

Long Beach Island Consolidated School District World Language Curriculum	
Content Area: World Language	
Course Title: Spanish	Grade Level: Kindergarten
<b>Unit 1: Greetings and Spanish Culture</b>	<b>Ongoing</b>
<b>Unit 2: Weather</b>	<b>Ongoing</b>
<b>Unit 3: Classroom Objects</b>	<b>Six Sessions</b>
<b>Unit 4: Colors</b>	<b>Six Sessions</b>
<b>Unit 5: Numbers</b>	<b>Six Sessions</b>
<b>Unit 6: Calendar</b>	<b>Ongoing</b>
Date Created:            May 16, 2012	
Board Approved on:    August 18, 2015	

Long Beach Island Consolidated School District Unit Overview	
<b>Content Area: World Language</b>	
<b>Unit Title: Greetings and Spanish Culture</b>	
<b>Target Course/Grade Level: Spanish/ Kindergarten</b>	
<p><b>Unit Summary</b> Students will learn how to greet and use proper manners in Spanish. They will also explore the significance of Dia de los Muertos and Cinco De Mayo. <b>Primary interdisciplinary connections:</b> ELA, Math, Science, Social Studies, Art, and Drama</p> <p><b>21<sup>st</sup> century themes:</b> Global Awareness, Communication and Collaboration, Creativity and Innovation</p>	
Learning Targets	
<p><b>Standards</b></p> <p><b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>CCSS will apply as applicable in Reading, Writing, Speaking, and Listening</p>	
<p><b>Content Statements</b> Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> .
7.1.NM.A.3	Recognize a few common gestures and <u>cultural practices</u> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <u>culturally authentic materials</u> on familiar topics.
7.1.NM.B.1	Use <u>digital tools</u> to exchange basic information at the word and memorized phrase level related to self and targeted themes.
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.

7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).

**Unit Essential Questions**

- How do you greet someone in Spanish?
- How do you use manners in Spanish?
- What are the important Holidays in Spanish culture?

**Unit Enduring Understandings**

- The learner will be able to greet and use basic manners in Spanish.
- The learner will be able to explain why Dia de los Muertos and Cinco De Mayo are celebrated.

**Unit Learning Targets (Objectives) *Students will ...***

- Say hello and goodbye in Spanish
- Say please, thank you and your welcome in Spanish
- Understand the significance of Dia de los Muertos and Cinco De Mayo in the Spanish Culture

<b>Evidence of Learning</b>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>
<p><b>Summative and Benchmark Assessments</b> Oral Presentations <i>per unit</i></p> <p><b>Modifications (ELLs, Students at Risk for Failure, Special Education, Gifted and Talented)</b></p> <ul style="list-style-type: none"> <li>• Dynamic seating arrangement to meet IEP requirements and enhance teacher to student interaction and instruction</li> <li>• Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas</li> <li>• The use of multiple intelligences assignments to meet all the types of learners in my classroom.</li> <li>• Review and make necessary IEP modifications/504 plan</li> <li>• Collaborate with ESL department to make necessary modifications for ELL students</li> </ul> <p><b>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Computer w/Internet Connection</li> <li>• Overhead Projector</li> <li>• Computer Projector</li> <li>• The ability to make a significant amount of copies for students</li> <li>• Teacher websites</li> <li>• Whiteboard with markers</li> <li>• General Classroom Supplies</li> </ul>
<p><b>Teacher Notes:</b></p> <p><b>Vocabulary Terms:</b></p> <p><b>Hola</b>-Hello  <b>Adios</b>- Goodbye  <b>Por favor</b>- Please  <b>Gracias</b>- Thank you  <b>De nada</b>- You're welcome</p> <p><b>Session 1:</b> Tell the students that “Hola.” means hello in Spanish. Then take a puppet out and have the puppet greet the students by saying “Hola (student’s name.)” and the students greet the puppet. End the lesson by having the puppet say “Adios class.”</p> <p><b>Session 2:</b> Tell the students that “Adios.” means goodbye in Spanish. Then take a puppet out and have the puppet greet the students by saying “Hola (student’s name.)” and then the students greet the puppet. Then have the puppet say “Adios (student’s name.)” and then the students say goodbye to the puppet. End the lesson by having the puppet say “Adios class.”</p>

**Session 3:** Tell the students that “Por favor.” Means please in Spanish. Then take a puppet out and have all of the students stand. Have the puppet speak to each student and say “(Student’s name) Por favor, (and give a command). Each student will sit down when spoken to. Then have partners give their buddy a command using Por favor.

