picture matching for greetings (match “Hola” card with waving hand image).
  Provide images and word cards for greetings, numbers, colors, and phrases.
  Students match words to pictures independently or in small groups.
  Allow students to complete oral sentence with oral prompts or visuals (e.g., “Me llamo ___” with name card)
- Authentic assessments
  Students express emotions: Use emotion cards and ask students to show a face or gesture that matches the feeling word.

Drawing and Labeling: Students draw a self-portrait and label body parts or feelings with teacher assistance.

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Provide opportunities for leadership,
  Students help peers during activities.
  Students create bilingual cards with pictures and simple vocabulary (such as a heart labelled red/rojo) to help peers.
- Adjusting the pace of lessons
  Introduce advanced vocabulary
- Curriculum compacting
  Students can move ahead to learning higher numbers and additional colors.
  Introducing simple phrases for expressing preferences, like “Me gusta…” or “No me gusta…”
  Engage the student in creating short dialogues or role-plays using the expanded vocabulary.
- Inquiry-based instruction
  Have students practice greetings and expressing feelings in pairs, using sentence frames like:
  “Hola, me llamo ___.”
  “Estoy ___.” (feliz, triste, cansado)
- Independent study
  Enrichment materials like bilingual storybooks or cultural videos.
- Higher-order thinking skills
  Students make a feelings chart or book with drawings and Spanish labels showing different emotions and when to use them. Role-play expressing feelings in different scenarios, practicing phrases like “Estoy feliz” or “Estoy cansado.”
- Interest-based content
  Encourage creating simple dialogues or stories using greetings, feelings, and phrases like “Me llamo…” and “Estoy…”
  Integrate cross-curricular projects (e.g., creating a colorful number book or a personal introduction poster).
  Provide enrichment activities like exploring numbers beyond 10 or describing feelings.

- Student-driven instruction
  Encourage self-directed projects like creating a personal bilingual colors book using learned vocabulary.
  Provide opportunities for students to lead small group activities or teach peers new words or phrases they have mastered.
- Real-world problems and scenarios
  Coloring Activity focusing on commands and color words:Teacher gives directions in Spanish to color parts of a picture using specific colors, e.g., “Colorea el sol amarillo,”. Students follow directions to complete coloring tasks.

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
  Bilingual picture-word flashcards for greetings, numbers, and colors.
  Use real objects (colored balls, toys) to demonstrate colors and numbers.
  Show pictures and ask students to identify words (e.g., point to “rojo”).
- Use of cognates to increase comprehension
- Teacher modeling (e.g., “me gusta rojo”, ¿Que color te gusta?”)
- Use simple yes/no questions to check comprehension (e.g., “¿Te gusta el azul?”).
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  Break vocabulary and phrases into small chunks. For example start with key words for parts of the body, (cabeza, brazos) Use visuals and gestures while introducing each word. For instance, use TPR to point to/move specific body parts. Repeat often and provide opportunities to practice with support.
- Word walls
  Create a classroom word wall with colorful, illustrated cards for parts of the body. Draw a life size body outline and students label parts of the body in target language
  Reference the word wall during lessons and encourage students to point or say words from it when practicing.

- Sentence frames
  Use sentence frames or starters for speaking (e.g., “Esta es mi ...(This is my...while pointing to a specific part of the body”).
- Think-pair-share
  Example: Body Part Actions
  Question: “¿Qué puedes hacer con las manos?” (What can you do with your hands?)
  Think: Think about actions like “aplaudir” (clap) or “escribir” (write).
  Pair: TPR show a partner, “Con las manos puedo aplaudir.” (student claps hands)
  Share: Pairs demonstrate and say the action to the class.
- Cooperative learning groups
  Students work together in small groups on activities like sorting pictures into groups (parts of the body or parts of the face). Encourage peer support by pairing stronger Spanish speakers with ELLs who need more help. Groups can create simple posters showing parts of the body or face

Unit 2

Desired Results

Unit 2: School Days

Unit Summary: This unit introduces and practices foundational Spanish vocabulary and expressions centered on school days. Students will learn to identify and use common classroom objects, colors, numbers, greetings, and simple classroom commands. The goal is to build comfort and confidence in basic Spanish communication related to their daily school environment while developing listening, speaking, and comprehension skills.

Learning Standards

NJSLS:

- 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.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.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.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

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Computer Science & Design Thinking (*CS & DT***):**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and
preferences.

8.1.2.NI.4: Explain why access to devices needs to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that
influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections:

Reading:

- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing:

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.ES.K.3. Ask and answer questions to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Learning Targets	
Unit Essential Questions: • Why is learning how to greet others important when learning Spanish?	**Unit Enduring Understandings:** • Language connects people.

