<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>Lección Preliminar: The Benefits of Studying a Foreign Language</th>
</tr>
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<tbody>
<tr>
<td><strong>Created By:</strong></td>
<td>Christi Cochran</td>
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<tr>
<td><strong>Subject:</strong></td>
<td>Spanish 1</td>
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<td><strong>Grade:</strong></td>
<td>9-12</td>
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<tr>
<td><strong>Estimated Length (days or weeks):</strong></td>
<td>Four Weeks (50 minute class periods, 5 days a week)</td>
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**Unit Overview (including context):** This unit will introduce students to the Spanish language and the reasons why it is important to study a foreign language. Students will develop the habits of mind to help them become better learners of a foreign language. Because it is the first unit of introductory Spanish, students will focus on learning how to greet people and say goodbye, introduce themselves and others, ask and say how to spell names, say where they are from, exchange phones numbers, say what day of the week it is, respond to classroom instructions, recite the Spanish alphabet and know the sound each letter makes when paired with a vowel, and write up to 8 sentences in Spanish. Students will then use the basic Spanish they have learned to create 2 sections (1-Informative Page about the Benefits of Studying a Foreign Language and 2-Spanish Dialogue that differentiates between tú and Usted forms) that can be used as a Spanish review in their year-long Spanish survival manual (the manual can either be created by hand or online using Google Docs, Google Slides, Pic Collage, Prezi, or any other presentation software).

**Unit Rationale (including Key Shift(s)):** The information that is the most worth understanding in this unit is the development of key critical reading and analytical skills necessary to studying a foreign language (close reading and summarizing a challenging article in English is an introduction to the moves any reader and writer--in any language-- makes) and the development of elements of basic conversational Spanish—being able to introduce oneself and ask questions. These questions will be the building blocks of building fluency when asking classroom questions throughout the year. Students will practice the art of conversation in Spanish and practice writing conversations as well. All activities will prepare students for the summative assessment of being able to write and speak a basic conversation in Spanish and write a one-page informational text about the benefits of learning a foreign language. The focus will be on attaining key shift 4—Students will collaborate effectively for a variety of purposes while also building independent literacy skills.

**Targeted Standards:**

- Idaho Core Grade-Level Standards for English tasks:
- Idaho Core Grade-Level Standards for Spanish tasks:

**Essential Question(s)/Enduring Understandings:**

- Why do we have a need to communicate and what are the benefits of being able to communicate in another language?
- Various cultures communicate differently for a variety of purposes such as to understand and get to know people and things.

**Measurable Outcomes:**

- **Learning Goals:**
  - Students will be able to ask clarifying questions of other students when conversing in Spanish.
  - Students will be able to read a short Spanish conversation text aloud and identify the main idea and answer questions in Spanish.
  - Students will be able to write at least 8 simple sentences in Spanish focusing on only the specific purpose for writing.

- **Measurable Outcomes:**
  - Students will be able to acquire and correctly use
## Central Standard: Speaking and Listening 9-10.1
Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas (claim 3).

### Writing 9-10.5
Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

### Writing 9-10.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

- Idaho Core Grade Level Standards for **Spanish tasks**:

  - **CCSS.ELA-Literacy.L.K.1**
    Demonstrate command of the conventions of standard English (Spanish) grammar and usage when writing or speaking.
  - **CCSS.ELA-Literacy.L.K.1.b**
    Use frequently occurring nouns and verbs.
  - **CCSS.ELA-Literacy.L.K.1.d**
    Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - **CCSS.ELA-Literacy.L.K.4**
    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten (Spanish 1) reading and content.

## Student-Friendly Learning Targets:
- **RI9-10.1** Cite strong and thorough text evidence.
- **RI9-10.4** Determine meaning of word and phrases.
- **SL9-10.4** Present info, findings, and supporting evidence clearly, concisely, and logically.
- **L9-10.4** Determine and clarify the meaning of unknown and multiple-meaning words.

### Success Criteria:
- I can ask a clarifying question of another person in Spanish.
- I can listen to a conversation in Spanish and answer questions about it in Spanish.
- I can read a simplified Spanish conversation and determine the main idea in Spanish.
- I can follow classroom directions in Spanish.
- I can spell my name in Spanish and ask others how to spell words in Spanish.
- I can give my telephone number in Spanish.
- I can identify four benefits of learning a foreign language using evidence from a text.

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Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

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Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

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### Being able to communicate in another language allows you to interact with a wider audience.

Understanding foundational Spanish words and commands will assist in learning the language.

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  - **CCSS.ELA-Literacy.L.K.1**
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CCSS.ELA-Literacy.L.K.4.a
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). This will be addressed with words where the accent mark changes the meaning of the word.

CCSS.ELA-Literacy.L.K.5
With guidance and support from adults, explore word relationships and nuances in word meanings. (This applies specifically to the use of cognates and false cognates).

