



Grade 5 Spanish - Unit 1 - Not all classrooms are created equal

Unit #:	MPSCT-026628	Duration:	5.0 Week(s)	Date(s):	-
Team:	Kristin Mancini (Author)				
	Grades: 5 Courses: Grade 5 Spanish Subjects: World Languages Approaches: Collaboration/Communication				
Unit Focus					
<p>"Not all classrooms are equal." This unit introduces grade 5 Spanish students to the classroom, specifically their Spanish classroom at Brown School. Students will be able to identify classroom objects and materials, and use basic questions to communicate what they need in their classroom. Students will learn how weekly independent reading will be a part of their classroom at Brown, as compared to the Biblioburro in Colombia that delivers books to children in need. Students will be able to compare and contrast classrooms around the world with their own and address a need in an underprivileged classroom, in order to understand that not all classrooms are created equal.</p> <p>21st century capacities addressed: Product Creation</p> <p>Unit Writing Team Members: Minette Junkins, Amanda Romatzick and Kathleen Gonzalez</p>					
Prior Learnings / Connections					
<p>Prior to this first thematic unit of grade 5, students will revisit high frequency vocabulary and initiate communication in the target language in order to review material from grade 4.</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <ul style="list-style-type: none"> • C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in</p>	<p>T1 (WL.TG.01) Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 (WL.TG.03) Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p> <p>T3 (WL.TG.05) Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 (WL.U.04) The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p> <p>U2 Effective communicators make choices about how to deliver their message. (rewritten WL.U.2)</p>	<p>Q1 How can I express what I need in my Spanish classroom? (rewritten from WL.EQ.2)</p> <p>Q2 How are other cultures different from my own, and from each other?</p> <p>Q3 How does reading impact my life and the lives of others?</p> <p>Q4 (WL.EQ.05) What do I do when I don't understand?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Classroom materials vocabulary (list): el cuaderno, el lapiz, la carpeta, el libro, el sacapuntas, la pizarra, las tablillas, la grapadora, el pegamento, las tijeras</p> <p>K2 High frequency verbs (tener, estar, necesitar, hay)</p> <p>K3 Classroom questions and expressions (list): ¿Puedo ir al baño? ¿Puedo tomar agua? ¿Cómo se dice? ¿Puedo usar inglés? ¿Puedo usar el sacapuntas? No comprendo. Repite, por favor.</p> <p>K4 Third person of present tense (students will produce and recognize)</p> <p>K5 The story of Biblioburro delivering books to children in a rural village in Colombia</p>	<p>S1 Providing simple responses to oral questions.</p> <p>S2 Identifying classroom materials in context.</p> <p>S3 Using basic questions to communicate needs in the classroom.</p> <p>S4 Demonstrating listening comprehension of vocabulary and stories by using accurate and appropriate gestures.</p> <p>S5 Speaking in the third person to describe the classroom and el Biblioburro.</p> <p>S6 Identifying cognates in texts in the target language in order to make meaning.</p> <p>S7 Reading contextually to develop vocabulary.</p>	

multilingual communities at home and around the world

- C.5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Student Growth and Development 21st Century
Capacities Matrix**

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
T/U/Q/K/S U1 K1 T1 U2 K2 S2 S3 T3 K4 S5	PT1		Name: Biblioburro - Giving the gift of reading Assessment Evidence: Reading has a huge impact on both your lives and the lives of others around the world. You have noticed that not all classrooms are created equal. Biblioburro shares his library books with students who don't normally have access to them. Inspired by Luis Soriano and his burro Alfa, you want to give the gift of reading to students in a classroom different from yours. You will create a simple children's book (concept book) to give to a Kindergarten student living in Costa Rica. See link for specific PBA information Resources <ul style="list-style-type: none"> • RES3 - Giving the Gift of Reading PBA and Rubric - - Giving the Gift of Reading PBA and Rubric.pdf (file)

OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description
T/U/Q/K/S Q1 T1 K1 S2	OE1		Name: Check in - Kahoot - Classroom materials Assessment Evidence: Students will match the image of the classroom material with the Spanish definition.
T/U/Q/K/S T1 K1 S2 K2 K4 S6	OE2		Name: Listening assessment -(not graded) Assessment Evidence: Assessment based on classroom materials. Draw what you hear on whiteboards.
T/U/Q/K/S T1 K1 S2 K2 K4 S6 S7	OE3		Name: Reading assessment - Minicuento 1 (graded) Assessment Evidence: Students will read sentences extracted from the minicuento they previously read. They will show their comprehension by accurately drawing out each sentence.

T/U/Q/K/S U1 K1 S2 Q2 U2 K2 K4	OE4		Name: Writing activity (not graded) Assessment Evidence: Use tener and hay to describe a classroom
T/U/Q/K/S U1 T1 K5	OE5		Name: Biblioburro exit slip (not graded) Assessment Evidence: Write three things that you know about el Biblioburro. Based on videos, books, and class discussion, think about what students in rural Colombia have or do not have. How will this make their future different from yours?
T/U/Q/K/S K1 T1 K2 K4 K5 S6	OE6		Name: Listening assessment - El Biblioburro (graded) Assessment Evidence: True/False format based on el Biblioburro.