• In which ways do Hispanic people greet each other differently from Americans? • Why do you think it is important to learn Spanish?	• Greetings are a way of starting a conversation in any language. • Learning Spanish has numerous benefits. • Spanish is the second most widely spoken language in the United States.
Vocabulary: <u>Numbers</u> cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez (1-10) <u>Classroom Items</u> el papel, la mochila, el lápiz, el libro, la silla, la mesa , la carpeta, las ceras/crayolas, las tijeras, el pega(mento) <u>Commands</u> levantate, sientate, escribe, dibuja, toma, pone, abre, cierra, levanta la mano,, baja la mano	
Students will be able to: <u>Presentational</u> • SWBAT express likes and dislikes related to academic and social aspects of school life. • SWBAT answer simple questions related to school life. • SWBAT copy numbers - example phone number & house address <u>Interpretive</u> • SWBAT identify and use basic school supply vocabulary. • SWBAT compare school life in the target culture(s) with school life in the U.S. • SWBAT recognize high frequency classroom expressions. • SWBAT demonstrate understanding of commands accociated with classroom items. • SWBAT respond accordingly to TPR commands.	

Interpersonal.

• SWBAT request information relating to school.

• SWBAT request classroom items in target language.

• SWBAT share favorite color in target langage.

Learning Activities & Differentiation: *Diversity & Inclusion [DEI]*, *LGBTQ and People with Disabilities*, *Climate Change*

- Greetings, gestures, and leave taking songs from the target culture.
- Numbers 1-10 TPR and songs from target culture, review games.
- Emotions: TPR actions for emotions. Review games
- Get to Know You conversation Activities: Ask/answer ¿Cómo te llamas? Me llamo...¿Cómo estás? Feelings practice. Teacher to student then student to student conversation.
- I have/who has: School supplies, flyswatter, vocabulary games.
- Mi mochila: create and label a backpack poster of classroom objects.
- Matching activities
- Identify/write number of classroom objects
- Listen to dictated numbers and express in numerical form
- Identify the correct classroom supply needed for a specific activity
- Graphing activities (most popular color)
- Games (such as bingo), Flyswatter, Duck, duck, goose (rojo, rojo, azul)
- Hispanic Culture-Noche Buena/Navidad, Traditions from Spanish Speaking countries

Assessment Evidence

Formative Assessments:

- Oral Exit Tickets: Students orally respond to simple questions in TL before leaving.
- Picture Description: Describe pictures of new vocabulary.

- Matching Games: Match Spanish words with pictures of vocabulary.
- Listening Checks: Respond to simple classroom commands.
- Drawing and Labeling: Draw and label feelings..
- Self-Assessment: Use checklists with smiley faces to reflect on learning.

Summative Assessments:

- Oral Picture Presentation: Describe a classroom picture orally using learned vocabulary.
- Vocabulary Quiz: Match and identify new vocabulary in the unit.
- Listening Comprehension Test: correctly answer multiple choice questions on new topic vocabulary.
- Mini Dialogue Performance: Perform greetings and simple classroom conversations.
- Student work: drawings, matching games, oral responses.

Common Benchmark Assessments:

- Oral Vocabulary Check: Name new vocabulary words on cue.
- Listening Comprehension Benchmark: Follow classroom commands.
- Picture-Word Matching: Match 10 new unit vocabulary pictures and words.
- Mini Dialogue Benchmark: Perform simple greetings and conversation questions.
- Oral Counting & Color Naming: Count objects to 20 and name colors in Spanish.
- self-assessment reflections.

Alternative Assessments:

- Teacher will observe students' responses through class participation, speaking, center activities, thumbs up/down
- Simplified Comprehension Checks. Description: Use yes/no , thumbs up/down or either/or questions to gauge understanding
- Use of Gesture and Movement/TPR: Assess comprehension through physical responses to commands or vocabulary (e.g., “Toca la cabeza,”) Supports kinesthetic learners and those with limited verbal skills, making assessment interactive and accessible.

- Parent or Caregiver Guided Activities/at home instruction: Provide simple activity packets with clear instructions and vocabulary lists for parents to support practice at home (e.g., songs, flashcards, coloring pages).

  Increases practice opportunities and reinforces language in a familiar environment.
- Access to online platform "Rockalingua": Students can log in to the program at home to continue practicing with songs and games. Allows for vocabulary practice with immediate feedback, accessible for home instruction and engages students in repetitive, scaffolded practice tailored to their pace and level.

Core Instructional & Supplemental Materials
• Gimkit • Blooket • Quizlet • Youtube • Kahoot• Spanishdict.com • Google Platform: classroom, slides, Docs • Boom cards • Teacher made resources • Rockalingua

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit*** ● Use of visual and multisensory supports ○ Flashcards with images and words for classroom objects and commands ○ Tactile real classroom objects for hands-on vocabulary practice. ● Use of assisted technology ○ Ipad use to supplement speaking. ○ Ipad- drawing matching pictures to objects practice, coloring with the target color vocabulary. ● Use of prompts Manipulative such as real classroom objects, TPR commands

- Modification of content and student products
  Break tasks into small, simple steps with frequent breaks.
- Testing accommodations
  Allow alternative responses such as pointing, gesturing, or using communication devices.
  Use picture matching for classroom objects.
  Provide images and word cards for classroom objects, and phrases.
  Students match words to pictures independently or in small groups.
- Authentic assessments
  Object Identification: Present real or toy classroom objects and have students point to or touch the item named by the teacher.
  Sorting Games: Students sort objects or pictures by colors and say or point to the Spanish word.
  Drawing and Labeling: Students draw classroom objects and label them with teacher support or word cards.
  Role-Play: Simplify scenarios such as asking for supplies using sentence frames like "¿ un lápiz, por favor?"