- Content Standards (if applicable):

World Languages Level 1.Standard 1:
Acquisition and Use of Language

Goal 1.1 Listening:
7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.
7-12.WL1.1.1.6 Distinguish between formal and informal address.

Goal 1.2 Speaking:
7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.
7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.

Goal 1.3 Reading:
7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.

Goal 1.4 Writing
7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.
7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

Summative Assessment:
- Summative Assessments Description:

I can use eight sentences to write a correct and comprehensible conversation in Spanish.
I can use at least 5 different learned statements, 15 vocabulary words, and three questions in a Spanish conversation.
Central Text: “Second Language Learning: Everyone Can Benefit” Kathleen Marcos and Avancemos 1

Text Complexity Analysis of “Everyone Can Benefit”:
- Quantitative: 1450 L/ Range 1050-1335/ 11th -CCR
- Qualitative:

Text Structure:
The text structure is slightly complex. The text is written in English. The organizational structure is sequential and process oriented. The text is broken into paragraphs with explicit headings that list the main idea of the paragraph. A list of references follows at the end of the article. There are two shaded text boxes that provoke questions on specialized topics.

Language Features:
The text uses some fairly complex language that is sometimes unfamiliar or overly academic when discussing what research has shown about the benefits of studying a foreign language. Most ninth graders will be familiar with the majority of the vocabulary but will need support from the teacher for academic language such as “cognitive”. Each part of the text uses primarily simple and compound sentences, with some complex text constructions.

Meaning/Purpose:
The purpose of the article is explicitly stated in the title, and the article highlights the benefits of being bilingual and encourages parents and educators to encourage youth to learn another language. Although a section of the article presents itself in a manner that would be interesting to parents, Spanish 1 students can relate to the article by stating reasons it is important to take a foreign language class. The purpose of reading this article is to help students see that studying a foreign language has multiple benefits in addition to being able to communicate in another language.

Knowledge Demands:
The knowledge demands are moderately complex since students must link the evidence to the claims made. There is high intertextuality since there
are many references/citations to other texts.

- Reader-Task:

**Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:**

These standards will be used to help to scaffold and guide students to reach conclusions of why they are studying a foreign language.

Students will pull information from the article to discuss the research backed benefits and infer the benefits not listed under each category. Reading Informational Text 9.1, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

The following standard provides opportunities for close reading practice in the Spanish classroom since the text is more complex and scaffolding through chunking important sections will allow ninth graders to interact with the text. Reading Informational Text 9.10, By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students will write short summaries about the information presented in the article and create a personal reflection about how knowing a foreign language will impact their future. Writing 9.4, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will take their summaries they created after close reading and present the information from the section they read to the entire class and as a class, compile a list of the benefits of studying a foreign language. The list will be used in their personal written reflection. Speaking and Listening 9.4, Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Potential Challenges this Text Poses:**
This text freely references other studies that students may not be aware of. Students may not have background information in what ‘cognitive’ benefits are. There is one paragraph in the text that addresses the opposing viewpoint and discusses the potential drawback that come from learning a foreign language. The text also is mainly written toward parents rather than high school students which will require the teacher to bridge information to make it relevant to students. Knowledge of college entrance exams is significant to understanding the text. Teacher direction will be needed to help establish the context of how this English text fits in the Spanish classroom.

**Differentiation/Supports for Students:**
The teacher should model close reading strategies to students prior to giving students the text. Some scientific content vocabulary will need to be introduced in advance such as the word “cognitive”. Breaking the text into relevant sections, the students will not need to read the entire text to get the benefits of bilingualism and can read the paragraphs that are listed under each bolded type of benefit. Assigning different paragraphs to students to read individually, with a partner, or in a small group will allow students to work more in depth with one complex paragraph rather than be overwhelmed by the entire text.
**Other materials/resources (including images and videos):**

Textbook: Avancemos 1 (McDougal Littell)
Recordings: Avancemos Audio Program TXT CD 1
Spanish Supplementary Readings: *Berto y sus buenas ideas* by Blaine Ray, *Margarita y Margaret* by Lynn Reiser, online Spanish picture books available from www.childrenslibrary.org

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**Instructional Sequence**

**Frontloading/Anticipatory Set**

Lesson plan or outline:

**Opinionnaire:** What are the benefits of learning a foreign language? Students answer the questions and write a paragraph about the one statement that they connected with the most. Students then discuss the statement in small groups before responding orally with the entire class. When the student presents his/her opinion, he/she must introduce him/herself in Spanish.

Cluster Chart: Have students brainstorm the benefits of learning another language. Discuss in groups of four and ask each group to report back to the entire class to create a class list. Organize on the board and refer back to the chart after doing the close reading of the Benefits of Bilingualism text.

Week 1: Set up classroom policies and procedures/learn basic Spanish greeting and how to introduce oneself/ learn how to take Cornell notes in order to practice summarizing, paraphrasing, and reflecting/ complete a close reading of a text in English

Week 2: Review benefits of learning a foreign language and draft one page summary of bilingual benefits to add to final survival manual/ learn and practice saying the Spanish alphabet and spelling items/ learn procedural Spanish vocabulary.

