

**Shrewsbury Borough School World Language Lab 2017  
Grade 5**

<b>Topic 1: Bienvenidos Greetings and introductions</b>	<b>Lessons, Activities, and Student Products:</b>	<b>Materials and Resources:</b>	<b>Assessment:</b>	<b>NJSLS:</b>
<p><b>Enduring understanding:</b> The learner will be able to greet and meet people using informal and formal greetings and farewells.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How do you greet or say good bye to a classmate or teacher in Spanish using formal and informal expressions?</li> <li>What are the numbers from 1- to 100?</li> </ol> <p><b>Objectives:</b> <b>Students will:</b></p> <ol style="list-style-type: none"> <li>Greet and Introduce himself/herself in Spanish.</li> <li>Respond to greetings and leave takings in</li> </ol>	<p>(May include, but are not limited to).</p> <p><b>Warm up:</b> Sing along “Buenos dias”.</p> <p><b>Learn:</b> greetings and introductions vocabulary.</p> <p><b>Practice:</b> Cultural awareness: Shake hands when greet someone else. Complete the conversation, choosing the correct words to fill in the blank. Match column A with B. (Greetings in Spanish with the appropriate meaning in English). Dictation: write the sentence, or phrase dictate by the teacher.</p> <p><b>Connect, participate</b> Role play: Introduce yourself and a friend, use Spanish greetings and introductions. Respond to questions: Como estas, como te llamas, como se llama,</p>	<p><b>Refer to book:</b> Avancemos 1A.</p> <p><b>Auxiliaries:</b> En espanol Teach Them Spanish. Exploring Spanish. Viva el espanol. Elementary Spanish. Posters, charts, flashcards, Folders, handouts,</p> <p><b>Websources:</b> <a href="http://www.Classzone.com">http://www.Classzone.com</a> <a href="https://classroom.google.com/">https://classroom.google.com/</a> <a href="http://quizlet.com">http://quizlet.com</a> <a href="https://youtube.com">https://youtube.com</a> <a href="https://www.makebeliefscomix.com">https://www.makebeliefscomix.com</a></p>	<p><b>Formative: Quiz/Test Summative Assessment.</b> Unprompted evidence (observation, dialogues) Mini conversation, pair activity. Reading comprehension assessments.</p>	<p><b>7.1 8</b> Create and respond to simple phrases , questions and sentences. 7.1.11 Interact with appropriate responses in limited social setting and basic situations. 7.2.5 Compare the customs of their own culture and the studied culture. 7.NM.C.2 Copy/ write words, phrases or simple guided texts on familiar topics. 7.NM.C.3 Present orally or in writing information age appropriate. 7.NM.C.4 Name and label tangible products and imitate practices from the target language.</p> <p><b>Mode:</b> <b>Interpersonal</b> Communication: Focuses on direct oral or written communication among individuals. <b>Interpretative</b> Communication: Focuses on receptive communication (The cultural interpretations of meaning that occur within written or spoken form) among individuals. <b>Presentational</b> Communication: Focuses on spoken or written communication for an</p>

<p>Spanish.</p> <p>3. Learn the spelling of numbers one to one hundred.</p> <p>4. Write numbers from 1 to 100.</p>	<p>de donde eres, de donde es, cual es tu numero telefonico.</p>			<p>audience.</p>
<p><b>Topic 2: Mi familia y yo</b></p> <p><b>My family and I.</b></p> <p><b>Enduring understanding:</b> The learner will be able to describe members of the family and describe how members of the family are related.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How many of each family member do you have?</li> <li>2. Can you describe how family members are related to each other?</li> <li>3. Can you describe the size of your family?</li> </ol> <p><b>Objectives:</b> <b>Students will:</b></p>	<p><b>Lessons, Activities, and Student Products:</b> (May include, but are not limited to).</p> <p><b>Warm up:</b> Sing along “Buenos dias a ti”.</p> <p><b>Learn who is:</b> La nina, el papa, la mama, el perro, el hijo, la hermana, el gato, la bebe, la abuela, el abuelo etc.</p> <p><b>Participate:</b> Look at the family picture and tell where in the house is the mother, the father, the dog, the sister, the baby.</p> <p><b>Recycle:</b> Write basic sentences to tell where in the house is each family member.</p> <p><b>Connect:</b> Create own family story out of pictures, drawings etc. And presented to the class.</p> <p>Use a Venn diagram to</p>	<p><b>Materials and Resources:</b></p> <p><b>Refer to book:</b> En espanol.</p> <p><b>Auxiliaries:</b> Teach Them Spanish. Exploring Spanish. Viva el espanol. Elementary Spanish.</p> <p>Posters, charts, flashcards, Folders, handouts, crayons, scissors, glue, color paper.</p>	<p><b>Assessment:</b></p> <p><b>Formative: Quiz/Test Summative Assessment.</b> Unprompted evidence (observation, dialogues) Mini conversation, group activity, reading comprehension assessments.</p>	<p><b>NJSLS:</b></p> <p><b>7.1 8</b> Create and respond to simple phrases , questions and sentences. 7.1.11 Interact with appropriate responses in limited social setting and basic situations. 7.2.5 Compare the customs of their own culture and the studied culture. 7.NM.C.2 Copy/ write words, phrases or simple guided texts on familiar topics. 7.NM.C.3 Present orally or in writing information age appropriate. 7.NM.C.4 Name and label tangible products and imitate practices from the target language.</p> <p><b>Mode:</b> <b>Interpersonal</b> Communication: Focuses on direct oral or written communication among individuals. <b>Interpretative</b> Communication: Focuses on receptive communication (The cultural interpretations of meaning that occur within</p>