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
  Step-by-step visual task cards for numbers, colors and classroom objects
  Tactile real classroom objects for hands-on vocabulary practice.(e.g. Backpack, pencil, folder)
  multisensory learning (songs, TPR movement, drawing) to reinforce concepts.
  Visual timers to help manage activity duration.
- Use of assisted technology
  Ipads as alternative ways to demonstrate understanding (e.g., using drawings).
- Use of prompts
  Manipulative such as letters ,numbers, real classroom objects
- Modification of content and student products
  Offer multiple-choice or picture-choice options.

- Testing accommodations
  Allow alternative responses such as pointing, gesturing, or using communication devices.
  Use picture matching for classroom objects.
  Provide images and word cards for classroom objects, and phrases.
  Students match words to pictures independently or in small groups.
- Authentic assessments
  Object Identification: Present real or toy classroom objects and have students point to or touch the item named by the teacher.
  Sorting Games: Students sort objects or pictures by colors and say or point to the Spanish word.
  Drawing and Labeling: Students draw classroom objects and label them with teacher support or word cards.
  Role-Play: Simplify scenarios such as asking for supplies using sentence frames like "¿ un lápiz, por favor?"

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats
  Use color-coded counting classroom objects (e.g., 3 yellow pencils).
  Use multisensory learning (songs, TPR movement, drawing) to reinforce concepts Use of assisted technology
  Ipads for practice with vocabulary games
- Use of prompts
  Picture cards with large, clear images for numbers, colors and commands.
- Modification of content and student products
  Use drawing activities where students color items and label with simple phrases.
- Testing accommodations
  Allow alternative responses such as pointing, gesturing, or using communication devices.
  Use picture matching for classroom objects.
  Provide images and word cards for classroom objects, and phrases.

Students match words to pictures independently or in small groups.

- Authentic assessments
  Object Identification: Present real or toy classroom objects and have students point to or touch the item named by the teacher.
  Sorting Games: Students sort objects or pictures by colors and say or point to the Spanish word.
  Drawing and Labeling: Students draw classroom objects and label them with teacher support or word cards.
  Role-Play: Simplify scenarios such as asking for supplies using sentence frames like "¿ un lápiz, por favor?"

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Provide opportunities for leadership,
  Students help peers during activities.
  Students create bilingual cards with pictures and simple vocabulary (such as a Lapiz/pencil) to help peers.
- Adjusting the pace of lessons
- Curriculum compacting
  Students can move ahead to learning higher numbers and additional classroom objects.
  Introducing simple phrases, like "hay un lapiz/there is a pencil"
  Engage the student in creating short dialogues or role-plays using the expanded vocabulary.
- Inquiry-based instruction
  Students practice identifying classroom objects in a backpack
- Independent study
  Enrichment materials like bilingual storybooks or cultural videos.
- Higher-order thinking skills
  Students work with real-life problems like "We need to share 5 pencils among 3 friends," and students solve it using Spanish numbers and vocabulary.
- Interest-based content

Encourage creating simple dialogues or stories using greetings, numbers, colors, and phrases like “Me llamo…” and “Me gusta…”
Integrate cross-curricular projects (e.g., creating a colorful number book of classroom objects)
Provide enrichment activities like exploring numbers beyond 10 or describing classroom objects by color and number).

- Student-driven instruction
  Encourage self-directed projects like creating a personal bilingual book using learned vocabulary.
  Provide opportunities for students to lead small group activities or teach peers new words or phrases they have mastered.
- Real-world problems and scenarios
  During class, students practice asking for supplies they need for different activities, (“un lápiz por favor” (a pencil, please)

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
  Bilingual picture-word flashcards for classroom objects
  Use real classroom objects (a backpack, pencils…)
  Show pictures and ask students to identify words (e.g., point to the backpack, the pencil).
- Use of cognates to increase comprehension
- Teacher modeling (e.g., “Tengo un lapiz/I have a pencil”,)
- Use simple yes/no questions to check comprehension (e.g., “¿Es un lápiz?”).
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  Break vocabulary and phrases into small chunks. For example start with key words for classroom items, (La mochila) Use visuals and gestures while introducing each word. For instance, use TPR to point to/pick up specific classroom items. Repeat often and provide opportunities to practice with support.

