



# BURCH CHARTER SCHOOL OF EXCELLENCE

## World Languages (Spanish) Curriculum Guide – Grade 3

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

## **MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:**

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21<sup>st</sup> century world; ● In ensuring that the district has a well-trained, highly qualified and competent staff; ● In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

## PACING CHART

Unit	Time Frame
1:Animals: Los animales	4-5 days
2:Colors: Los colores	4-5 days
3:Clothes: La ropa	5-6 days
4:Weather/Seasons: El tiempo	5-6 days
5:School/Classroom La escuela	5-6 days
6:Calendar: El calendario & Months: Los meses	7-12 days
<b>Total Days</b>	<b>30-40 days</b>

## Educational Technology

**Indicators:** 8.1.5.A.1, 8.1.5.A.2

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (Units 1,2,3,4,5,6)
- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. (Units 2, 3,4,5,6)

## 21<sup>st</sup> Century Life and Careers Skills

**Indicators:** 9.2.4.A.2, 9.2.4.A.4

- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Unit 5)
- Identify various life roles and civic and work-related activities in the school, home, and community. (Units, 1, 2, 3, 4, 6)

## Career Ready Practices

**Indicators:** CRP4

- Communicate clearly and effectively and with reason. (Units 1,2,3,4,5,6)

<b>Grade:</b> Third	<b>Content:</b> World Language (Spanish)	
<b>Unit 1:</b> Animals/Los animales		<b>Time Frame:</b> 4-5 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do farms work?</li> <li>● Why are farms important?</li> </ul>		<ul style="list-style-type: none"> <li>● Farm animals serve different purposes.</li> </ul>
<b>Skills</b>		<b>Student Learning Objectives</b>
<p><b>Students will be able to:</b></p> <p>Identify different animals.</p> <ul style="list-style-type: none"> <li>● Name my favorite animal.</li> <li>● Name what animals they like and animals they don't like.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Recognize farm animal words.</li> <li>● Explain what animals they like and dislike.</li> </ul>

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li>león</li> <li>• mono</li> <li>• elefante</li> <li>• oso</li> <li>• tigre</li> <li>• pájaro</li> <li>• pez</li> <li>•</li> <li>• <b>Review</b></li> <li><b>Vocabulary</b> perro gato</li> <li>caballo</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Observation</li> <li>• Role Playing/Dramatization</li> <li>• Journals</li> <li>• Presentations</li> <li>• Student Conferencing</li> <li>• Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Students can draw a farm and label as many animals as they can.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	SL.3.2
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<p>☐ Read the corresponding text to the unit and discuss main idea and details of the text read aloud.</p>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• ☐ Use manipulatives, visuals, props, and games</li> <li>☐ Create climate of acceptance/respect that supports acculturation</li> <li>☐ Provide pictorial representation of target word vocabulary.</li> <li>• ☐ ☐ ☐ Use cooperative learning groups</li> <li>☐ ☐ Require physical response to check comprehension</li> <li>☐ Model activities for students</li> <li>• ☐ Use hands-on activities</li> <li>☐ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• ☐ ☐ Simplify language/not content</li> <li>Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>☐</li> <li>• ☐ Show pictures or words to choose from in response to a question</li> <li>Pictorial Retell</li> <li>☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• ☐ Use a student buddy, if possible someone with the same language.</li> <li>☐ Ask students to categorize objects.</li> <li>Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>● List and review instructions step by step</li> <li>● Build on students’ prior knowledge</li> <li>● Ask literal questions-who, when, where, what.</li> <li>● Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option.</li> <li>● Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>Provide sentence frames.</li> </ul>



Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or</li> <li>● “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li>□ Extra time for assigned tasks</li> <li>□ Provide a warning for transitions</li> <li>□ Buddy students with peers</li> <li>□ Provide immediate feedback</li> <li>□ Visual and verbal reminders</li> <li>□</li> <li>□</li> </ul>	<p>Repeat, clarify, and restate target word vocabulary.</p> <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Word banks</li> <li>• Adjust length of assignment</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grade:</b> Third	<b>Content:</b> World Language (Spanish)		
<b>Unit 2:</b> Colors/Los colores		<b>Time Frame:</b> 4-5 days	
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>			
<b>Essential Questions</b>		<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● How can I describe objects using colors?</li> </ul>		<ul style="list-style-type: none"> <li>● Knowing colors will enhance my descriptions of many different things and ideas.</li> <li>● There are masculine and feminine nouns in the other languages.</li> </ul>	
<b>Skills</b>		<b>Student Learning Objectives</b>	
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Name specific colors.</li> <li>● State their favorite color.</li> <li>● Match colors to spoken word.</li> <li>● Identify colors they like and dislike.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate their knowledge of colors orally and in writing.</li> <li>● Incorporate colors into phrases.</li> <li>● Memorize how to ask someone what their favorite color is.</li> <li>● Distinguish between the masculine and feminine nouns of colors and when to properly use them.</li> </ul>	

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li>rojo/a</li> <li>● amarillo/a</li> <li>● anaranjado/a</li> <li>● blanco/a</li> <li>● negro/a</li> <li>● marrón</li> <li>● rosado/a</li> <li>●</li> <li>● <b>Review</b></li> <li><b>Vocabulary</b> azul</li> <li>verde morado</li> <li>● café</li> <li>●</li> <li>●</li> <li>●</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a> <b>Additional Resources:</b></li> <li>● <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> <li>● <b>Color Worksheet</b></li> <li>● <a href="https://www.spanishplayground.net/wpcontent/uploads/2015/01/los-colores-colorpictures-sp.pdf">https://www.spanishplayground.net/wpcontent/uploads/2015/01/los-colores-colorpictures-sp.pdf</a></li> <li>●</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observation</li> <li>● Role Playing/Dramatization</li> <li>● Journals</li> <li>● Presentations</li> <li>● Student Conferencing</li> <li>● Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● End of unit assessments</li> <li>● Students can draw and color a picture while labeling the colors in Spanish distinguishing between the feminine and masculine nouns.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>● For 504 students refer to accommodations indicated in 504 plan.</li> <li>● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<p><b>L.3.1.i,</b> <b>L.3.3.a</b> □</p> <p>Draw a picture of your favorite outfit and describe it using color related vocabulary words.</p>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• □ Use manipulatives, visuals, props, and games</li> <li>□ Create climate of acceptance/respect that supports acculturation</li> <li>□ Provide pictorial representation of target word vocabulary.</li> <li>• □ □ □ Use cooperative learning groups</li> <li>□ □ Require physical response to check comprehension</li> <li>□ Model activities for students</li> <li>• □ Use hands-on activities</li> <li>□ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Simplify language/not content</li> <li>□ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>• □ Show pictures or words to choose from in response to a question</li> <li>□ Pictorial Retell</li> <li>□ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• □ Use a student buddy, if possible someone with the same language.</li> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures. Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>● List and review instructions step by step</li> <li>● Build on students’ prior knowledge</li> <li>● Ask literal questions-who, when, where, what.</li> <li>● Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option.</li> <li>● Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>● Provide sentence frames.</li> </ul>

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or</li> <li>● “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li>□ Extra time for assigned tasks</li> <li>□ Provide a warning for transitions</li> <li>□ Buddy students with peers</li> <li>□ Provide immediate feedback</li> <li>□ Visual and verbal reminders</li> <li>□</li> <li>□</li> </ul>	<p>Repeat, clarify, and restate target word vocabulary.</p> <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Word banks</li> <li>• Adjust length of assignment</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grade:</b> Third	<b>Content:</b> World Language (Spanish)	
<b>Unit 3:</b> Clothes/La Ropa		<b>Time Frame:</b> 5-6 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How can I describe what I am wearing?</li> </ul>		<ul style="list-style-type: none"> <li>● There are different ways to describe you.</li> </ul>
<b>Skills</b>		<b>Student Learning Objectives</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● State what clothes they are wearing.</li> <li>● Utilize vocabulary to describe clothes they have and clothes they don't have.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge of vocabulary by using phrases to talk about clothes.</li> </ul>

