

Mount Laurel Township Schools
World Languages Curriculum
Grade 3/Novice-Mid

Unit: Myself...My Family...My Friends		
Stage 1: Desired Results		
<p>NJCCCS: 7.1 World Languages: 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>Modes of Communication: Strand A: Interpretive Mode: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Strand B: Interpersonal Mode: Students engage in direct oral and or/written communication with others. Strand C: Presentational Mode: Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.</p>	
<p>Transfer Goal: I want you to learn about the culture and language of the target country (Puerto Rico), so that in the future, on your own, you will be able to communicate in Spanish about yourself, your family and your friends and understand the cultural differences.</p>		
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Using words that I have learned, pictures, movements, and acting words out, can help my classmates, my teacher and others understand me. • Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. • Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. • I can better understand other cultures by listening and relating other peoples' experiences to my own. • It is important to study other cultures and languages so that I can better understand the world I live in. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I communicate with someone in another language? • How can I understand a different language and culture? • What can you learn about a person's identity through their experiences? • How does my way of life compare to other cultures? • Why is it important to communicate in other languages and experience other cultures? 	
Students will know that...	Students will be able to...	
Content Statement	CPI #	Cumulative Progress Indicator (CPI)
LINGUISTIC:	7.1.NM.A1	Recognize familiar spoken or written words and phrases

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<p>Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p> <p>Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> • Respond to learned questions. • Ask memorized questions. • State needs and preferences. • Describe people, places, and things. <p>Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> • Make lists. • State needs and preferences. • Describe people, places, and things. <p>CULTURAL:</p> <ul style="list-style-type: none"> • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, and school.) • Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: greetings/polite 		contained in culturally authentic materials using electronic information sources related to targeted themes.
	7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
	7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
	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.3	Copy/write words, phrases, or simple guided texts on familiar topics.
	7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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words, the celebration of 3 Kings Day, authentic celebrations, songs, and dances from the country of Puerto Rico.)

- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: **foods, fruit**, eating at home or in restaurants, and wellness practices.)
- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: **home life, objects in a home, places in the community**.)
- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: **food** and shelter.)
- Maps, calendars, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: **seasons and weather within the community**, history, economics, science, and geography.)
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human

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experience. (Content that assists in the development of this understanding should include, but is not limited to: **all content areas** and **popular culture**.)

Stage 2: Assessment Evidence:

Performance Task/Benchmark Assessment:

EXCITING NEWS! You are going to switch places with a student who lives in Spain. Before you go, you need to help the Spanish student find his way around your house. To do this, you will need to create a map of your house and label the map. The hard part of making the map is going to be telling about your American house in Spanish words. Your map must include the following: Spanish labels of all rooms, Spanish labels for five objects found in your house, and Spanish labels for five foods found in your refrigerator.

Other Assessments:

Stage 3: Learning Plan

Suggested Learning Activities:

3 Kings Day Activities:

- Informative Website with Authentic Pictures at www.studioporto.com/diadelostresreyesmagos/
- Video of Dora the Explorer "Dora Saves The 3 Kings Day" www.nickjr.com/kids-videos/dora-saves-the-three-kings-day.html
- Picture book: *Hurray for Three Kings' Day!* By Lori Marie Carlson

Foods and Fruits Activities:

- "Food Song" (*Teach them Spanish* Grade 1/P. 49)
- Food Riddles (*Teach them Spanish* 1/P. 25)
- Food Flash Cards (*Teach them Spanish* Grade 1/P. 83-85)

Greetings and Polite Words Activities:

- Picture book: *Say Hola to Spanish* by Susan Middleton Elya
During Morning Meeting Greeting use Spanish phrases for: What's your name?, My name is _____, How old are you? and I am _____ years old.
- Match Illustration to Polite Phrase in Teach them Spanish Book
- "Hola Means Hello Song" (*Teach them Spanish* Grade 1/P. 48)
- "The Name Chant" (*Teach them Spanish* Grade 1/P. 48)
- When leaving the room practice using different Spanish Goodbye phrases
- While passing out supplies use the phrases "Por Favor", "Gracias" and "De Nada"

Things Found in a Room of a House Activities:

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- Find the Food Game (*Teach them Spanish* Grade 1/P. 61)
- YouTube video: Classic Sesame Street Film – Spanish Market song

Seasons and Weather Activities:

- Read poem *Seasonal Verses* (*Teach them Spanish* Grade 4/P. 85). Have the students either read and illustrate it or memorize a verse and recite it
- Create a weather poster using Spanish weather expressions to illustrate and label the poster
- Que Tiempo Hace? (What's the Weather Like?) worksheet (*Teach them Spanish* Grade 4/P. 75) where students translate Spanish weather phrases to English
- During Morning Meeting, talk about what season it is and what the weather is like outside. Compare our weather to the weather in Puerto Rico. Use Spanish weather words as descriptors
- Have students draw and write what their favorite season is and why using Spanish weather descriptors (*Teach them Spanish* 4/P. 29)
- “Adios Means Goodbye Song” (*Teach them Spanish* Grade 1/P. 48)