- Word walls
  Create a classroom word wall with colorful, illustrated cards for classroom objects. Draw backpack and students draw what they would need for school and use simple labels.) Reference the word wall during lessons and encourage students to point or say words from it when practicing.
- Sentence frames
  Use sentence frames or starters for speaking (e.g., “En mi mochila hay…(in my backpack there is…while picking up a specific classroom object).
- Think-pair-share
  Example: Classroom objects
  Question: “¿Qué hay en tu mochila?” (What is in your backpack?)
  Think: Think about what item you would have in your school backpack
  Pair: TPR show a partner, picking up an object
  Share: Pairs demonstrate and say what the object is
- Cooperative learning groups
  Students work together in small groups on activities like sorting pictures into groups, (sort classroom objects by color), Classroom Object Bingo,”Pass the object” game. Encourage peer support by pairing stronger Spanish speakers with ELLs who need more help.

Unit 3

Desired Results

Unit 3: What do I see around me?

Unit Summary:

This unit introduces kindergarten students to foundational Spanish vocabulary centered on family members, common pets, and zoo animals. Cultural connections are woven throughout by exploring animals unique to Hispanic

countries, fostering curiosity about Spanish-speaking cultures and their natural environments. Students also learn to state preferences and descriptive size words to compare and describe animals and people.

Through songs, role-plays, drawing, and games, learners practice greetings, introductions, and descriptive phrases.

This unit emphasizes comprehensible input and participation to build confidence and curiosity about Spanish language and culture, creating a supportive environment where children connect personally with the vocabulary and develop meaningful communication skills.

Learning Standards

NJSLS (2020):

- 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.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.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.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
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
Computer Science & Design Thinking (*CS & DT***):** 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.4: Explain why access to devices needs to be secured. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
Interdisciplinary Connections: **Reading:** ● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing:

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.ES.K.3. Ask and answer questions to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Learning Targets	
Unit Essential Questions: • What is my community like? • What are the names of family members? • Who are the members that make up a family? • What role do animals play in different cultures? • What do the differences tell me about the people who speak Spanish? • How do I describe things in Spanish?	**Unit Enduring Understandings:** • 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. • Families are basic units in communities. • Cultural/social traditions influence family structure • Students will understand that words that describe in Spanish go after what they are describing (elefante grande) Geography and weather determine the different types of animals found in a region.
Vocabulary: <u>Family:</u> Mi Familia, YO, mamá, papá, abuelo, abuela, bebé <u>Animals:</u> Animales, perro, gato, pez, zoo, elefante, gorila, tigre, león, koala, ratón, delfin, cocodrilo <u>Preferences:</u> Me gusta, no me gusta <u>Adjectives:</u> grande, pequeño	
Students will be able to: <u>Presentational</u> • SWBAT express oral exchanges with respect to proper pronunciation and intonation.	

• SWBAT label pictures
• SWBAT create questions and answers used to gather information about themselves and others
• SWBAT state favorite animal.
• SWBAT imitate animal sounds from the target language
• SWBAT describe animals in verbal form using short phrases.

Interpretive

• SWBAT identify the members of their immediate family, including pets.
• SWBAT identify main ideas when listening to a story.
• SWBAT identify themselves in target language.
• SWBAT identify and use color vocabulary accordingly.
• SWBAT match pictures based on oral descriptions.
• SWBAT draw a picture based on oral descriptions.
• SWBAT view and compare different animal descriptions from Spanish speaking countries.
• SWBAT Respond appropriately to simple commands and questions about size (grande, pequeño)

Interpersonal

• SWBAT express likes, dislikes, emotions, agreement and disagreement.
• SWBAT ask and answer questions and answers used to gather information about themselves and others.
• SWBAT imitate culturally appropriate expressions for greetings and leave taking.
• SWBAT respond appropriately to learned questions.
• SWBAT introduce self and others.

Learning Activities & Differentiation: , *Diversity & Inclusion [DEI]*, *LGBTQ and People with Disabilities,*

- Greetings, gestures, and leave taking songs from the target culture.
- Numbers 1-10 TPR and songs from target culture, review games.
- Emotions: TPR actions for emotions. Review games

- Get to Know You conversation Activities: Ask/answer ¿Cómo te llamas? Me llamo...¿Cómo estás? Feelings practice. Teacher to student then student to student conversation.
- Songs/rhymes from Spanish speaking countries (such as Los Pollitos)
- TPRS Story Listening: Students will hear stories about family, and Animals and answer comprehension questions.
- Graphing activities (most popular pet, favorite animal)
- Classifying and sorting activities
- Matching activities
- Identify/write number of animals
- Listen to dictated numbers and express in numerical form
- Games (such as animal, numbers, colors, bingo, flyswatter)
- Hispanic Culture - Animals from Spanish speaking countries: Xolotl perro - México, Xolotl pez-Mexico, Capybaras-Colombia.

Assessment Evidence
Formative Assessments: • Oral Exit Tickets: Students name a family member or animal • Picture Description: Describe pictures of new vocabulary. • Matching Games: Match Spanish words with pictures of vocabulary. • Listening Checks: Respond to simple classroom commands. • Drawing and Labeling: Draw and label a family portrait • Self-Assessment: Use checklists with smiley faces to reflect on learning.
Summative Assessments: • Oral Picture Presentation: Describe different animals orally using learned vocabulary.

