

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM**

**SPANISH
AUGUST 2021
GRADES K-4**

Course Overview

The K-4 World Languages program offers all students exposure to Chinese and Spanish. Every year students will receive Chinese in the first or second half of the year. Students in kindergarten are instructed for 20 minutes once every 6-day cycle, and students in 1-4 grades are instructed for 40 minutes once every 6-day cycle.

At this level, teachers implement a *natural approach* to second language acquisition where they address the development of all domains of language, but focus on the development of communicative proficiency and oral production. Singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language are some of the typical instructional practices in the K-4 language classroom. Students are also exposed to basic vocabulary and grammatical structures which are taught through content. This curriculum facilitates the development of authentic, meaningful educational experiences; it also allows for teachers to integrate various subject areas' content while infusing linguistic and cultural awareness on a daily basis.

Hillsborough Township Public Schools
 World Languages Department
 K- 4 Spanish Curriculum Map

Unit	Topic(s)	Strand	CPIs	Learning Targets	Assessment	Interdisciplinary Connections
SCHO OL DAYS	Days of the Week	Interpretive Interpersonal Presentational	Interpretive 7.1.NL.IPRET.1 Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.2 Presentational 7.1.NL.PRSNT.1	Identifying and ordering vocabulary as it relates to the calendar and date.	Formative: Oral Response/ Physical Response Summative: Common Assessments SP1CA1 SP2CA1	Literacy NJLSLA.SL1 Music 1.3.P.B.1 1.3.P.B.2
	Alphabet		Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 Interpersonal 7.1.NL.IPERS.2 Presentational 7.1.NL.PRSNT.1	Identifying letters of the alphabet and words that begin with each letter.		Literacy NJLSLA.SL1 Music 1.3.P.B.1 1.3.P.B.2
	Months of the Year		Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 Interpersonal 7.1.NL.IPERS.2 Presentational 7.1.NL.PRSNT.1	Identifying and asking/responding to questions related to the months of the year and the calendar.		Literacy NJLSLA.SL1 Music 1.3.P.B.1 1.3.P.B.2
	Numbers to 100		Interpretive 7.1.NL.IPRET.2 Interpersonal 7.1.NL.IPERS.2 7.1.NL.IPERS.4 Presentational 7.1.NL.PRSNT.2	Counting and recognizing numbers related to school objects and calendar vocabulary.		Math K.CC, K.NBT

	Seasons and Weather		Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.4 Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.6 Presentational 7.1.NL.PRSNT.1 7.1.NL.PRSNT.4	Describing the daily weather and weather as it relates to the seasons of the year.		Literacy NJSLSA.SL1 Science K-ESS2 Technology 8.1
	Colors		Interpretive 7.1.NL.IPRET.2 Interpersonal 7.1.NL.IPERS.3 Presentational 7.1.NL.PRSNT.2	Identifying colors and asking/responding to questions related to color.		Literacy NJSLSA.SL1 Art 1.1.8.D.2 1.1.8.A.3 1.1.8.A.4
	Clothing		Interpretive 7.1.NL.IPRET.1 7.1.NL.IPERS.2 Interpersonal 7.1.NL.IPERS.3 Presentational 7.1.NL.PRSNT.1	Identifying clothing items and relating their clothing to the weather/season.		Literacy NJSLSA.SL1 Social Studies 6.1.4.B.2, 6.1.P.D.3, 6.1.P.D.4
	Classroom Objects		Interpretive 7.1.NL.IPRET.2 Interpersonal 7.1.NL.IPERS.2 7.1.NL.IPERS.4 Presentational 7.1.NL.PRSNT.1	Identifying, counting, and asking/answering questions related to items in the classroom.		Literacy NJSLSA.SL1 Math K.CC, K.NBT Technology 8.1
	Places and Subjects at School		Interpretive 7.1.NL.IPRET.1 Interpersonal 7.1.NL.IPERS.3 7.1.NL.IPERS.4 Presentational 7.1.NL.PRSNT.2	Identifying people, places, and subjects in the school and asking/answering questions related to each.		Literacy NJSLSA.SL1 Technology 21st Century Life & Careers 9.2.4.A.2
	Spanish-		Interpretive 7.1.NL.IPRET.1 Interpersonal	Identifying Spanish-speaking countries by name, finding their location on maps, and		Social Studies 6.1.4.B.2, 6.1.P.D.3, 6.1.P.D.4