Week 3: The focus of week three will be to build and reinforce existing Spanish vocabulary as well as introduce numbers/ address a person formally or informally/ and construct Spanish sentences and questions. Students will add information learned (difference between using tú and Usted) to their survival guide notebook.

Week 4: The focus of this final week is to review learned vocabulary and build student comfort with speaking aloud and with various partners. Students will combine all classroom instruction vocabulary along with greetings to create scripts that demonstrate a fluent introductory conversation in Spanish. Students will write introductions for a variety of scenarios regarding the familiarity of different characters in their dialogues. Students will also take time to draft the first part of their survival manual (a basic conversation script and a 1-page written reflection about the benefits of being bilingual).

**Week One**

*Each class period is 50 minutes in length. Bellringers are completed at the beginning of each hour and will review Spanish structures learned from previous days. During this week, students will practice introducing themselves in the target language and also complete a close reading activity in*
English on the essential text “Second Language Learning: Everyone Can Benefit” by Kathleen M. Marcos. Students will first participate in a teacher modeled close reading of the syllabus, then learn to take Cornell notes about how to complete a close reading and finally complete a close reading of the article. All activities this week are structured to get students thinking critically in their native language and discuss ways to be successful when studying a foreign language. Basic Spanish vocabulary is introduced.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Sequencing and Scaffolding (building knowledge, guided practice, student grouping, independent practice, 5 Kinds of Composing)</th>
<th>Formative Assessments</th>
<th>Targeted Vocabulary</th>
<th>Instructional Notes</th>
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</thead>
<tbody>
<tr>
<td>Monday:</td>
<td>Syllabus</td>
<td>Building Knowledge Notes: Students will practice a simple teacher-led close reading activity. Students will take notes on how to say hello and introduce their name in Spanish. “Me llamo…” or “Mi nombre es…”</td>
<td>3-2-1- Syllabus activity-to be assessed on completion and by checking for comprehension of three items given in syllabus and teacher will group like questions to pose to the class the following day to be answered in class.</td>
<td>Academic: close reading escucha escribe completa/ contesta las preguntas trabaja con otro(a) estudiante/ trabaja en un grupo de …</td>
<td>“Buenos días clase” and “Hoy es lunes, el # de mes.” (This is repeated every day in class.)</td>
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<tr>
<td></td>
<td>Cuestionario</td>
<td>Notes: Students will practice a simple teacher-led close reading activity. Students will take notes on how to say hello and introduce their name in Spanish. “Me llamo…” or “Mi nombre es…”</td>
<td></td>
<td>Content: Hola adiós Buenos días Buenas tardes ¿Cómo se llama? ¿Cómo te llamas? Me llamo… Encantado(a) Mucho gusto igualmente</td>
<td>Teacher introduces herself and has students write down and practice aloud how to introduce their name in Spanish.</td>
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<td>Poster Paper and Post-its for syllabus suggestions</td>
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<td>-Rather than lecture the syllabus to students, give basic close reading strategies and have students complete a first close reading of the syllabus using a 3-2-1 method to identify three concepts that will help them succeed in class, two suggestions they have to improve learning/participation, and one question they still have. Pair students will elbow groups to read and underline the reading together. Students will complete written 3-2-1 activity alone and then share in groups</td>
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</table>
which will then share their answers aloud in class. Suggestions will be written on anchor charts separated for each class period. Students will turn in 3-2-1 at the end of the period.

- Hand out Cuestionario towards the end of the class and instruct students to complete for class tomorrow.

<table>
<thead>
<tr>
<th>Tuesday:</th>
<th>Cuestionario Template</th>
<th>Building Knowledge</th>
<th>Cuestionario – this will be assessed by the teacher to gain information about why the students are studying Spanish and give insight into literacy strengths and deficiencies of the students.</th>
<th>Academic: escucha escribe completa/ contesta las preguntas trabaja con otro(a) estudiante/ trabaja en un grupo de … preguntale a otro (a) estudiante</th>
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<tbody>
<tr>
<td></td>
<td>Warmup Handout</td>
<td>Notes: Students will review and apply how to introduce themselves in Spanish and give three facts about themselves based on questions from the cuestionario. - Teacher will introduce how to say “Thank you” in Spanish</td>
<td></td>
<td>Content: Hola adiós Buenos días Buenas tardes Buenas noches ¿Cómo se llama? ¿Cómo te llamas? Me llamo… Encantado(a) Mucho Gusto</td>
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<td></td>
<td>Poster paper for Cognates chart</td>
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</table>

- Pass out bellwork template to all students and complete bellwork on review for “los materiales” en español. Create categories Tengo/Necesito and discuss guessing strategies to infer new Spanish words. Discuss the cognate “papel” and write on cognate chart.