- Vocabulary Quiz: Match and identify new vocabulary in the unit.
- Listening Comprehension Test: orally answer multiple choice questions on new topic vocabulary.
- Mini Dialogue Performance: Perform greetings and simple classroom conversations.
- Student work: drawings, matching games, oral responses.

Common Benchmark Assessments:

- Oral Vocabulary Check: Name new vocabulary words on cue.
- Listening Comprehension Benchmark: Follow classroom commands.
- Picture-Word Matching: Match 10 new unit vocabulary pictures and words.
- Mini Dialogue Benchmark: Perform simple greetings and conversation questions.
- Oral Counting & Color Naming: Count and name animals in Spanish.
- self-assessment reflections.

Alternative Assessments:

- Teacher will observe students' responses through class participation, speaking, center activities, thumbs up/down
- Simplified Comprehension Checks. Description: Use yes/no , thumbs up/down or either/or questions to gauge understanding
- Use of Gesture and Movement/TPR: Assess comprehension through physical responses to commands or vocabulary (e.g., “Toca el perro,”) Supports kinesthetic learners and those with limited verbal skills, making assessment interactive and accessible.
- Parent or Caregiver Guided Activities/at home instruction: Provide simple activity packets with clear instructions and vocabulary lists for parents to support practice at home (e.g., songs, flashcards, coloring pages).

  Increases practice opportunities and reinforces language in a familiar environment.
- Access to online platform “Rockalingua”: Students can log in to the program at home to continue practicing with songs and games. Allows for vocabulary practice with immediate feedback, accessible for home instruction and engages students in repetitive, scaffolded practice tailored to their pace and level.

Core Instructional & Supplemental Materials
• Gimkit • Blooket • Quizlet • Youtube • Kahoot• Spanishdict.com • Google Platform: classroom, slides, Docs • Boom cards • Teacher made resources • Rockalingua

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit*** • Use of visual and multisensory supports ○ Flashcards with images and words for animals and family members ○ Tactile objects (toy animals, family dolls) for hands-on vocabulary practice. • Use of assisted technology ○ Ipad use to supplement speaking. ○ Ipad- coloring and matching with the target vocabulary. • Use of prompts ○ Manipulative such as toy animals • Modification of content and student products Break tasks into small, simple steps with frequent breaks. • Testing accommodations Allow alternative responses such as pointing, gesturing, or using communication devices. Use picture matching for animals (match “perro” card with dog image). Provide images and word cards for animals and family members and phrases. Students match words to pictures independently or in small groups.

Allow students to complete oral sentence with oral prompts or visuals (e.g., “es un ___” with dog card)

- Authentic assessments
  Matching Activities: Students match pictures of family members or animals to their Spanish names instead of naming verbally.
  Pointing and Identification: Present pictures or objects of animals and family members; students point to the correct item when named.
  Sorting: Students sort pictures into categories (e.g., animals vs. family members) and say or indicate the Spanish words.
  Drawing and Labeling: Students draw their family or favorite animal and label using word cards or teacher assistance.

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
  Step-by-step visual task cards for animals and family
  multisensory learning (songs, TPR movement, drawing) to reinforce concepts.
  Visual timers to help manage activity duration.
- Use of assisted technology
  Ipads as alternative ways to demonstrate understanding (e.g., using drawings, drag and match games).
- Use of prompts
  Manipulative such as toy animals
- Modification of content and student products
  Offer multiple-choice or picture-choice options.
- Testing accommodations
  Allow alternative responses such as pointing, gesturing, or using communication devices.
  Use picture matching for animals (match “perro” card with dog image).
  Provide images and word cards for animals and family members and phrases.
  Students match words to pictures independently or in small groups.
  Allow students to complete oral sentence with oral prompts or visuals (e.g., “Hay un ___” with dog card)

- Authentic assessments
  Matching Activities: Students match pictures of family members or animals to their Spanish names instead of naming verbally.
  Pointing and Identification: Present pictures or objects of animals and family members; students point to the correct item when named.
  Sorting: Students sort pictures into categories (e.g., animals vs. family members) and say or indicate the Spanish words.
  Drawing and Labeling: Students draw their family or favorite animal and label using word cards or teacher assistance.

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats
  Use color-coded counting objects (e.g., 5 red dogs for “cinco perros rojos”).
  Use multisensory learning (songs, TPR movement, drawing) to reinforce concepts Use of assisted technology
  Ipads for practice with vocabulary games, memory, drag and match
- Use of prompts
  Picture cards with large, clear images for animals, family
  Survey with pictures, students use checks/tally marks if classmate has a “perro”, “gato” or no pet
- Modification of content and student products
  Use drawing activities where students draw their favorite animals and label in Spanish.
- Testing accommodations
  Allow alternative responses such as pointing, gesturing, or using communication devices.
  Use picture matching for animals (match “perro” card with dog image).
  Provide images and word cards for animals and family members and phrases.
  Students match words to pictures independently or in small groups.
  Allow students to complete oral sentence with oral prompts or visuals (e.g., “Hay un ___” with dog card)
- Authentic assessments

Matching Activities: Students match pictures of family members or animals to their Spanish names instead of naming verbally.
Pointing and Identification: Present pictures or objects of animals and family members; students point to the correct item when named.
Sorting: Students sort pictures into categories (e.g., animals vs. family members) and say or indicate the Spanish words.
Drawing and Labeling: Students draw their family or favorite animal and label using word cards or teacher assistance.