	Speaking Countries		7.1.NL.IPERS.3 7.1.NL.IPERS.4 Presentational 7.1.NL.PRSNT.2	researching one country for a final project.,		Technology 8.1 21st Century Life & Career 9.2.4.A.2
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Hillsborough Township Public Schools
World Languages Department
K- 4 Spanish Curriculum Map

Unit	Topic(s)	Strand	CPIs	Learning Targets	Assessment	Interdisciplinary Connections
ALL ABOUT ME	Name, birthday, age and hometown	Interpretive Interpersonal Presentational	Interpretive 7.1.NL.IPRET.3 Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.3 7.1.NL.IPERS.4 Presentational 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2	Asking and responding to memorized questions relating to name, date of birth, age and hometown.	Formative: Oral Response/ Physical Response Summative: Common Assessments SP3CA1 SP4CA1	Literacy NJLSA.SL1 Music Social Studies 6.1.4.B.2, 6.1.P.D.3, 6.1.P.D.4
	Greetings		Interpersonal 7.1.NL.IPERS.5 Presentational 7.1.NL.PRSNT.3	Using appropriate culturally targeted vocabulary for greetings and leave taking.		Literacy NJLSA.SL1 21st Century Life and Career 9.2.4.A.2
	Likes and Dislikes		Interpretive 7.1.NL.IPRET.1 Interpersonal 7.1.NL.IPERS.2 7.1.NL.IPERS.3 Presentational 7.1.NL.PRSNT.2	Identifying and asking /responding to questions relating to likes and dislikes.		Literacy NJLSA.SL1 Music 1.3.P.B.1 1.3.P.B.2
	Pastimes		Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2	Identifying favorite pastime and responding to questions related to pastimes.		Literacy NJLSA.SL1 Science
	Body Parts		Interpretive 7.1.NL.IPRET.2 7.1.NL.IPRET.2 Interpersonal	Identifying body parts and asking/responding to questions related to body parts.		

			7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.4 Presentational 7.1.NL.PRSNT.1			Identifying human body parts. Technology 8.1
	Colors		Interpretive 7.1.NL.IPRET.2 Interpersonal 7.1.NL.IPERS.3 Presentational 7.1.NL.PRSNT.1	Identifying colors and asking/responding to questions related to color.		Literacy NJSLSA.SL1 Art 1.1.8.D.2 1.1.8.A.3 1.1.8.A.4
	Clothing		Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 Interpersonal 7.1.NL.IPERS.1 Presentational 7.1.NL.PRSNT.1	Identifying clothing items and relating their clothing to the weather/season.		Literacy NJSLSA.SL1
	Numbers to 100		Interpretive 7.1.NL.IPRET.1 Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.4 Presentational 7.1.NL.PRSNT.1	Counting and recognizing numbers related to age and birthdate		Math K.CC, K.NBT

THEMATIC UNIT 2

THEME	PROFICIENCY	GRADE(S)
All About Me	Novice-Low	K- 4

Topics :	<i>Name, birthday, age, greetings, pastimes, body parts, likes and dislikes</i>
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<i>Students learn how to ask and answer memorized questions related to self (i.e. expressing age, appearance, pastimes, body parts).</i>	
<i>Interpretive</i>	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
<i>Interpersonal</i>	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
<i>Presentational</i>	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Greetings and leave-taking ▪ Physical characteristics ▪ Favorite pastime activities ▪ Vocabulary to express age and birthdate ▪ Memorized questions related to appearance, age, emotions, likes and dislikes, and name ▪ Body Parts <p>The following items have been addressed and are being recycled in this unit :</p> <ul style="list-style-type: none"> ● Ordinal numbers ● School subjects ● Question words ● Expressions associated with describing the weather , seasons, clothing, and date ● Alphabet and colors 	<ul style="list-style-type: none"> ● Use appropriate greetings and leave taking from the target culture ● Ask and respond to memorized questions related to pastime activities and physical characteristics ● Express likes and dislikes related to school subjects, pastime activities , colors, and seasons ● Ask and respond to questions related to name, age, and birthdate ● Identify body parts ● Identify culturally specific pastime activities