Students will be grouped into groups of three people by counting off. Student groups will practice introductions in Spanish and then share items from their Cuestionario. Groups will switch into new groups of three and repeat the process. Students will end class together. Everyone will stand up and volunteers will first introduce their names and share three facts. Volunteers get to sit down once they have finished. Students must thank the person who went before them in
| Wednesday: | Cornell note examples and Cornell-style Close Reading notes | Building Knowledge Notes: Students will learn the structure of how to take Cornell notes by completing teacher-led notes on how to conduct a close reading and pose questions using Costa’s 3 levels of questioning question stems. -Review introductions and greetings in Spanish | Vergados - Pensar - Adivinar (See-Think-Wonder) and Cornell notes summaries - these will be assessed by teacher while walking around the next day with a clipboard using a check plus, check minus system while students are close reading in their groups. | igualmente Gracias | Teacher will distribute copies of Cornell notes on various topics and ask students to complete a group See-Think-Wonder (see attachment at the end of the unit) on what they notice about the structure. Students will practice introduction in Spanish with group members before starting See/Think/Wonder. Teacher instruction on paraphrasing/summarizing/ and reflecting. Teacher will lead students through their first set of Cornell notes in Spanish giving both already created questions and content. Students will write one question as a class and one individually using a question stem. Summaries will be completed by students. Overview of Costa’s 3 levels of questioning. -Hand out opinionnaire at the end of class and assign one paragraph reflection as homework for tomorrow. | Spanish and then share their own information. |
| Thursday: | Opinionnaire about language learning. | Building Knowledge | Opinionnaire summaries - student positions will be transferred on to cluster chart posters around the room. | Academic: escucha escribe completa/ contesta las preguntas trabaja con otro(a) estudiante/ trabaja en un grupo de …  
Content: Ver Pensar Adivinar Hola adiós Buenos días Buenas tardes Buenas noches ¿Cómo se llama? ¿Cómo te llamas? Me llamo… Encantado(a) Mucho Gusto igualmente Gracias  
Students answer the questions and write a paragraph about the one statement that the student connected with the most. Students then discuss the statement in small groups before responding orally with the entire class. When the student presents his/her opinion, he/she must introduce him/herself in Spanish. Students will transfer learning and group brainstorms to cluster charts around the room which will be up during the close reading process. |

| Butcher Paper Markers Tape | |

| Friday: | “Benefits of Second Language Learning: Everyone Can Benefit” | Guided Practice | Close Reading text markings and main idea summaries | Academic: escucha escribe completa/ contesta las preguntas trabaja con otro(a) estudiante/ trabaja en un grupo de …  
Students will refer to their |

| |

| |

| |

| Review required materials from the syllabus with an elbow partner. (Tengo/necesito/tengo todos/ no tengo todos/ necesito traer…) |

|
readings on assigned paragraphs.

preguntas trabaja con otro(a) estudiante/ trabaja en un grupo de …

Content: tengo necesito todos traer Ver Pensar Adivinar Hola adiós Buenos días Buenas tardes Buenas noches ¿Cómo se llama? ¿Cómo te llamas? Me llamo… Encantado(a) Mucho Gusto Gracias

Cornell notes to complete a close reading of the article.

Close Reading Directions: Students will number paragraphs, underline the author’s main claims and circle key words and unfamiliar vocabulary. -Teacher will model with the first two paragraphs of the article. Students will be broken into groups and focus on one of the benefits of studying a foreign language and create summaries from key parts of the text. Students should be given sentence frames (AVID strategy) to help them structure their summary sentences.

Refer to text complexity analysis section for specific scaffolding.

**Week Two**

*The focus of this week is build pronunciation of Spanish words. Emphasis will first be on sounding out words correctly and then determining their meaning at the end of the week through the integrated literacy mini lesson. Vocabulary instruction will focus on responding to classroom commands and procedures.*