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Provide opportunities for leadership,
  Students help peers during activities.
  Students create bilingual cards with pictures and simple vocabulary (such as a dog labelled perro/dog) to help peers.
- Adjusting the pace of lessons
- Curriculum compacting
  Students can move ahead to learning additional animals
  Introducing simple phrases for expressing preferences, like “Me gusta…” or “No me gusta…”
  Engage the student in creating short dialogues or role-plays using the expanded vocabulary.
- Inquiry-based instruction
  Have students practice expressing what animals they like in pairs, using sentence frames like:
  “Tengo un perro”
- Independent study
  Enrichment materials like bilingual storybooks or cultural videos.
- Higher-order thinking skills
- Interest-based content
  Encourage creating simple dialogues or stories using greetings, numbers, colors, and phrases like “Me llamo…” and “Me gusta…”

Integrate cross-curricular projects (e.g., creating a colorful number book of animals).
Provide enrichment activities like exploring animals found in Spanish speaking countries).

- Student-driven instruction
  Encourage self-directed projects like creating a personal bilingual book using learned vocabulary.
  Provide opportunities for students to lead small group activities or teach peers new words or phrases they have mastered.
- Real-world problems and scenarios
  Present authentic tasks such looking at Animal Habitats and sorting animals (jungle, farm, ocean). The classroom needs help sorting animal pictures into correct habitats. Students make posters of animals, ex: animals that live in the ocean and use simple labels.

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
  Bilingual picture-word flashcards for animals and family.
  Use real objects (animal toys of different colors)
  Show pictures and ask students to identify words (e.g., point to “perro”).
- Use of cognates to increase comprehension
- Teacher modeling (e.g., “me gusta el gato”, ¿Qué animal te gusta?”)
- Use simple yes/no questions to check comprehension (e.g., “¿Es un perro?”).
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  Break vocabulary and phrases into small chunks. For example start with key words for animals, (el perro, el gato) Use visuals and gestures while introducing each word. Repeat often and provide opportunities to practice with support.
- Word walls

Create a classroom word wall with colorful, illustrated cards for animals. Students draw animals and use simple labels.) Reference the word wall during lessons and encourage students to point or say words from it when practicing.

- Sentence frames
  Use sentence frames or starters for speaking (e.g., “me gusta el perro)
- Think-pair-share
  Example: animals
  Question: “¿El elefante es grande o pequeño?” (Is the elephant big or small ?)
  Think: Think about the size of the animal
  Pair: TPR show a partner, (open arms for big) and say “grande”
  Share: Pairs demonstrate and say “grande”
- Cooperative learning groups
  Students work together in small groups on activities like sorting pictures into groups, (sort animals by size), animalBingo,”Pass the toy animals” game. Encourage peer support by pairing stronger Spanish speakers with ELLs who need more help.

Unit 4

Desired Results

Unit 4: Here Comes The Sun

Unit Summary:

This unit introduces kindergarten students to Spanish vocabulary and simple phrases about the world around them, including weather, seasons, food, and cultural celebrations. Through simple phrases like “Me gusta el verano” and “Me gusta el chocolate,” children are guided to express likes and preferences using familiar sentence structures

introduced gradually and reinforced through repetition and multisensory learning. Activities such as drawing favorite seasons or foods, singing culturally relevant songs, and role-playing conversations about what they enjoy create authentic opportunities for students to practice expressing preferences confidently.
Cultural connections like discussing seasonal celebrations in Hispanic countries and traditional foods—enhance relevance and curiosity, motivating students to use Spanish to share personal likes.

Learning Standards

NJSLS (2020):

- 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.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.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.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

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Computer Science & Design Thinking (*CS & DT***):**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and

preferences.

8.1.2.NI.4: Explain why access to devices needs to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that

influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections:

Reading:

- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing:

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.ES.K.3. Ask and answer questions to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Learning Targets	
Unit Essential Questions: • How is food a reflection of culture? • What is the Spanish-speaking world like? • How can I use Spanish words to talk about the things around me?	**Unit Enduring Understandings:** • Students will understand that there are similarities and differences among cultures. • Our world/classroom consists of many different cultures, backgrounds, and ethnicities that make us unique. • Language helps me describe and connect with the world around me. • I can express my preferences and feelings using simple Spanish words and phrases.
Vocabulary: Seasons: La primavera, el verano, el otoño, el invierno Weather: Hace frío, hace calor, hace sol, está lloviendo, está nevando/nieve Likes/Dislikes: Me gusta / no me gusta Me encanta/no me encanta, prefiero Foods: helado, chocolate, fruta, mango, papaya	
Students will be able to: <u>Presentational</u> • SWBAT express oral proper pronunciation and intonation • SWBAT use simple greetings and introductions • SWBAT present simple information about themselves • SWBAT label pictures	

• SWBAT present information related to preferences
• SWBAT Participate actively in songs, and movement activities related to vocabulary themes.