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Use appropriate greetings and leave-taking from the target culture.	7.1.NL.IPERS.5 7.1.NL.PRSNT.3
2	Ask and respond to memorized questions about seasons/weather, likes and dislikes, physical appearance, pastime, using oral communication and digital tools in the target language.	7.1.NL.IPERS.1 7.1.NL.IPERS.3 7.1.NL.IPRET.4 7.1.NL.IPERS.6
3	Demonstrate understanding of classroom commands through appropriate physical response.	7.1.NL.IPRET.2 7.1.NL.IPERS.4
4	View and manipulate culturally authentic materials to identify body parts and other related vocabulary.	7.1.NL.IPERS.2 7.1.NL.IPRET.1 7.1.NL.IPRET.2
5	Demonstrate understanding of All About Me vocabulary in culturally authentic songs, rhymes, and poems.	7.1.NL.PRSNT.1 7.1.NL.PRSNT.2
6	Copy/write vocabulary on student dry-erase boards and Google Docs or Slides/other digital tools..	7.1.NL.PRSNT.1 7.1.NL.PRSNT.4

Vocabulary : Greetings(¡Buenos días! ¡Buenas tardes! ¡buenas noches! ¡Hola! ¡Adiós!
¡Hasta luego! ¡Hasta la vista!

Body Parts: Cabeza, hombros, rodillas, pies, ojos, orejas, la boca , la nariz, brazo, dedos, manos, piernas, cara.

Pastimes : jugar videojuegos, ver la tele, jugar fútbol americano, jugar el béisbol, jugar al fútbol, escuchar música, leer los libros, bailar, cantar, dibujar

Questions : ¿Cómo te llamas? ¿Cuándo es tu cumpleaños? ¿ En qué estación es tu cumpleaños? ¿Cuál es tu estación favorita? ¿Cuántos años tienes? ¿Cómo estás? ¿Cuál es tu clase favorita? ¿Cuál es tu color favorito? ¿Cuál es tu deporte favorito? ¿Dónde vives? Como se dice.....en español ?

Responses : Me llamo... Mi cumpleaños es el.... Tengo ____años. Estoy bien, mal, así así. Vivo en.....

Suggested Activities

NAME	DESCRIPTION
Oh No Poor Joe (Pobrecito)	<ul style="list-style-type: none"> • Display large flash cards that have a missing body part and students must identify what is missing, using the expression “Pobrecito Jose le falta...”.
Senor Cuerpo	<ul style="list-style-type: none"> • Students bring the appropriate laminated body part to the magnet white board until Senor Cuerpo is complete.
Songs	<ul style="list-style-type: none"> • Cabeza, Hombros Rodillas, Pies to the tune of Head, Shoulders, Knees and Toes. This song is repeated , starting slowly and getting faster and faster each time it is repeated. • Cabeza y Hombros, 1,2,3 • Mi Cabeza Redondita • Todo Mi Cuerpo • El Payaso Baila • Greeting Song
Daily Calendar and Weather Activities	<ul style="list-style-type: none"> • Depending on the grade-level of the students, it is suggested that these topics are reviewed each session. In grades K-2, this should be interactive including songs such as <i>Lunes, Martes....., Enero, Febrero...</i>, y <i>¿Qué Tiempo Hace Hoy?</i> Students can assist in the placement of number and month on class calendar. In grades 3-4, students can write the date, weather, season, clothing worn, etc. in their Spanish Journal or on a Google Doc/Slide.
Vocabulary Puzzle	<ul style="list-style-type: none"> • Teacher uses a vocabulary puzzle template to create this activity. Students are given a blank template to create their own puzzle or teacher can create the puzzle in advance. The goal is to complete the picture by appropriately matching Spanish to English vocabulary words on the individual pieces. Vocabulary can be a mix with recycled words or unit words.

<p>Beat the Clock</p>	<ul style="list-style-type: none"> • Pass out vocabulary cards to the students. Set the timer (1 or 2 minutes, more or less depending on how many cards) The teacher will say a word and the student must find that object and place the card in the correct spot , the teacher continues to say the next word until all words have been used. The object is to beat the clock each time. This can also be done in the same manner as “Question Ball Toss” using the timer.
<p>Question Ball Toss</p>	<ul style="list-style-type: none"> • Use a foam ball for this activity. Ask a question such as <i>Como te llamas?</i> or <i>¿ Dónde está tu cabeza?</i> Throw the ball to a student who knows the answer to the question. After answering the question, that student asks another related question and throws the ball to another student. This continues until all students have asked/answered a question or time runs out.
<p>Conecta Cuatro</p>	<ul style="list-style-type: none"> • Each student receives a blue or black laminated circle with Velcro back. As they answer questions correctly related to classroom and school vocabulary, they bring their game piece to the Conecta Cuatro game board. The goal of the game is to connect four of the same colored circles in a row. This activity requires students to be able to ask/answer multiple questions about the topic being addressed.
<p>Speech Bubble Poster</p>	<ul style="list-style-type: none"> • Students write a descriptive sentence on each bubble, then illustrate their sentence, cut out each bubble and paste to colored construction paper. They verbally share their sentences and poster with classmates or make a digital recording.
<p>Guess Who?</p>	<ul style="list-style-type: none"> • Student volunteer reads descriptive sentences about classmates until the true identity of the student is revealed. Start with clues that will involve many students like boy/girl, age and favorite color.. Then continue with more specific information like birthday and likes/dislikes.