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<tr>
<td>Tuesday:</td>
<td>Spanish alphabet pronunciation handout</td>
<td>Guided Practice</td>
<td>Oral pronunciation of vowel combinations</td>
<td>Academic: saca/sacan abre/abren cierra/cierran ¿Cómo se dice? ¿Qué quiere decir? Content: Spanish alphabet</td>
<td>Guessing activity--strategies for learning (look, listen, move, draw, make flashcards, repeat words many times, make connections-context, cognates, crazy stories) Introduce important classroom question words (academic vocabulary). Have words printed on board and point to them as students repeat the</td>
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<td></td>
<td>Audio recording of Spanish alphabet</td>
<td>Notes: Teacher will model and students will repeat pronunciation of key Spanish word combinations to aid students in practicing and internalizing Spanish pronunciation.</td>
<td>from last week Add salutations: hasta luego hasta mañana</td>
<td>Students will review Spanish introductions with a partner they have not worked with. Students will then reform their groups and review close reading notes to add information from the article to their anchor charts. Anchor charts will be shared to the entire class. Students will be introduced to the survival guide year long project and record information from group presentations in their notebooks to be added to the “Benefits of Studying a Foreign Language” section. Assign one page, multi-paragraph expository draft discussing the benefits of being bilingual. The draft will be reviewed the last week of the unit.</td>
<td>From last week Add salutations: hasta luego hasta mañana</td>
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<td>Everyone Can Benefit”</td>
<td>Notes: Students will review notes in groups and add to final anchor charts.</td>
<td></td>
<td>mes.”</td>
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<td>Wednesday:</td>
<td>Continuation of Tuesday’s lesson.</td>
<td>Composing to Practice</td>
<td>Continue working on students oral pronunciation. Provide Spanish words for students that demonstrate the rules of pronunciation for letters that follow specific patterns (g/h/b/v/ca/cu/ge/que/qui/etc.) Students will work with partners to spell their names and other Spanish words on the pronunciation sheet.</td>
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<tr>
<td>Thursday:</td>
<td>Integrated literacy mini-lesson</td>
<td>Building Knowledge</td>
<td>Exit Ticket Mini Script</td>
<td>Academic vocabulary: See breakdown of integrated</td>
<td></td>
</tr>
<tr>
<td>Avancemos 1 p.22</td>
<td>Abren los libros cierran los libros ¿Cómo se dice...?:? Se dice... ¿Cómo se escribe...?:? Se escribe... ¿Comprendes? Levantan la mano Más despacio, por favor. No sé. ¿Qué quiere decir...?:? Quiere decir... Repitan, por favor. Saquen una hoja de papel. Siéntense. ¿Tienen preguntas? ¿Verdad?</td>
<td>literacy mini-lesson to be paired with academic vocabulary. Exit Ticket will use the Use or Lose it Technique detailed below. Mini Script will focus on having the students use Spanish vocabulary to describe a day in the Spanish classroom (more details below in the integrated literacy mini-lesson).</td>
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<tr>
<td><strong>Friday:</strong></td>
<td><strong>Continuation of integrated literacy mini-lesson</strong> Notecards</td>
<td>Building Knowledge Exit Ticket Mini Script Notecard sentences vocabulary from Thursday</td>
<td>Review exit ticket from yesterday with partner. Highlight as many of the words from the word wall as possible. Form students in groups based on proximity and give groups five words from the word wall and allow five minutes for each group to prepare a pantomime using the selected words. An increased number of words can be used for advanced groups.</td>
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</tbody>
</table>
With remaining time in class, have students create vocabulary cards for all Spanish words learned thus far.

1. On the lined side, divide the card into three sections, with the third section somewhat larger than the first and second (large enough to write a sentence).
2. Print the vocabulary word and the part of speech in the first section.
3. Write a definition in the second section.
4. Use the word in telling sentence that gives clues to the meaning in the third (largest) section.
5. On the back (unlined) side of the card, draw an illustration or symbol of the word.

### Week Three
The focus of week three will be to build and reinforce existing Spanish vocabulary as well as introduce numbers/address a person formally or informally/ and construct Spanish sentences and questions. Students will add information learned to their survival guide notebook.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Sequencing and Scaffolding (building knowledge, guided practice, student grouping, independent practice, 5 Kinds of Composing)</th>
<th>Formative Assessments</th>
<th>Targeted Vocabulary Academic: Content:</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday:</td>
<td>Spanish alphabet pronunciation handout</td>
<td>Building Knowledge</td>
<td>Content: ¿Cómo estás? ¿Cómo está usted? ¿Qué tal?</td>
<td>Review Spanish alphabet with students. Have students practice saying the letters in groups and then take volunteers to lead the entire class in the alphabet and</td>
<td></td>
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<tr>
<td>from <em>Tortilla Flat</em> by John Steinbeck</td>
<td>Bien Mal Más o menos. Muy bien. Regular. ¿Y tú? ¿Y usted? ¿Qué pasa?</td>
<td>pronunciation activities. Students will also review with their partner the procedures of what takes place in class. Students are encouraged to use as much Spanish as they can. Review basic greeting and introductions with students. Have new words on sheets of paper on front of board. Repeat the pronunciation of the word and have students repeat. Then point to the written word and show where it fits within the introductory conversation. Have students create a T chart in their notebooks to emphasis the difference between using “tú and usted” forms that draws attention to age/relationship/familiarity. (A supplemental activity for those who are struggling with the concept or those who understand it well would be to pull sections from John Steinbeck’s <em>Tortilla Flat</em> and discuss the use of “thou” and “you” as a connection in English to the difference between tú and usted in Spanish.</td>
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<tr>
<td>Tuesday:</td>
<td><strong>Sample short, written Spanish conversations</strong></td>
<td><strong>Content:</strong> Te presento a… Le presento a… ¿Quién es? El gusto es mío</td>
<td>Review pronunciation of Spanish words to prepare students for quiz on the following day.</td>
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<td></td>
<td><strong>Short excerpts from</strong></td>
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Spanish leveled readers or picture books where characters introduce themselves (ex: *Berto y sus buenas ideas* by Blaine Ray or *Margaret and Margarita* by Lynn Reiser)