Interpretive

• SWBAT identify main ideas and some details when listening to a story.
• SWBAT identify seasons and some weather terms
• SWBAT match pictures based on oral descriptions.
• SWBAT draw a picture based on oral descriptions.

Interpersonal

• SWBAT ask and answer questions used to gather information about themselves and others.
• SWBAT Imitate culturally appropriate expressions for greetings and leave taking.
• SWBAT respond appropriately to learned questions.
• SWBAT ask about and state preferences, likes and dislikes.

Learning Activities & Differentiation: *Diversity & Inclusion [DEI]*

- Greetings, gestures, and leave taking songs from the target culture.
- Numbers 1-20 TPR and songs from target culture, review games.
- Emotions: TPR actions for emotions. Review games
- Get to Know You conversation Activities: Ask/answer ¿Cómo te llamas? Me llamo...¿Cómo estás? Feelings practice. Teacher to student then student to student conversation.
- Matching activities (match seasons, and weather pictures)
- This or that/preferences activities (seasons and foods)
- Identify/write number of foods
- Listen to dictated vocabulary and draw what they hear
- Hispanic Culture-Foods from Spanish Speaking countries, summer celebrations- Fiestas, carnaval

- Music and Dance-Students learn songs and dances from Spanish-speaking cultures (like “La Bamba” , Salsa, Carnaval chants) to make language fun and memorable.
- Arts and Crafts-tied to cultural celebrations, such as colorful animal masks.

Assessment Evidence
Formative Assessments: • Oral Exit Tickets: Students orally or in writing to simple questions in TL before leaving. • Picture Description: Describe pictures of new vocabulary. • Matching Games: Match Spanish words with pictures of vocabulary. • Listening Checks: Respond to simple classroom commands. • Drawing and Labeling: Draw and label 3-5 new vocabulary words • Self-Assessment: Use checklists with smiley faces to reflect on learning.
Summative Assessments: • Oral Picture Presentation: Describe seasons/weather orally using learned vocabulary. • Vocabulary Quiz: Match and identify new vocabulary in the unit. • Listening Comprehension Test: correctly answer multiple choice questions on new topic vocabulary. • Mini Dialogue Performance: Perform greetings and simple classroom conversations. • Student work: drawings, matching games, oral responses.
Common Benchmark Assessments: • Oral Vocabulary Check: Name new vocabulary words on cue. • Listening Comprehension Benchmark: Follow classroom commands. • Picture-Word Matching: Match 3-5 new unit vocabulary pictures and words. • Mini Dialogue Benchmark: Perform simple greetings and conversation questions. • Oral Counting & Color Naming: Count objects to 10 and name colors in Spanish.

- self-assessment reflections.

Alternative Assessments:

- Teacher will observe students' responses through class participation, speaking, center activities, thumbs up/down
- Simplified Comprehension Checks. Description: Use yes/no , thumbs up/down or either/or questions to gauge understanding
- Use of Gesture and Movement/TPR: Assess comprehension through physical responses to commands or vocabulary (e.g., “grande,” open arms to show “big”) Supports kinesthetic learners and those with limited verbal skills, making assessment interactive and accessible.
- Parent or Caregiver Guided Activities/at home instruction: Provide simple activity packets with clear instructions and vocabulary lists for parents to support practice at home (e.g., songs, flashcards, coloring pages).

  Increases practice opportunities and reinforces language in a familiar environment.
- Access to online platform “Rockalingua”: Students can log in to the program at home to continue practicing with songs and games. Allows for vocabulary practice with immediate feedback, accessible for home instruction and engages students in repetitive, scaffolded practice tailored to their pace and level.

Core Instructional & Supplemental Materials

• Gimkit • Blooket • Quizlet • Youtube • Kahoot• Spanishdict.com • Google Platform: classroom, slides, Docs • Boom cards • Teacher made resources • Rockalingua

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:

Specific examples applied to the unit

- Use of visual and multisensory supports
  - Flashcards with images and words for food and weather
  - Tactile objects (toy foods) for hands-on vocabulary practice.
- Use of assisted technology
  - Ipad use to supplement speaking.
  - Ipad- identifying food pictures with the target vocabulary.
- Use of prompts
  - Manipulative such as toy foods
- Modification of content and student products

  Break tasks into small, simple steps with frequent breaks.
- Testing accommodations

  Allow alternative responses such as pointing, gesturing, or using communication devices.

  Use picture matching for foods and weather vocabulary

  Provide images and word cards for foods and weather vocabulary

  Students match words to pictures independently or in small groups.

  Allow students to complete oral sentence with oral prompts or visuals (e.g., “Me gusta” with foods card)
- Authentic assessments

  Assess understanding through tasks connected to cultural experiences, such as describing a traditional Hispanic food or talking about a seasonal celebration. Example: Drawing and describing foods eaten during a Hispanic festival using learned vocabulary.