**Session 4:** Tell the students that “Gracious.” means thank you and “De nada” means you’re welcome in Spanish. Then take a puppet out and have the puppet thank the student for doing something and the student will respond your welcome. Then have the students practice using the manner commands by having the class stand in circle. On student turns the person on the left and says, “Gracious, (student’s name) for doing...” The second student responds “De nada” End the lesson by having the puppet say “Adios class.”

**Session 5:** On (November 1<sup>st</sup> or 2<sup>nd</sup>) Read a story that explains Dia de los Muertos (The Day of the Dead). Make a Venn Diagram to compare and contrast Halloween and Dia de los Muertos. Then have students make a skeleton puppet.

**Session 6:** On (May 5<sup>th</sup>) Read a story that explains Cinco De Mayo. Make a sombrero. Take a Styrofoam cup and glue it to a paper plate. Have students paint the hat and decorate the hat with construction paper and pom-poms. Have students make maracas out of one old milk cartons, fill the carton with beans, and stick a popsicle in the opening and staple shut. Then have students paint the milk cartons.

**Resources:**

Puppet

**Skeleton Template on:**

[www.enchantedlearning.com](http://www.enchantedlearning.com)

**Videos:**

Rock’ N Learn Spanish Volume I & II by Rock’ N Learn, Inc.

**Books:**

El Dia de Los Muertos (Rookie Read-About Holidays) by Mary Dodson Wade

Calavera Abecedario: A Day of the Dead Alphabet Book by Jeanette Winter

Celebrate Cinco de Mayo with the Mexican Hat Dance (Stories to Celebrate) by Alma F. Ada & F. Isabel Campoy

Cinco de Mayo: Celebrating the Traditions of Mexico by Diane Hoyt-Goldsmith and Lawrence Migdale

Marco's Cinco De Mayo (Cloverleaf Books - Holidays and Special Days) by Lisa Bullard

Long Beach Island Consolidated School District Unit Overview	
<b>Content Area: World Language</b>	
<b>Unit Title: Weather</b>	
<b>Target Course/Grade Level: Spanish/ Kindergarten</b>	
<b>Unit Summary</b> Students will learn the weather conditions in Spanish. <b>Primary</b> <b>interdisciplinary connections:</b> Math, Science, Art <b>21<sup>st</sup> century themes:</b> Global Awareness, Communication and Collaboration, Creativity and Innovation <b>CCSS will apply in Reading, Writing, Speaking and Listening as per classroom lessons</b>	
Learning Targets	
<b>Standards</b> <b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Content Statements</b> Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> .
7.1.NM.A.3	Recognize a few common gestures and <u>cultural practices</u> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <u>culturally authentic materials</u> on familiar topics.
7.1.NM.B.1	Use <u>digital tools</u> to exchange basic information at the word and memorized phrase level related to self and targeted themes.
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.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.	
7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).	
<b>Unit Essential Questions</b> □ What is the weather like today?		<b>Unit Enduring Understandings</b> □ The learner will be able to express the current weather in Spanish.
<b>Unit Learning Targets (Objectives)</b> <i>Students will ...</i> □ To describe the weather outside in Spanish		

## Evidence of Learning

### Formative Assessments

- Class Participation
- Teacher Observation

### Summative and Benchmark Assessments

Oral Presentations

### Modifications (ELLs, Students at Risk, Special Education, Gifted and Talented)

- Dynamic seating arrangement to meet IEP requirements and enhance teacher to student interaction and instruction
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Collaborate with ESL department to make necessary modifications for ELL students