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| Wednesday: | Note cards  
Scenario handout | Pronunciation Quiz | Content:  
¿De dónde eres?  
¿De dónde es usted?  
Soy de…  
___es de… |
|---|---|---|---|
| | | | Students practice stating where they are from using the new vocabulary of the day.  
Students will create vocabulary cards for new vocabulary and will practice independently responding to questions in writing while pronunciation quizzes are administered by the teacher. |
<table>
<thead>
<tr>
<th>Thursday:</th>
<th>Simple math flash cards (Kindergarten level)</th>
<th>Student grouping</th>
<th>Content: Números 1-10 ¿Cuál es tu número de teléfono? Mi número de teléfono es… más menos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review previous day’s vocabulary using a leveled reader or Spanish picture book and vocabulary chart. Have students write a summary using both English and Spanish of the main information provided from the Spanish text.</td>
<td>Introduce Spanish numbers and new vocabulary with students.</td>
<td>Give students a random number between 1-10 on a card (some students will have the numeral and others will have the Spanish word). Have students find their partner numbers. Students must prepare a mnemonic to help students remember the name for their Spanish number. They must use the name of the number at least 5 times in their in mini presentation.</td>
<td>Once all the numbers have been reviewed, pass out simple math flash cards and have students perform basic math functions orally with partners. Students must first introduce themselves to their partners in Spanish before starting.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday:</th>
<th>Cognate anchor chart</th>
<th>Student Grouping and Independent Practice</th>
<th>Exit Ticket</th>
<th>Review Spanish numbers from previous day by having students practice giving a phone number that is written on a card.</th>
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<tbody>
<tr>
<td>Online picture books or Spanish picture</td>
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</table>
books projected under the document camera

| Reintroduce cognates. Have students write the definition of “cognate” in their notebooks. Have students brainstorm cognates that they have seen so far this year and add to their notebooks and the classroom cognate anchor chart. Review “numero and telefono” from yesterday’s vocabulary.

To further demonstrate the amount of Spanish that can be understood by recognizing cognates, find a Spanish text that is rich in cognate use and ask students to read closely and try to determine what is going on in the text. Heterogenous grouping would be beneficial since some students who already know Spanish can serve as silent group leaders that clarify the reading, but do not translate the reading for Spanish learners. If individual copies are provided to students, they can highlight the cognates within the text.

Students can practice breaking down a second text on their own. This could be assessed as an Exit Ticket.

| Week Four The focus of week four is review learned vocabulary and build student comfort with speaking aloud and with various partners. Students will combine all classroom instruction vocabulary along with greetings to create scripts that demonstrate a fluent introductory conversation in Spanish. Students will write introductions for a variety of scenarios regarding the familiarity (tú vs Usted) of different characters in their dialogues. |
Students will also take time to draft the first part of their survival manual on the computer (Benefits of Being Bilingual 1-page expository writing and Spanish script).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Sequencing and Scaffolding (building knowledge, guided practice, student grouping, independent practice, 5 Kinds of Composing)</th>
<th>Formative Assessments</th>
<th>Targeted Vocabulary Academic: Content:</th>
<th>Instructional Notes</th>
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</thead>
<tbody>
<tr>
<td>Monday:</td>
<td></td>
<td><strong>Independent Practice</strong></td>
<td><strong>Silent Chalk Talk</strong></td>
<td><strong>Exit Ticket</strong></td>
<td>Review all vocabulary from the unit. Plan a chalk talk where each student makes an anchor chart of words that will be used in a dialogue for a specific scenario. Another vocabulary review strategy is to create cards to play the game “I have, Who has?”. Students have an image of a vocabulary word on the top of the card, and they have to identify the word in Spanish by stating that they have the word. At the bottom of the card is the Spanish word of a different student’s top image. The original student asks who has the “word”. The student needs to recognize the Spanish word and associate it with the image on the top of their card. Have students write a reflection about which words they have learned thus far will be beneficial when traveling to a Spanish speaking country and why they are beneficial. Open the reflections for class.</td>
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<tr>
<td>Day</td>
<td>Activity</td>
<td>Specific Details</td>
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<tr>
<td>Tuesday:</td>
<td><strong>Conversation Guidelines for presentation and script</strong></td>
<td>Students will close read the instructions and rubric for completing the script for their conversation. Students will begin to organize their notes in preparation for their survival manual assignment and to complete their final draft of their eight sentence conversation. Remind students that they can use any work they have done thus far to draft their pages in their manual (especially the close reading and summary of the Marcos article) Discuss merits of Google translate. Give an example of how Google Translate or any online translator will give what is written. A good example to use is “wood shop” class. Google will literally give a Spanish translation that means “shop of wood”. This will save frustrations when drafting the first section of the Survival Manual this week as students should only use the Spanish they have learned in class, unless they have a background in speaking the language.</td>
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<tr>
<td>Wednesday</td>
<td><strong>Computer Lab reserved for online software (Google Draft Composing)</strong></td>
<td>Students will continue to draft their scripts.</td>
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<tr>
<td>Thursday:</td>
<td>Computer Lab reserved for online software (Google Docs, Google Slides, Pic Collage, Prezi, etc.) or use on individual student devices</td>
<td>Final draft composing</td>
<td>Spoken Dialogue Written Dialogue</td>
<td>Students will peer edit scripts following teacher model and check for consistency in formality (tú versus usted), correct responses to questions, and placement of accents. Have students sign up in the order they will present their dialogues to the class while they work on their survival manual pages (script and expository writing). Reserve time for first script presentations.</td>
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<tr>
<td>Friday:</td>
<td>Computer lab reserved for online software (or use on individual student devices)</td>
<td>Composing to Transfer</td>
<td>Pages in survival manual</td>
<td>Students will finish dialogue presentations and share/turn in hard copy survival manual pages or Google Docs/Google Slides/Prezi slides.</td>
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**Integrated Literacy Mini-Lesson**