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats

  Step-by-step visual task cards for foods and weather vocabulary

  multisensory learning (songs, TPR movement, drawing) to reinforce concepts.

  Visual timers to help manage activity duration.

- Use of assisted technology
  Ipads as alternative ways to demonstrate understanding (e.g., using drawings).
- Use of prompts
  Manipulative such as toy foods
- Modification of content and student products
  Offer multiple-choice or picture-choice options.
- Testing accommodations
  Use picture matching for foods and weather vocabulary
  Provide images and word cards for foods and weather vocabulary
  Students match words to pictures independently or in small groups.
  Allow students to complete oral sentence with oral prompts or visuals (e.g., “Me gusta” with foods card)
- Authentic assessments
  Assess understanding through tasks connected to cultural experiences, such as describing a traditional Hispanic food or talking about a seasonal celebration. Example: Drawing and describing foods eaten during a Hispanic festival using learned vocabulary.

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats
  Use toy foods
  Use multisensory learning (songs, TPR movement, drawing) to reinforce concepts (e.g., big/small)
- Use of assisted technology
  Ipads for practice with vocabulary games,memory, drag and match)
- Use of prompts
  Picture cards with large, clear images for foods and weather vocabulary
  food charts.
- Modification of content and student products
  Use drawing activities where students draw what they like to eat and label with simple phrases.
- Testing accommodations

Use picture matching for foods and weather vocabulary
Provide images and word cards for foods and weather vocabulary
Students match words to pictures independently or in small groups.
Allow students to complete oral sentence with oral prompts or visuals (e.g., “Me gusta” with foods card)

- Authentic assessments
  Assess understanding through tasks connected to cultural experiences, such as describing a traditional Hispanic food or talking about a seasonal celebration. Example: Drawing and describing foods eaten during a Hispanic festival using learned vocabulary.

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Provide opportunities for leadership,
  Students help peers during activities.
  Students create bilingual cards with pictures and simple vocabulary (such agua/water) to help peers.
- Adjusting the pace of lessons
- Curriculum compacting
  Students can move ahead to learning additional foods.
  Introducing simple phrases for expressing preferences, like “Me gusta…” or “No me gusta…”
  Engage the student in creating short dialogues or role-plays using the expanded vocabulary.
- Inquiry-based instruction
  Have students practice greetings and expressing foods they like/don't like in pairs, using sentence frames like:
  “Hola, me llamo ___.”
  “Me gusta pizza, no me gusta brócoli”
- Independent study
  Enrichment materials like bilingual storybooks or cultural videos.
- Higher-order thinking skills
  Use numbers and colors to solve simple puzzles or classroom challenges (e.g., find “ cinco objetos rojos”).
  Role-play conversations using previous vocabulary, (e.g., Como te llamas?, Como estas?)

- Interest-based content
  Encourage creating simple dialogues or stories using greetings, foods, and phrases like “Me gusta...”
  Integrate cross-curricular projects (e.g., creating a colorful food book or a personal preference poster of foods they like).
  Provide enrichment activities like exploring foods from Spanish speaking countries.
- Student-driven instruction
  Encourage self-directed projects like creating a personal bilingual book using learned vocabulary.
  Provide opportunities for students to lead small group activities or teach peers new words or phrases they have mastered.
- Real-world problems and scenarios
  Present authentic tasks such as planning a simple “fiesta” (party) in Spanish, where students decide on guests (family members), choose foods, and prepare invitations using target vocabulary.

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
  Bilingual picture-word flashcards for foods and weather.
  Use real objects (toy food)
  Show pictures and ask students to identify words
- Use of cognates to increase comprehension
- Teacher modeling (e.g., “me gusta brócoli”, ¿Que te gusta?”)
- Use simple yes/no questions to check comprehension (e.g., “¿Te gusta brocoli?”).
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  Break vocabulary and phrases into small chunks. Start with key words like seasons (primavera, verano), common foods (manzana), and simple preference phrases (Me gusta). Use visuals and gestures while

introducing each word. For instance, show a picture of an apple and say “manzana,” then model the sentence “Me gusta la manzana.” Repeat often and provide opportunities to practice with support.

- Word walls
  Create a classroom word wall with colorful, illustrated cards for seasons, foods, and preference phrases. For example: Manzana (apple picture), Me gusta (smiling face)
  Reference the word wall during lessons and encourage students to point or say words from it when practicing.
- Sentence frames
  Use sentence frames or starters for speaking (e.g., “Me gusta…”).
- Think-pair-share
  Example:
  Question: “¿Te gusta la manzana o la banana?” (Do you like apples or bananas?)
  Think: Students decide which fruit they prefer.
  Pair: Use sentence frames to say “Me gusta la manzana” or “Me gusta la banana.”
  Share: Pairs share their preferences with the group.
- Cooperative learning groups
  Students work together in small groups on activities like sorting pictures into seasons or foods they like/dislike. Encourage peer support by pairing stronger Spanish speakers with ELLs who need more help. Groups can create simple posters showing “Me gusta ___” and “No me gusta ___” with pictures.