<ol style="list-style-type: none"> <li>1. Identify family Members using Spanish language.</li> <li>3. Tell and ask a questions about family.</li> <li>5. Compare one's own Family with a family in a Spanish speaking country.</li> </ol>	<p>compare one's own family with a Spanish-speaking family.</p>			<p>written or spoken form) among individuals.  <b>Presentational</b>  Communication: Focuses on spoken or written communication for an audience.</p>
<p><b>Topic 3: Mi casa My house</b></p> <p><b>Enduring understanding:</b> The learner will be able to describe the rooms of a house and tell what type of house is it.</p> <p><b>Essential questions:</b></p> <ol style="list-style-type: none"> <li>1. Can you describe the rooms of your house?</li> <li>2. In what type of house do you live?</li> </ol> <p><b>Objectives:</b>  <b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Identify different</li> </ol>	<p><b>Lesson, Activities, and Student Products:</b>  (May include, but are not limited to).  <b>Warm up:</b> sing along "Buenos dias a ti".  <b>Learn:</b> vocabulary unit.  <b>Practice:</b> Draw and label each room in the house.  <b>Role play:</b> Ask and tell information about the house. Describe it to someone else tell how is the house, how many rooms it has etc.  <b>Recycle:</b> Draw your dream house draw, cut , or paste family members inside or around the house.  <b>Connect:</b> Share own</p>	<p><b>Materials and Resources:</b></p> <p><b>Refer to:</b> Book Exploring Spanish  <b>Auxiliaries:</b>  Teach Them Spanish. En espanol.  Viva el espanol.  Elementary Spanish.</p> <p>Posters, charts, flashcards, Folders, handouts, crayons, scissors, glue, color paper.</p>	<p><b>Assessment:</b></p> <p><b>Formative: Quiz/Test Summative Assessment.</b>  Unprompted evidence (observation, dialogues)</p> <p>Mini conversation, group activity, reading comprehension assessment</p>	<p><b>NJSLS:</b></p> <p><b>7.1 8</b> Create and respond to simple phrases , questions and sentences.  7.1.11 Interact with appropriate responses in limited social setting and basic situations.  7.2.5 Compare the customs of their own culture and the studied culture.  7.NM.C.2 Copy/ write words, phrasesor simple guided texts on familiar topics.  7.NM.C.3 Present orally or in writing information age appropriate.  7.NM.C.4 Name and label tangible products and imitate practices from the target language.</p> <p><b>Mode:</b>  <b>Interpersonal</b>  Communication: Focuses on</p>

<p>types of houses.</p> <ol style="list-style-type: none"> <li>2. Identify each room of the house</li> <li>3. Tell where in The house is Each member Family member.</li> <li>4. Ask and answer questions about the house.</li> </ol>	<p>drawing of the house with the class, use as many family members possible inside the house.</p>			<p>direct oral or written communication among individuals.</p> <p><b>Interpretative</b> Communication: Focuses on receptive communication (The cultural interpretations of meaning that occur within written or spoken form) among individuals.</p> <p><b>Presentational</b> Communication: Focuses on spoken or written communication for an audience.</p>