When will the mini-lesson occur in the unit? This will occur at the end of the second week of the unit.

Mini-lesson focus (academic vocabulary, word study, grammar in context, etc.): The focus of this mini-lesson will be Academic Vocabulary.

Mini-lesson outline or lesson plan: What words must I understand to help me communicate and succeed in Spanish class?

Phase One: How will students CONNECT with the new terms? To introduce the words, the teacher should post the words on the wall or projector screen to create a WORD WALL. It would be better to have the words posted permanently for the duration of the unit, so it is suggested that they appear on an actual bulletin board or wall rather than disappearing once the scene is turned off. The teacher will introduce the word using the See It. Say It, Spell It, Show It technique (pg. 72 of Core Six). Each word will be seen, read aloud, spelled aloud using the new Spanish alphabet the students learned while recording the spelling in student notebooks, and show the word by mimicking a teacher given movement with the word.
Phase Two: How will students ORGANIZE the new words?
Students will use the GROUP and LABEL technique (pg. 69 of Core Six). After having written down the word and definition in their notebooks, students will get into table groups of 4 students and write the new words on index cards. The students will take the Spanish words and group them based on common characteristic (ie. Maestro(a), estudiante, etc.) Students will create a label for each group of words. Student groups will share their findings with the class and recite the vocabulary words. The word wall will be organized into the selected student categories and posted for the remainder of the unit/year until the words are known.

Phase Three: How will students DEEP-PROCESS the words?
Students will use the VISUALIZING VOCABULARY technique (pg. 68 of Core Six). Students will create a set of Knowledge Cards for the terms. On one side, the Spanish term will be written and on the other size will be a small student illustration representing the term and an English definition. These cards will be used to quiz each other.

Phase Four: How will students EXERCISE their understanding of new words?
Using the ideas from the USE IT OR LOSE IT technique (pg. 68 of Core Six), students will write daily exit tickets summarizing their learning/activities for class that day using at least five of the vocabulary words to describe what took place during the day’s activities. Because the students do not have a large base of Spanish vocabulary, they will write as much as they can in Spanish in addition to the vocabulary words, but they may use some English as well. Eventually, these will be completely in Spanish as the year progresses.

Mini-assessment: Students will write a mini script that portrays a day in Spanish class with interactions among three students and a teacher. The script must use 15 of the new target vocabulary words. The scripts will also be acted out. For fair assessment, a rubric will be used to assess the student knowledge of the vocabulary words based on the context the word was used and the correct corresponding action in the script.

Close Reading Activity
When will the close reading activity occur in the unit? This close reading will occur the first week of the unit.

Text Excerpt
This section has been cut out from the original text.

http://www.cal.org/earlylang/benefits/marcos.html

Benefits of Second Language Learning

Personal Benefits
An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people, read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of human experience by fostering an appreciation for the customs

Text-Dependent Questions

General Understanding:
What types of benefits are there for being bilingual (4 types)?

Key Details:
What are 5 personal benefits of learning a new language?
What are two cognitive benefits of studying a new language?
Bilingualism and multilingualism have many benefits to society. Americans who are fluent in more than one language can enhance America's economic competitiveness abroad, maintain its political and security interests, and work to promote an understanding of cultural diversity within the United States. For example, international trade specialists, overseas media correspondents, diplomats, airline employees, and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, healthcare providers, customer service representatives, and law enforcement personnel also serve their constituencies more effectively when they can reach across languages and cultures. Developing the language abilities of the students now in school will improve the effectiveness of the work force later.

Research has shown that second language study offers many benefits to students in terms of improved communicative ability, cognitive development, cultural awareness, and job opportunities. Society as a whole also profits economically, politically, and socially when its citizens can communicate with and appreciate people from other countries and cultures. Parents and educators would be wise to take advantage of the many available opportunities and resources for second language learning for the benefit of children coming of age in the 21st century.

