

Commercial Township School District
 Content Area: World Languages
 Grade: 3-5
 Unit 3A: Interactive Notebook - Stories

Unit Summary
<p>This unit will focus on exposing students to stories in the target language. Stories will be relevant and relatable to engage the students. Students will learn high frequency words they will read in the stories. This is an opportunity to compare what they do in the regular education classroom, but in the target language. All grade levels will start learning high frequency words, as applicable, to prepare them for the next grade level stories.</p> <p>Standard 7: 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 <i>with other</i> content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p style="text-align: center;">Strands: A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode</p> <p style="text-align: center;">Five Cs (communication, cultures, connections, comparisons, and communities) are used as the foundations to the curriculum.</p>
Student Learning Objectives
<ul style="list-style-type: none"> • Use basic high frequency words that will allow them to understand stories in the target language. (7.1.NM.A1)
<ul style="list-style-type: none"> • Read, interpret words and stories. (7.1.NM.A.5)
<ul style="list-style-type: none"> • Analyze stories based on previous word knowledge and retell important facts. (7.1.NM.B.2)
<ul style="list-style-type: none"> • Respond to questions related to the stories orally and in writing. (7.1.NM.C.5)

Unit Pacing	
<p>This unit pacing is for one marking period where grades 3-5 students meet for 40 minutes or nine times and 3rd grade meets twice a week for 40 minutes and Day 2 is dedicated to this Unit.</p>	
Concepts/Skills	Formative Assessment
<p style="text-align: center;"><u>Concepts</u></p> <ul style="list-style-type: none"> • High frequency words (grade levels) 	<p><i>Students who understand the concepts are able to :</i></p> <ul style="list-style-type: none"> • Define high frequency words

<ul style="list-style-type: none"> • Cognates <p style="text-align: center;"><u>Unit Learning Targets/Skills</u></p> <p><i>Students will be able to ...</i></p> <p style="text-align: center;"><u>Interpretive Mode</u></p> <p>... understand short stories when read in the target language ...Identify words that are cognates</p> <p style="text-align: center;"><u>Interpersonal Mode</u></p> <p>...Ask/answer simple, memorized questions (yes/no, either/or, and short response) about details found in the stories.</p> <p style="text-align: center;"><u>Presentational Mode</u></p> <p>...Retell facts about the story in correct order.</p>	<ul style="list-style-type: none"> • Define what a cognate is and its impact on learning the target language • Understand and identify cognate words • Translate phrases from the stories • Define Super 7 verbs from stories. (4,5)
Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> ➤ Power point ➤ Flashcards ➤ Games ➤ Websites-SpanishMama.com ➤ Interactive Notebooks 	<ul style="list-style-type: none"> ➤ Explain what a cognate is and give examples ➤ Ask/answer simple questions about the story ➤ Put different events from the story in correct order ➤ Define specific high frequency words

Interdisciplinary Connections
<p>Students will listen to, read, and answer question about stories using interactive notebooks to aid in achieving goals.. (Language Arts)</p>

Future Learning
<p>This unit will support future learning by providing alternate methods of exposing students to the language that they can relate to, providing the opportunity to feel comfortable when learning a second language, and helping them start good learning habits,</p>
Prior Learning
<p>Students will be expected to know letter sounds, some cognates, and a working knowledge of other Spanish high frequency words from other units.</p>

Modifications

- Teach the language using multiple input/output strategies — visual, auditory, tactile, and kinesthetic
- Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color-coded endings to illustrate gender and subject/verb agreement.
- Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.
- Organize language concepts from simple to complex

21st Century Themes and Skills

Communication and collaboration

Global Awareness