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li>pantalón</li> <li>● camisa</li> <li>● blusa</li> <li>● vestido</li> <li>● falda</li> <li>● zapatos</li> <li>● botas</li> <li>● suéter</li> <li>● chaqueta</li> <li>● pijama</li> <li>●</li> <li>●</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observation</li> <li>● Role Playing/Dramatization</li> <li>● Journals</li> <li>● Presentations</li> <li>● Student Conferencing</li> <li>● Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● End of unit assessments</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>● For 504 students refer to accommodations indicated in 504 plan.</li> <li>● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>



Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	W.3.1.A
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (crosscurricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Write about whether the school should have a dress code.</li> </ul>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation</li> <li>□ Provide pictorial representation of target word vocabulary.</li> <li>• □ □ □ Use cooperative learning groups</li> <li>□ □ Require physical response to check comprehension</li> <li>□ Model activities for students</li> <li>• □ Use hands-on activities</li> <li>Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>□ Show pictures or words to choose from in response to a question Pictorial Retell</li> <li>• □ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• □ Use a student buddy, if possible someone with the same language.</li> <li>□ Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>● List and review instructions step by step</li> <li>● Build on students’ prior knowledge</li> <li>● Ask literal questions-who, when, where, what.</li> <li>● Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option.</li> <li>● Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>● Provide sentence frames.</li> </ul>

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or</li> <li>● “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li>□ Extra time for assigned tasks</li> <li>□ Provide a warning for transitions</li> <li>□ Buddy students with peers</li> <li>□ Provide immediate feedback</li> <li>□ Visual and verbal reminders</li> <li>□</li> <li>□</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, clarify, and restate target word vocabulary.</li> <li>• Preferential seating</li> <li>• Word banks</li> <li>• Adjust length of assignment</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grade:</b> Third	<b>Content:</b> World Language (Spanish)	
<b>Unit 4:</b> Weather/Seasons/El tiempo		<b>Time Frame:</b> 5-6 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do I describe what the weather is today?</li> <li>● How do the four seasons differ from one another?</li> </ul>		<ul style="list-style-type: none"> <li>● Weather conditions can be observed in many different ways.</li> <li>● Changes to seasons are connected to a change in weather.</li> </ul>
<b>Skills</b>		<b>Student Learning Objectives</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe the weather.</li> <li>● Name the four seasons of the year. ● Describe the seasons.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of the difference between seasons and weather by using appropriate vocabulary.</li> </ul>

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li>soleado</li> <li>● nublado</li> <li>● lloviendo</li> <li>● nevando</li> <li>● Hace viento</li> <li>● invierno</li> <li>● primavera</li> <li>● verano</li> <li>● otoño</li> <li>● estación</li> <li>●</li> <li>●</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observation</li> <li>● Role Playing/Dramatization</li> <li>● Journals</li> <li>● Presentations</li> <li>● Student Conferencing</li> <li>● Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● End of unit assessments</li> <li>● Students can draw and label a picture illustrating their favorite season.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>● For 504 students refer to accommodations indicated in 504 plan.</li> <li>● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	3-ESS-2-1
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a table that represents typical weather conditions in the students' favorite season.</li> </ul>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• □ Use manipulatives, visuals, props, and games</li> <li>□ Create climate of acceptance/respect that supports acculturation</li> <li>□ Provide pictorial representation of target word vocabulary.</li> <li>• □ □ □ Use cooperative learning groups</li> <li>• □ Require physical response to check comprehension</li> <li>□ Model activities for students</li> <li>• □ Use hands-on activities</li> <li>□ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Simplify language/not content</li> <li>□ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>• □ Show pictures or words to choose from in response to a question</li> <li>□ Pictorial Retell</li> <li>□ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• □ Use a student buddy, if possible someone with the same language.</li> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>□ Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>● List and review instructions step by step</li> <li>● Build on students’ prior knowledge</li> <li>● Ask literal questions-who, when, where, what.</li> <li>● Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option.</li> <li>● Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>● Provide sentence frames.</li> </ul>