How many studies support this research?
What are the academic concerns of learning more than one language? How are these countered? What academic skills are improved through learning a new language?
What type of text is this?
What does the author mean by cognitive benefits?


table

<table>
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<tr>
<th>Scaffolds and Extensions</th>
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<tbody>
<tr>
<td><strong>UDL Components:</strong></td>
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<tr>
<td>1.2 Offer alternatives for auditory</td>
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<tr>
<td>Challenge students to use more than the minimum of 15</td>
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<tr>
<td>2.1 Clarify vocabulary and symbols</td>
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<tr>
<td>2.4 Promote understanding across languages.</td>
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<tr>
<td>3.3 Guide information processing, visualization and manipulation.</td>
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<tr>
<td>5.2 Use multiple tools for construction</td>
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<td>7.2 Optimize relevance, value, and authenticity</td>
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</table>
9.2 Facilitate personal coping skills and strategies when traveling to a Spanish speaking country. Provide the vocabulary to express confusion and ask clarifying questions in Spanish on cards that will be taped on student desks and kept in student binders at the very beginning of the unit.

**Other (important elements not captured in this template, explanation, reflection):**
This introductory Spanish unit focuses on a text written in English because students will not have the vocabulary to complete a reading in Spanish until later on in the year. The text serves as an introduction to teach students critical reading strategies in their native language. Those critical reading strategies will be used throughout the year to decode Spanish text and in lessons that are in English that touch on different areas of Spanish culture. Because the beginning of the year sets up elemental Spanish pronunciation and basic structures, the DOK levels outside of the close reading of the text are not as high. Throughout the year, students will create a Spanish 1 survival manual to keep track of language acquisition. Students will add pages to this manual from each unit taught. The page added from this unit will cover how to introduce oneself in a variety of social situations and the benefits of studying a foreign language. The benefits page of the survival manual is elemental in cultivating a growth mindset when studying a foreign language. Throughout the year students will begin reading graded readers as part of a project based inquiry.

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**Writing Rubric**

*Give points as follows:*

<table>
<thead>
<tr>
<th>Score</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Response follows a natural progressing</td>
<td>Response follows a natural conversation.</td>
<td>Response follows a conversational structure and has a</td>
<td>Response doesn’t follow a natural conversation and</td>
<td>Response has little or no discernible organizational</td>
<td>Student responds in a language other than Spanish or</td>
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<tr>
<td>Elaboration and Conventions</td>
<td>Response ACCURATELY communicates the required information for the prompt. Appropriate word choice, verbs use and adjectives, including agreement.</td>
<td>Response communicates at least half of the required information. Response may include errors in agreement, structure or word choice. The message is only partially communicated due to errors.</td>
<td>Response communicates less than half of the required information. Response is incomplete and may have errors that interfere with comprehension.</td>
<td>Student makes an attempt to respond in Spanish but either communicates something completely off the subject or the response is incomprehensible, even to a sympathetic listener.</td>
<td>Student responds in a language other than Spanish or does not even attempt a response.</td>
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Focus on the communication goal. **If extra** information is provided, it may have errors that do not affect the score.

*Speaking Rubric*

[http://www.fcps.edu/is/worldlanguages/pals/documents/Level1AnalyticSpeaking.pdf](http://www.fcps.edu/is/worldlanguages/pals/documents/Level1AnalyticSpeaking.pdf)
Do not deduct points for immediate self-correction.

0- The student answers in English, answer is in Spanish but is inappropriate for the prompt, or no answer is given.

1- The student demonstrates minimal oral competency or unacceptable use of vocabulary and structure.

2- The answer conveys meaning with few errors and/or the response occurs after hesitation.

3- The student responds accurately without hesitation and with good pronunciation.

See/Think/Wonder
Ver/ Pensar/ Adivinar

| What do you see in this image that resonates with you? | What are you thinking about as you look at this image? | What wonderings (questions) do you have about this image? |
Why Do We Have a Need to Communicate?

Opinionnaire

Next to each statement, indicate whether you Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Be prepared to defend your answers. When you are finished, choose one that you feel strongly about and explain your thinking in the space provided.

1. It is an advantage to speak more than one language.
2. No one can tell a story better than the person who lived the story.
3. Communication affects the way we think about life.
4. Communication is necessary, just like food and love.
5. Conversation is to human beings, what the pearl is to the oyster.
6. In order to know the truth, we must hear multiple perspectives on any conversation.
7. The problem with only having one means of communication, is that it limits our ability to understand, engage or connect.
8. Speaking with people from different backgrounds, different cultures deepens our understanding of who we are as human beings.
9. The more I can express myself clearly, the more successful in life I will be.
10. By taking Spanish 1, I am impacting the future workforce of America.

In the space below, explain your response to one statement. Be sure to include examples from your life and the world to support your thinking:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Adapted from Idaho Coaching Network, 2015 Summer Days: So, What’s the Story?