#### **Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher**

##### **Resources:**

- Teacher Computer w/Internet Connection
- Overhead Projector
- Computer Projector
- The ability to make a significant amount of copies for students
- Teacher websites
- Whiteboard with markers
- General Classroom Supplies

**Teacher Notes:****Vocabulary Terms:**

**¿Qué tiempo hace hoy?** What's the weather like today?

**Hace buen tiempo** It's nice weather

**Hace mal tiempo** It's bad weather

**Hace sol** It's sunny

**Hace viento** It's windy

**Hace calor** It's hot

**Hace fresco** It's nice out

**Hace frío** It's cold

**Llueve-** It's raining

**Nieva-** It's snowing

**Session 1:** Allowing students to identify if it is nice or bad weather. Teacher will ask the students, “What is the weather like today?” (¿Qué tiempo hace hoy?) Students will determine the weather temperature by responding with one of the following: It is hot. (Hace calor) It’s nice out. (Hace fresco) It’s cold. (Hace frío) Students will color the three pictures to represent the vocabulary. Teacher can make a chart with a sun with rays to represent- It is hot; a sun to represent It is nice out and a snowman to represent It is cold out. Students can point to picture to associate the correct vocabulary to determine the weather. Practice the vocabulary with daily calendar activities.

**Session 2:** Introduce new weather identification vocabulary. It’s Raining. (Llueve) Have students color the new vocabulary term. Practice using It is hot. (Hace calor) It’s nice out. (Hace fresco) It’s cold. (Hace frío) It’s Raining. (Llueve) during calendar time.

**Session 3:** Introduce new weather identification vocabulary. It’s windy. (Hace viento), Have students color the new vocabulary term. Practice using It is hot. (Hace calor) It’s nice out. (Hace fresco) It’s cold. (Hace frío) It’s Raining. (Llueve) It’s windy. (Hace viento), during calendar time.

**Session 4:** Introduce new weather identification vocabulary. It’s snowing. (Nieva) Have students color the new vocabulary term. Practice using It is hot. (Hace calor) It’s nice out. (Hace fresco) It’s cold. (Hace frío) It’s Raining. (Llueve) It’s windy. (Hace viento), during calendar time. the vocabulary with daily calendar activities

**Session 5:** Have students make a Spanish Wheel or book to identify the weather vocabulary

**Session 6:** Have the students draw a picture of a person outside and label the weather.

**Resources:**

**Books:**

Elmer's Weather (English-Spanish) (Elmer series) by David McKee

The Weather / El tiempo by Gladys Rosa-Mendoza, **Videos:**

Rock’ N Learn Spanish Volume I & II by Rock’ N Learn,

Inc. **Worksheets and templates:**

[www.enchantedlearning.com](http://www.enchantedlearning.com) **Music:**

Vol. 4-We All Live Together by Greg and Steve

Long Beach Island Consolidated School District Unit Overview	
<b>Content Area: World Language</b>	
<b>Unit Title: Classroom Objects</b>	
<b>Target Course/Grade Level: Spanish/ Kindergarten</b>	
<p><b>Unit Summary</b> Students will be able to identify basic classroom objects in Spanish. <b>Primary</b></p> <p><b>interdisciplinary connections:</b> ELA, Art</p> <p><b>21<sup>st</sup> century themes:</b> Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p><b>CCSS will apply for reading, writing, speaking, and listening, as part of the literacy/language classroom and per classroom lessons</b></p>	
Learning Targets	
<p><b>Standards</b></p> <p><b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
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7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).