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or</li> <li>● “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary.</li> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>
<b>Differentiated Instruction</b>		
<b>Special Education</b>	<b>504</b>	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, clarify, and restate target word vocabulary.</li> <li>• Preferential seating</li> <li>• Word banks</li> <li>• Adjust length of assignment</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>	



<b>Grade:</b> Third	<b>Content:</b> World Language (Spanish)		
<b>Unit 5:</b> School/Classroom/La Escuela		<b>Time Frame:</b> 5-6 days	
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>			
<b>Essential Questions</b>		<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>□ Why is school important?</li> <li>● How do school systems differ in other countries?</li> </ul>		<ul style="list-style-type: none"> <li>● School systems in other countries have similarities and differences to ours.</li> <li>● There are many words that can help us give details about our school day.</li> <li>● School is important for multiple reasons.</li> </ul>	
<b>Skills</b>		<b>Student Learning Objectives</b>	
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Utilize vocabulary when discussing the classroom.</li> <li>● Identify what others are referring to when listening to phrases about the classroom.</li> <li>● Speak about their classroom</li> <li>● Understand when someone describes things found in a school/classroom.</li> <li>● Compare my classroom to a classroom in another country.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Describe their classroom.</li> <li>● Recognize classroom words.</li> <li>● Ask and respond to questions about classroom items.</li> </ul>	

Vocabulary	Resources	Assessment/Project
<p>escuela</p> <ul style="list-style-type: none"> <li>● escritorio</li> <li>● lápices</li> <li>● cuaderno</li> <li>● mochila</li> <li>● recreo</li> <li>●</li> <li>● <b>Review</b></li> <li>● <b>Vocabulary</b></li> <li>● maestro/a crayones</li> <li>● libros juegos recreo</li> <li>● amigos</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a> <b>Additional Resources:</b></li> <li>● <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> <li>● <b>Game Ideas:</b> <a href="https://spanishmama.com/10-games-andactivities-for-practicing-vocabulary-in-any-language/">https://spanishmama.com/10-games-andactivities-for-practicing-vocabulary-in-any-language/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observation</li> <li>● Role Playing/Dramatization</li> <li>● Journals</li> <li>● Presentations</li> <li>● Student Conferencing</li> <li>● Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● End of unit assessments</li> <li>● Students can draw and color a picture of their classroom and label as many items as they can.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>● For 504 students refer to accommodations indicated in 504 plan.</li> <li>● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<p style="text-align: center;"><b>Enrichment, Gifted, &amp; Talented</b></p> <ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the ‘regular’ curriculum <ul style="list-style-type: none"> <li>● A higher quality of work than the norm for the given age group.</li> </ul> </li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (crosscurricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<p><b>W.3.3</b></p> <ul style="list-style-type: none"> <li>● Write a story about your school day.</li> </ul>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• □ Use manipulatives, visuals, props, and games</li> <li>□ Create climate of acceptance/respect that supports acculturation</li> <li>□ Provide pictorial representation of target word vocabulary.</li> <li>• □ □ □ Use cooperative learning groups</li> <li>□ □ Require physical response to check comprehension</li> <li>□ Model activities for students</li> <li>• □ Use hands-on activities</li> <li>□ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Simplify language/not content</li> <li>□ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>• □ Show pictures or words to choose from in response to a question</li> <li>□ Pictorial Retell</li> <li>□ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• □ Use a student buddy, if possible someone with the same language.</li> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>□ Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>● List and review instructions step by step</li> <li>● Build on students’ prior knowledge</li> <li>● Ask literal questions-who, when, where, what.</li> <li>● Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option.</li> <li>● Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>● Provide sentence frames.</li> </ul>