Extension Activities:

Fourth Grade students will use memorized phrases to make a poster and recording that includes descriptive vocabulary. Students will present their poster orally or share a recording with the class. Students will include their name, home-town, school they attend, age, birthday, favorite color, likes/dislikes.

INTERDISCIPLINARY CONNECTIONS:

1. Literacy: NJSLSA.SL1

<https://www.state.nj.us/education/cccs/2016/ela/>

2. Math: K.CC, K.NBT

<https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

3. Social Studies: 6.1.4.B.2, 6.1.P.D.3, 6.1.P.D.4

<https://www.nj.gov/education/news/2014/standards/SS.pdf>

4. Science: K-ESS2

<https://www.state.nj.us/education/cccs/2016/science/>

5. 21st Century Life and Career: 9.2.4.A.2

<https://www.state.nj.us/education/cccs/2014/career/9.pdf>

6. Technology: 8.1 Educational Technology

All students will use digital tools to access, manage, and synthesize information in order to solve problems individually, collaborate and create and communicate knowledge.

GOOGLE SLIDES

GOOGLE FORMS

GOOGLE EARTH

DIGITAL RECORDINGS

<HTTPS://WWW.NJ.GOV/EDUCATION/CCCS/2014/TECH/81.PDF>

7. Visual and Performing Arts:

STANDARD 1.1

The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual arts.

1.1.8.D.2 Art

1.1.8.A.3 Art

1.1.8.A.4 art

STANDARD 1.2

History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.2.A.1 ART

1.3.P.B.1 Music

1.3.P.B.2 Music

<HTTPS://WWW.NJ.GOV/EDUCATION/CCCS/2014/ARTS/STANDARDS.PDF>

ASSESSMENT:

Formative: Oral and physical response

Summative: Benchmark Assessment (SP3CA1, SP4CA1)

ACCOMODATIONS:

See accommodations outlined below.

https://docs.google.com/spreadsheets/d/1YgrXsldvoZBOKiKhO9C1jbfqo7UTkvJVE_H9tD2SeMc/edit?usp=sharing

THEMATIC UNIT 1

THEME	PROFICIENCY	GRADE(S)
School Days	Novice-Low	K- 4

Topics :	<i>Alphabet, Days of the Week, Months, Numbers to 100, Weather, Seasons, Classroom Objects, Classes, Places in the School, Colors, Clothing, Spanish-speaking Countries</i>
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Unit Description

<i>Students learn how to ask and answer memorized questions related to the school and classroom environment. (i.e. calendar vocabulary, people at school, describing school objects)</i>	
Interpretive	<i>They interpret authentic written and video/audio texts such as blogs, school websites, stories and short video clips that focus on activities during the school schedule in the target culture(s).</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer questions related to the school life.</i>
Presentational	<i>They use lists, chunks of language and memorized phrases to discuss school activities, schedules, and teachers in the home and target culture. They use digital tools to research and present information on an assigned Spanish-speaking country.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● School subjects ● People and places in the school ● Question words ● Ordinal numbers ● Expressions associated with describing the weather and the date ● Seasons and related clothing ● Classroom Objects/School Supplies ● Cultural practices related to school ● Alphabet ● Colors ● Spanish Speaking Countries 	<ul style="list-style-type: none"> ● Identify school objects and their color. ● Demonstrate understanding of commands associated with classroom items. ● Express and identify the location of objects and people in the school. ● Compare an American classroom/school with one in Spanish culture. ● Ask and answer questions related to the date, season, and weather. ● Identify school subjects and express likes and dislikes. ● Name members of the school community. ● Locate Spanish Speaking countries on a map and research an assigned country using digital tools.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	View and manipulate culturally authentic materials to identify classroom items and other school vocabulary.	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3
2	Demonstrate understanding of classroom commands through appropriate physical response.	7.1.NL.IPRET.2 7.1.NL.IPERS.4
3	Ask and respond to memorized questions related to classroom items and routines within the school setting.	7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3
4	Demonstrate understanding of classroom/school vocabulary in culturally authentic songs, rhymes, and poems.	7.1.NL.PRSNT.1
5	Copy/write classroom vocabulary on student dry-erase boards or use a drawing app on touch screen chromebooks.	7.1.NL.PRSNT.1
6	Present information about assigned Spanish-speaking country after using digital tools to find the necessary information.	7.1.NL.PRSNT.1
7	Recognize, state and share a few memorized and practiced words and phrases related to weather and climate change in Spanish-speaking countries.	7.1.NL.PRET.4 7.1.NL.IPERS.6 7.1.NL.PRSNT.4