- YouTube – Angry House Vocab 2 – Around the House
- Around the House worksheet (*Teach them Spanish* Grade 2/P. 54) Change English to Spanish labels of objects
- Draw pictures of household items on index cards and label them in Spanish on the other side.
- On ACTIVboard, create a map without labels and let the students label the map with Spanish words
- In Morning Meeting label classroom objects with Spanish descriptors
- Create a map of your bedroom and label it with Spanish words
- Play “Home Sweet Home” Bingo (*Teach them Spanish* Grade 2/P. 4)

Basic Places in the Community Activities:

- Play “Name that Place” game (*Teach them Spanish* Grade 2/P. 42)
- Play “Drawing Challenge” game (like Pictionary about the community) (*Teach them Spanish* Grade 2/P. 53)
- Create a map of your community
- Pull up Google Earth map of the Mount Laurel community and label landmarks
- Use clues to figure out places written in Spanish on A Place for Riddles worksheet (*Teach them Spanish* Grade 1/P. 43)

Core Instructional Materials:

Teach them Spanish (Grades 1 -4)

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Unit Strategies/Modifications:

Special Education Students:

- Development of target vocabulary
- Scaffolding comprehension and content-area reading
- Decreasing the amount of work presented or required
- Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers
- Teaching key aspects of a topic. Eliminating nonessential information
- Providing study guides
- Allowing students to correct errors (looking for understanding)
- Marking students' correct and acceptable work, not the mistakes
- Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- Modifying tests to reflect selected objectives
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- Reducing the number of answer choices on a multiple choice test
- Allowing the use of note cards or open-book during testing
- Utilizing graphic organizers
- Providing visuals
- Strategic grouping

Gifted Students:

- Guided Reading Groups
- Literature Circles
- Flexible grouping in content areas
- Independent projects
- Differentiated product assignments
- Student Choice
- Multiple texts
- Multiple intelligence options
- Group investigation
- Research

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Bloom's Taxonomy - Stress higher order thinking skills

Habits of Mind

Webb's Depth of Knowledge – Emphasis on Level 3 and 4

Students at Risk of Failure:

TIME Mentor Program

Classroom Instruction that Works

Creating the Opportunity to Learn

Adjust time for completion of assignments

Allow frequent breaks

Modify assignments requiring copying in a timed situation

Leave class for assistance

Preferential seating

Reduce/minimize distractions

Emphasize teaching (auditory, visual, auditory, tactile)

Individual/small group instruction

Record lectures for replay

Emphasize critical information/key concepts

Pre-teach vocabulary

Provide visual cues

Modify homework

Use written backup for oral directions

Adjust length of assignment

Break assignments into smaller units

Read directions to student

Maintain assignment notebook/student planner

Positive reinforcement

Frequent checks for understanding

Peer tutoring

Emphasize study/organizations skills

Adapt assessments

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English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/

Development of target vocabulary

Scaffolding comprehension, content-area reading

Decreasing the amount of work presented or required;

Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers

Teaching key aspects of a topic.

Eliminating nonessential information.

Allowing students to correct errors (looking for understanding);

Marking students' correct and acceptable work, not the mistakes;

Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

Modifying tests to reflect selected objectives;

Using true/false, matching, or fill in the blank tests in lieu of essay tests;

Reducing the number of answer choices on a multiple choice test;

Allowing the use of note cards or open-book during testing;

Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student

Suggested Technology Integration:

<http://dotsub.com/> has a wide range of language videos

www.google.com/google-d-s/tour1.html create surveys for your students on the Spanish language and culture

www.youtube.com search for videos of Spanish language using targeted theme key words

www.voicethread.com allows students to respond to a question or comment posted by teacher or another student

<http://prezi.com> allows students to create an online presentation

www.epals.com allows teachers to search for a classroom connection throughout the world and request specific connection needs

www.hello-hello.com allows students and teachers to learn about different languages and find others to communicate with

www.skype.com software to download that allows your class to talk and video call with classrooms across the world

<http://www.123teachme.com/learn-spanish/spanish-for-children> has great resources for teachers and games for the students

<http://www.storyplace.org/> listen to interactive children's stories in Spanish and English

<http://www.learn4good.com/kids/index.htm> interactive website with games for students and resources for teachers

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<http://www.curriculum21.com/clearinghouse> includes links to many sites that make integrating technology easy

Suggested Literacy Integration:

Books to Teach Foods:

Los alimentos de Maisy by Lucy Cousins

Frutas y vegetales by Glady Rosa Mendoza

Books on Friendship:

Margaret and Margarita/ Margarita y Margaret by Lynn Reiser

My Way/A mi manera – A Margaret and Margarita Story by Lynn Reiser

Books that Show Spanish Culture:

The Story of Ferdinand by Munroe Leaf

The Day it Snowed Tortillas by Joe Hayes

Books on Family:

In My Family/En Mi Familia by Carmen Lomas Garza

I Love Saturdays y domingos by Alma Flor Ada

Abuela by Arthur Dorros

Papa and Me by Arthur Dorros

Books on Immigration:

My Diary from Here to There by Amanda Irma Perez

I Hate English! by Ellen Levine

Book on Thankful Phrases:

Gracias/Thanks by Pat Mora

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Book on Colors:

My Colors, My World/Mis colores, mi mundo by Maya Christina Gonzalez

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