<b>Unit Essential Questions</b> <input type="checkbox"/> What are the objects in the classroom?	<b>Unit Enduring Understandings</b> <input type="checkbox"/> The learner will be able to identify the objects in the classroom in Spanish.
<b>Unit Learning Targets (Objectives)</b> <i>Students will ...</i> <input type="checkbox"/> Identify the objects in the classroom in Spanish	

<b>Evidence of Learning</b>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>
<p><b>Summative and Benchmarks Assessments</b> Oral Presentations</p> <p><b>Modifications (ELLs, Students at Risk for Failure, Special Education, Gifted and Talented)</b></p> <ul style="list-style-type: none"> <li>• Dynamic seating arrangement to meet IEP requirements and enhance teacher to student interaction and instruction</li> <li>• Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas</li> <li>• The use of multiple intelligences assignments to meet all the types of learners in my classroom.</li> <li>• Review and make necessary IEP modifications/504 plan</li> <li>• Collaborate with ESL department to make necessary modifications for ELL students</li> </ul> <p><b>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Computer w/Internet Connection</li> <li>• Overhead Projector</li> <li>• Computer Projector</li> <li>• The ability to make a significant amount of copies for students</li> <li>• Teacher websites</li> <li>• Whiteboard with markers</li> <li>• General Classroom Supplies</li> </ul>

**Teacher Notes:****Vocabulary Terms:**

**tijeras-** scissors

**papel-** paper

**lapis-** pencil

**crayones-** crayon

**mesa-** table

**silla-** Chair

**pizarra-** chalkboard/whiteboard

**Session 1:** Take vocabulary cards and label the objects in the classroom

**Session 2:** Make a picture dictionary to identify the objects in the classroom

**Session 3:** Play “I Spy.” The teacher will identify the object using a Spanish word and then select a student to walk around the room to point to the selected object.

**Session 4:** Break the class up into two teams. Make picture cards of all the objects and place them on the white board (low enough for the students to reach them). Have two students come up, from each team, with their own fly swatter. The teacher will state the object in Spanish and the students need to slap the picture of the object with their fly swatter. The team that slaps the object first gets a point.

**Session 5:** Have students go on a scavenger hunt for the classroom objects. Partner the students up. Give them a worksheet that has pictures they need to find around the room. Tell the students they have to find the object touch the object and be able to say the name in Spanish. If they do not know the name of the object then you will tell them only if they are standing next to the object. The first team to sit down and identify the location and name of the objects on their worksheets win.

**Session 6:** Create bingo boards with the classroom pictures in the squares. The teacher will call out the vocabulary and the students will mark their bingo boards.

**Resources:****Worksheets:**

[www.enchantedlearning.com](http://www.enchantedlearning.com)

Long Beach Island Consolidated School District Unit Overview	
<b>Content Area: World Language</b>	
<b>Unit Title: Colors</b>	
<b>Target Course/Grade Level: Spanish/ Kindergarten</b>	
<p><b>Unit Summary</b> Students will learn how to identify the different colors in Spanish. <b>Primary</b></p> <p><b>interdisciplinary connections:</b> ELA, Art</p> <p><b>21<sup>st</sup> century themes:</b> Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>CCSS will apply in Speaking, Listening, Reading, Writing, and per classroom instruction in the literacy block and integration in core/content areas.</p>	
Learning Targets	
<b>Standards</b>	
<p><b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
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7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).
<b>Unit Essential Questions</b> □ What color is this object?	<b>Unit Enduring Understandings</b> □ The learner will be able to tell the color of the object in Spanish.
<b>Unit Learning Targets (Objectives)</b> <i>Students will ...</i> □ To describe the color of an object in Spanish	

<b>Evidence of Learning</b>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>
<p><b>Summative and Benchmark Assessments</b> Oral Presentations</p> <p><b>Modifications (ELLs, Students at Risk for Failure, Special Education, Gifted and Talented)</b></p> <ul style="list-style-type: none"> <li>• Dynamic seating arrangement to meet IEP requirements and enhance teacher to student interaction and instruction</li> <li>• Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas</li> <li>• The use of multiple intelligences assignments to meet all the types of learners in my classroom.</li> <li>• Review and make necessary IEP modifications/504 plan</li> <li>• Collaborate with ESL department to make necessary modifications for ELL students</li> </ul> <p><b>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Computer w/Internet Connection</li> <li>• Overhead Projector</li> <li>• Computer Projector</li> <li>• The ability to make a significant amount of copies for students</li> <li>• Teacher websites</li> <li>• Whiteboard with markers</li> <li>• General Classroom Supplies</li> </ul>