VOCABULARY: Months of the year, Days of the week, Numbers 1-31, Colors (rojo, anaranjado, amarillo, verde, azul, morado/violeta, negro, blanco, gris, café/marrón), Seasons, Weather (hace calor, hace frío, hace sol, hay nubes/está nublado, hace viento, hace buen tiempo, hace mal tiempo, llueve, nieva/neva), Alphabet (A-Z), Classroom Objects (el papel, el lápiz, el escritorio/el pupitre, el globo, el mapa, el libro, la mochila, la bandera, la regla, las tijeras), Classes (la clase de biblioteca, música, arte, computadoras, educación física, español, chino/mandarín, inglés, matemáticas, ciencias, estudios sociales. lectura, escritura, lenguaje, etc.) Questions (¿De qué color es...? ¿Dónde está...? ¿Qué tiempo hace hoy? ¿Qué estación es? ¿De qué color es? ¿Cómo se llama....?), Places in the school (la biblioteca, la cafetería, la oficina, el gimnasio, la sala de clase, la oficina de la enfermera/ la enfermería), Clothing (la chaqueta, los pantalones, el suéter, la camiseta, los pantalones, el traje de baño, la gorra)

Suggested Activities

NAME	DESCRIPTION
Conecta Cuatro	<ul style="list-style-type: none"> Each student receives a blue or black laminated circle with Velcro back. As they answer questions correctly related to classroom and school vocabulary, they bring their game piece to the Conecta Cuatro game board. The goal of the game is to connect four of the same colored circles in a row. This activity requires students to be able to ask/answer multiple questions about the topic being addressed.
School Object Relay Race	<ul style="list-style-type: none"> Students are grouped into 2 teams. A student from each team comes up front. The teacher spins a spinner or chooses a vocabulary card to determine the object for the turn. The first student to reach the object gains a point for their team.
Memory Game	<ul style="list-style-type: none"> This activity can be used at any level with isolated vocabulary words or questions/answers. Use a pocket chart to place matching pictures, picture-word matches, or question-answer matches. Place the cards so that only the back is seen. The back of each card should have a color or number so that students can ask for the card they would like to see. The goal of the game is to find pictures that match or question-answer cards that go together.
What's in my backpack?	<ul style="list-style-type: none"> A student volunteer chooses an object to hide in the <i>mochila</i>. He/she calls on students to guess which object is hidden. The student who guesses the appropriate object can hide the next item.
School Store	<ul style="list-style-type: none"> Each student is given play money to <i>buy</i> items at the School Store. As a whole class or group activity, students count their money and state which item they would like to purchase.
Where in the School is.....?	<ul style="list-style-type: none"> As a whole class or group activity, students ask and answer questions about people in the school community. <i>Donde esta Senor Miller?</i> On a teacher or student prepared school map, students move a game piece or other manipulative to show the movement of teachers in the school building. This could be done virtually on the classroom interactive whiteboard.
Daily Calendar and Weather Activities	<ul style="list-style-type: none"> Depending on the grade-level of the students, it is suggested that these topics are reviewed each session. In grades K-2, this should be interactive including songs such as <i>Lunes, Martes...., Enero, Febrero...., and Que Tiempo Hace Hoy?</i> Students can assist in the placement of number and month on class calendar. In grades 3-4, students can write the date, weather, season, clothing worn, etc. in their Spanish Journal.
Mi Mochila Roja	<ul style="list-style-type: none"> Students make a mini-book based on the song <i>En Mi Mochila Roja</i>. They color each classroom object as specified in the song, then read their book with a partner or create a digital recording of their book.
Days of the Week Jumble	<ul style="list-style-type: none"> Place Days of the Week cards on 7 students backs. Students stand with their backs to the class and move themselves around to show the days of