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or</li> <li>● “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, clarify, and restate target word vocabulary.</li> <li>• Preferential seating</li> <li>• Word banks</li> <li>• Adjust length of assignment</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>	

<b>Grade:</b> Third	<b>Content:</b> World Language Spanish	
<b>Unit 6:</b> Calendar/El calendario, Months/Los meses		<b>Time Frame:</b> 7-12 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do we read and use a calendar?</li> <li>● How are calendars different from past versus present?</li> </ul>		<ul style="list-style-type: none"> <li>● Calendars have different parts and functions.</li> <li>● Calendars have a sequence.</li> <li>● Numbers can be used and seen in a variety of places.</li> <li>● Twelve months make up a year.</li> </ul>
<b>Skills</b>		<b>Student Learning Objectives</b>
<p><b>Students will be able to:</b></p> <p>Name the days of the week.</p> <ul style="list-style-type: none"> <li>● Identify the day of the week they are currently in.</li> <li>● Identify what is known as “yesterday”, “today” and “tomorrow”.</li> <li>● Name the twelve months of the year.</li> <li>● State the current month and the month of their birthday.</li> </ul>		<p><b>Students will know how to:</b></p> <p>Demonstrate knowledge of the week in Spanish orally and in writing.</p> <ul style="list-style-type: none"> <li>● Identify calendars from the past and the present.</li> <li>● Demonstrate knowledge of all of the months of the year in Spanish orally and in writing.</li> </ul>

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>• semana</li> <li>• mes</li> <li>• enero</li> <li>• febrero</li> <li>• marzo</li> <li>• abril</li> <li>• mayo</li> <li>• junio julio</li> <li>• agosto</li> <li>• septiembre</li> <li>• octubre</li> <li>• noviembre</li> <li>• diciembre</li> </ul> <p style="text-align: center;"><b>Review Vocabulary</b></p> <ul style="list-style-type: none"> <li>• lunes</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Observation</li> <li>• Role Playing/Dramatization</li> <li>• Journals</li> <li>• Presentations</li> <li>• Student Conferencing</li> <li>• Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Students can illustrate their favorite birthday and write the corresponding phrase underneath it.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>
<ul style="list-style-type: none"> <li>• martes</li> <li>• miércoles</li> <li>• jueves</li> <li>• viernes</li> <li>• sábado</li> </ul>		

<ul style="list-style-type: none"> <li>• domingo</li> <li>• día</li> </ul>		
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Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.3.5.D.2
<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Open-ended activities and projects</li> <li>• Form and build on learning communities</li> <li>• Providing pupils with experiences outside the 'regular' curriculum • A higher quality of work than the norm for the given age group.</li> <li>• The promotion of a higher level of thinking and making connections.</li> <li>• The inclusion of additional subject areas and/or activities (crosscurricular).</li> <li>• Using supplementary materials in addition to the normal range of resouniurces.</li> </ul>	<input type="checkbox"/> Illustrate their favorite birthday and explain their illustration orally.



Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• □ Use manipulatives, visuals, props, and games</li> <li>□ Create climate of acceptance/respect that supports acculturation</li> <li>□ Provide pictorial representation of target word vocabulary.</li> <li>• □ □ □ Use cooperative learning groups</li> <li>□ □ Require physical response to check comprehension</li> <li>□ Model activities for students</li> <li>• □ Use hands-on activities</li> <li>□ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Simplify language/not content</li> <li>□ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>• □ Show pictures or words to choose from in response to a question</li> <li>□ Pictorial Retell</li> <li>□ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• □ Use a student buddy, if possible someone with the same language.</li> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>□ Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>● List and review instructions step by step</li> <li>● Build on students’ prior knowledge</li> <li>● Ask literal questions-who, when, where, what.</li> <li>● Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option.</li> <li>● Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>● Provide sentence frames.</li> </ul>

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or</li> <li>● “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>

<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>
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Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, clarify, and restate target word vocabulary.</li> <li>• Preferential seating</li> <li>• Word banks</li> <li>• Adjust length of assignment</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>