**Teacher Notes:****Vocabulary Terms:****Blanco-** White**Negro-** Black**Café-** Brown**Rojo-** Red**Anaranjado-** Orange**Amarillo-** Yellow**Verde-** Green**Azul-** Blue**Morado-** Purple**Rosado-** Pink

**Session 1:** Introduce color vocabulary by having students color a rainbow.

**Session 2:** Assign each table a color and have them draw an item that is that color to create book that says: "A \_\_\_\_\_ is ..." (rojo, morado, amarillo, verde, anaranjado, or azul)

**Session 3:** Play "I Spy" with colors

**Session 4:** Play color bingo

**Session 5:** Have students sort objects according to color vocabulary

**Session 6:** Have a deck of colored piece of construction paper. Have all the students stand in a circle. One person starts with the deck. They show everyone the top color and say. *I have (the color in Spanish).* A \_\_\_\_ is (the color in Spanish). The students put the card at the bottom of the deck and pass the deck to the left. Continue the process until the deck returns to the original person.

**Extra resources:****Videos:**

Rock' N Learn Spanish Volume I & II by Rock' N Learn, Inc.

**Books:**

[Pinta ratones \(Mouse Paint\) \(Spanish Edition\)](#) by Stoll Walsh Ellen

**Worksheets:**

[www.enchantedlearning.com](http://www.enchantedlearning.com)

**Flashcards:**

[www.ziggityzoom.com](http://www.ziggityzoom.com)

Long Beach Island Consolidated School District Unit Overview	
<b>Content Area: World Language</b>	
<b>Unit Title: Numbers</b>	
<b>Target Course/Grade Level: Spanish/ Kindergarten</b>	
<p><b>Unit Summary</b> Students will learn how to identify the different numbers up to ten in Spanish. <b>Primary</b></p> <p><b>interdisciplinary connections:</b> ELA, Math, Science, Social Studies, Art, and Drama</p> <p><b>21<sup>st</sup> century themes:</b> Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p><b>CCSS will apply in Reading, Writing, Speaking, and Listening, and will be integrated throughout core and content areas.</b></p>	
Learning Targets	
<p><b>Standards</b> <b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p><b>Content Statements</b> Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> .
7.1.NM.A.3	Recognize a few common gestures and <u>cultural practices</u> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <u>culturally authentic materials</u> on familiar topics.
7.1.NM.B.1	Use <u>digital tools</u> to exchange basic information at the word and memorized phrase level related to self and targeted themes.
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.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.		
7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b>  <input type="checkbox"/> How many objects are in this group? </td> <td> <b>Unit Enduring Understandings</b>  <input type="checkbox"/> The learner will be able to count up to ten objects in Spanish. </td> </tr> </table>		<b>Unit Essential Questions</b> <input type="checkbox"/> How many objects are in this group?	<b>Unit Enduring Understandings</b> <input type="checkbox"/> The learner will be able to count up to ten objects in Spanish.
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<b>Unit Learning Targets (Objectives) Students will ...</b> <input type="checkbox"/> count up to ten in Spanish			

<b>Evidence of Learning</b>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>
<p><b>Summative and Benchmark Assessments</b> Oral Presentations</p> <p><b>Modifications (ELLs, Students at Risk for Failure, Special Education, Gifted and Talented)</b></p> <ul style="list-style-type: none"> <li>• Dynamic seating arrangement to meet IEP requirements and enhance teacher to student interaction and instruction</li> <li>• Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas</li> <li>• The use of multiple intelligences assignments to meet all the types of learners in my classroom.</li> <li>• Review and make necessary IEP modifications/504 plan</li> <li>• Collaborate with ESL department to make necessary modifications for ELL students</li> </ul> <p><b>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Computer w/Internet Connection</li> <li>• Overhead Projector</li> <li>• Computer Projector</li> <li>• The ability to make a significant amount of copies for students</li> <li>• Teacher websites</li> <li>• Whiteboard with markers</li> <li>• General Classroom Supplies</li> </ul>

**Teacher Notes:****Vocabulary Terms:****Uno-** One**Dos-** Two**Tres-** Three**Cuatro-** Four**Cinco-** Five**Seis-** Six**Siete-** Seven**Ocho-** Eight**Nueve-** Nine**Diez-** Ten

**Session 1:** Introduce counting in sequence by singing a Spanish number song. Or having student Have students practice counting in sequence with a partner with different numbers.