	<p>the week in order. If students are not successful after a few attempts, a student volunteer says the names of students in the order they should be standing.</p>
Vocabulary Puzzle	<ul style="list-style-type: none"> Teacher uses a vocabulary puzzle template to create this activity. Students are given a blank template to create their own puzzle or teacher can create the puzzle in advance. The goal is to complete the picture by appropriately matching Spanish to English vocabulary words on the individual pieces. Vocabulary can be a mix with recycled words or unit words only.
Donde esta Paco?	<ul style="list-style-type: none"> The character used in this activity can be a stuffed toy with the name of teacher's choice. A student volunteer hides his/her eyes as another student hides character on a classroom object in the room. The student is then asked to open eyes and ask the question <i>Donde esta Paco?</i> The other student responds with <i>Paco esta en el globo.</i> Class counts to <i>diez</i> as student searches for Paco. If he/she finds Paco in time, he/she may hide him next.
Question Ball Toss	<ul style="list-style-type: none"> Use a foam ball for this activity. Ask a question such as <i>Como se llama la enfermera?</i> or <i>Donde esta la maestra de musica?</i> Throw the ball to a student who knows the answer to the question. After answering the question, that student asks another related question and throws the ball to another student. This continues until all students have asked/answered a question or time runs out.
Numero BRAVO	<ul style="list-style-type: none"> This number review game can be used at any level with numbers up to 100. Students count to a designated number as a whole class or one student at a time. 1-3 numbers are designated as the magic numbers that no one may say. Students must say BRAVO for these numbers or counting goes back to 1. For instance, if a magic number is 2, students must say BRAVO for 2, 12, 20, etc.
El Numero Secreto	<ul style="list-style-type: none"> In this activity, a student volunteer has a secret number. He/she calls on students to guess the number and responds with <i>mas</i> or <i>menos</i> until the number is guessed correctly. The student who guesses the number chooses the next secret number.
Spanish Speaking Country Map Coloring	<ul style="list-style-type: none"> Review colors in Spanish as students color each country with the color identified by student or teacher. Afterwards, review the colors and countries by asking <i>De que color es Nicaragua?</i> <i>De que color es Argentina?</i>
Spanish Speaking Country Match Game	<ul style="list-style-type: none"> Use technology (<i>Rockalingua</i>) to match a country's name to its location on a map. Try to beat the timer.
Spanish Speaking Country Flags	<ul style="list-style-type: none"> Students ask and answer questions about the colors of Spanish speaking country flags. Play a group/pair activity. Students will match the flag to the country or the flag to the appropriate colors.

EXTENSION ACTIVITIES:

Fourth-Grade students will be assigned a Spanish-speaking country to research for a final project. Students will use digital tools to find information and present on a poster /slide presentation.

INTERDISCIPLINARY CONNECTIONS:

1. Literacy: NJSLSA.SL1

<https://www.state.nj.us/education/cccs/2016/ela/>

2. Math: K.CC, K.NBT

<https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

3. Social Studies: 6.1.4.B.2, 6.1.P.D.3, 6.1.P.D.4

<https://www.nj.gov/education/news/2014/standards/SS.pdf>

4. Science: K-ESS2

<https://www.state.nj.us/education/cccs/2016/science/>

5. 21st Century Life and Career: 9.2.4.A.2

<https://www.state.nj.us/education/cccs/2014/career/9.pdf>

6. Technology: 8.1 Educational Technology

All students will use digital tools to access, manage, and synthesize information in order to solve problems individually, collaborate and create and communicate knowledge.

GOOGLE SLIDES

GOOGLE FORMS

GOOGLE EARTH

DIGITAL RECORDINGS

[HTTPS://WWW.NJ.GOV/EDUCATION/CCCS/2014/TECH/81.PDF](https://www.nj.gov/education/cccs/2014/tech/81.pdf)

7. Visual and Performing Arts:

STANDARD 1.1

Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual arts.

1.1.8.D.2 art

1.1.8.A.3 art

1.1.8.A.4 art

STANDARD 1.2

History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.2.A.1 ART

1.3.P.B.1 MUSIC

1.3.P.B.2 MUSIC

[HTTPS://WWW.NJ.GOV/EDUCATION/CCCS/2014/ARTS/STANDARDS.PDF](https://www.nj.gov/education/cccs/2014/arts/standards.pdf)

ASSESSMENT:

Formative: Oral and physical response

Summative: Benchmark Assessment (SP1CA1, SP2CA1)

ACCOMODATIONS:

See accommodations outlined below.

https://docs.google.com/spreadsheets/d/1YgrXsldvoZBOKiKhO9C1jbfqo7UTkvJVE_H9tD2SeMc/edit?usp=sharing