**Session 2:** Play Locos Numerous with students to practice counting to 10. All the students stand in a circle. One person speaks at a time. The first person will turn to the person on their left side and say, “Uno.” Then the circle will continue to count in sequence until they reach “Diez”. The student that says “Diez, LOCOS!” and sits down and the next students will start with “Uno.” Continue in this pattern to see who is the last one standing.

**Session 3:** Play “I Spy” with numbers

**Session 4:** Play bingo with numbers

**Session 5:** Break the class up into two teams. Take number cards and place them on the white board (low enough for the students to reach them). Have two students come up, from each team, with their own fly swatter. The teacher will state the number in Spanish and the students need to slap the number with their fly swatter. The team that slaps the object first gets a point.

**Session 6:** Give students paper or whiteboards. Tell the class a number in Spanish. Have them count and draw the amount on the paper or whiteboard.

**Resources:****Videos:**

Rock’ N Learn Spanish Volume I & II by Rock’ N Learn, Inc.

**Flashcards:**

[www.ziggityzoom.com](http://www.ziggityzoom.com)

Long Beach Island Consolidated School District Unit Overview	
<b>Content Area: World Language</b>	
<b>Unit Title: Days of the Week</b>	
<b>Target Course/Grade Level: Spanish/ Kindergarten</b>	
<p><b>Unit Summary</b> Students will learn how to identify the different days of the week and months of the year in Spanish.</p> <p><b>Primary interdisciplinary connections:</b> ELA, Math, Science, Social Studies, Art, and Drama</p> <p><b>21<sup>st</sup> century themes:</b> Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p><b>CCSS will apply for Speaking, Listening, Reading, and Writing, and be integrated in core/content areas as per classroom instruction</b></p>	
Learning Targets	
<p><b>Standards</b> <b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
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7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What day of the week is it?</li> <li>• What month is it?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>□ The learner will be able to express the day of the week and month of the year in Spanish.</li> </ul>
<b>Unit Learning Targets (Objectives)</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• identify the day of the week in Spanish</li> <li>• Identify the month of the year in Spanish</li> </ul>	

<b>Evidence of Learning</b>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>
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<p><b>Teacher Notes:</b></p> <p><b>Vocabulary Terms:</b></p> <p><b>El Lunes-</b> Monday</p> <p><b>El Martes-</b> Tuesday</p> <p><b>El Miércoles-</b> Wednesday</p> <p><b>El Jueves-</b> Thursday</p> <p><b>El Viernes-</b> Friday</p> <p><b>El Sábado-</b> Saturday</p> <p><b>El Domingo-</b> Sunday</p> <p><b>Hoy es-</b> Today is</p> <p><b>Enero-</b> January</p> <p><b>Febrero-</b> February</p> <p><b>Marzo-</b> March</p> <p><b>Abril-</b> April</p> <p><b>Mayo-</b> May</p> <p><b>Junio-</b> June</p> <p><b>Julio-</b> July</p> <p><b>Agosto-</b> August</p> <p><b>Septiembre-</b> September</p>

**Octubre-** October

**Noviembre-** November

**Diciembre-** December

**Ongoing:** Sing the Days of the Week in English and then sing the same song in Spanish for students to become familiar with the Spanish vocabulary. Continue to reinforce the song with the students during calendar time.

**Ongoing:** Sing The Months of the Year in English and then sing the same song in Spanish for students to become familiar with the Spanish vocabulary. Continue to reinforce the song with the students during calendar time.

**Resources:**

**Videos:**

Rock' N Learn Spanish Volume I & II by Rock' N Learn, Inc.

**Flashcards:**

[www.ziggityzoom.com](http://www.ziggityzoom.com)