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Coding	Code	Description of Learning Activity	Extension / Modification
T/U/Q/K/S Q1	LE1	<p>Activity: Introduce classroom materials</p> <ul style="list-style-type: none"> • images • charades • matamoscas • scavenger hunt • spoons (card game) • personalized questions and answers (PQA) • Rock, Paper, Scissors Movie Talk <p>Resources</p> <ul style="list-style-type: none"> • RES5 - Rock, Paper, Scissors - Movie talk - - https://www.youtube.com/watch?v=GymppwZ7lU4 (link) 	
	LE2	<p>Activity: Kahoot check-in (match image with vocabulary) - not graded</p> <p>Resources</p> <ul style="list-style-type: none"> • RES9 - Check-in Kahoot - - https://play.kahoot.it/#/k/c5373a16-b5d4-4641-bd3f-68b648761ad3 (link) 	
T/U/Q/K/S Q1 Q4	LE3	<p>Activity: Introduce classroom questions</p> <ul style="list-style-type: none"> • Señor Wooly- (Movie Talk) Puedo ir al baño? • Skits to practice proper classroom procedures <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Señor Wooly - Puedo ir al baño - Movie Talk - - https://www.youtube.com/watch?v=n3KbP2OebW4 (link) 	

	LE4	<p>Activity: Listening assessment- draw what you hear (not graded) *whiteboards</p>	
T/U/Q/K/S Q1	LE5	<p>Activity: Mini Cuento 1- La mochila de Lola</p> <ul style="list-style-type: none"> • read and dramatize <p>Resources</p> <ul style="list-style-type: none"> • RES11 - La mochila de Lola minicuento - - https://docs.google.com/document/d/1VlrrINwodgZlwhfZp_ii7Whp_6Nn0r5EVOwBiz-Xc/edit?ts=5633bf78 (link) 	
	LE6	<p>Activity: Reading assessment - Mini cuento 1 (drawing scenes)</p>	
T/U/Q/K/S Q2	LE7	<p>Activity: What is My Classroom at Brown School Like?</p> <ul style="list-style-type: none"> • Small groups brainstorm a bulleted list in Spanish using tener and hay to share with the class <ul style="list-style-type: none"> • Helps students to make connections with the target language and their surroundings • Will serve for a point of comparison later in unit <p>What do other classrooms around the world look like?</p> <ul style="list-style-type: none"> • Slideshow • Possibly Skype with Spanish speaking students or guest speakers. <p>Compare/contrast Brown classroom with classrooms around the world</p> <ul style="list-style-type: none"> • Graphic organizer - Venn diagram <p>Resources</p> <ul style="list-style-type: none"> • RES6 - Las clases por el mundo - powerpoint slideshow - - https://docs.google.com/presentation/d/1Tjsjn42P2gc5QUavjcd-UfgX8b78nrubjKxDcm06VEo/edit#slide=id.gccdad5f41_0_0 (link) 	
	LE8	<p>Activity: Writing activity - Use tener and hay to write sentences in order to describe a classroom image (from slideshow).</p>	
T/U/Q/K/S	LE9	<p>Activity:</p>	

Q3		<p>Biblioburro</p> <ul style="list-style-type: none"> • writing assignment (in notebooks) and class discussion (in English)- <ul style="list-style-type: none"> • What would your life be like without books? • What kinds of things would you be able and unable to do? • Read aloud childrens book options (picture walk in Spanish)- Biblioburro stories in English <ul style="list-style-type: none"> • <u>Waiting for the Biblioburro</u>, Monica Brown • <u>Biblioburro- A True Story from Colombia</u>, Jeanette Winter • <u>My Librarian is a camel</u>, Margriet Ruurs 	
T/U/Q/K/S Q3	LE10	<p>Activity: Biblioburro</p> <ul style="list-style-type: none"> • Biblioburro videoclip options <ul style="list-style-type: none"> • Movie Talk- screenshots, scaffolded discussions in Spanish <p>Resources</p> <ul style="list-style-type: none"> • RES7 - Biblioburro - The Donkey Library - - http:// https://www.youtube.com/watch?v=wuTswmx9TQU (link) • RES8 - Four Legged Library - - https://www.youtube.com/watch?v=rPffZEPhLAE (link) 	
	LE11	<p>Activity: Exit ticket - Write three things that you know about el Biblioburro. Based on videos, books, and class discussion, think about what students in rural Colombia have or do not have. How will this make their future different from yours?</p> <p>Resources</p> <ul style="list-style-type: none"> • RES12 - Biblioburro exit ticket - - https://docs.google.com/document/d/1tWo0M5kG4y8lWwBRMw42O_GP9s0AAztSImFV2HMIhs/edit (link) 	
	LE12	<p>Activity: Listening assessment (true/false in Spanish)- Biblioburro</p> <p>Resources</p> <ul style="list-style-type: none"> • RES10 - Listening assessment - Biblioburro - - https://docs.google.com/document/d/1U_QwQaqvDSJyE2co8Pfe-5lhu00aLltwre8XRu7ZmPg/edit (link) 	
T/U/Q/K/S Q3	LE13	<p>Activity:</p>	

		<p>How can we bring Biblioburro to Brown?</p> <ul style="list-style-type: none"> • Introduce Brown School Biblioburro - department cart of children's books • Weekly routine - Once a week per class - Reader's Workshop, Independent Reading <ul style="list-style-type: none"> • What does Reader's Workshop look like in Spanish class? • Anchor chart of reading comprehension strategies for reading books in Spanish <ul style="list-style-type: none"> • Cognates • Pictures • Prior knowledge of texts • Context clues, etc • Note features of simple pictures books <ul style="list-style-type: none"> • which books are best for language introduction? 	
	LE14	<p>Activity: PBA - Bilingual children's book - Students will use the Rough draft writing template to begin writing their sentences. Additional notes:</p> <ul style="list-style-type: none"> • Books will be spiral bound and sent to Kindergarten students in Costa Rica (country may vary by year) • Students and teacher will work together to write a brief letter in Spanish to the students receiving the books. <p>Resources</p> <ul style="list-style-type: none"> • RES2 - Giving the Gift of Reading PBA and Rubric - - Giving the Gift of Reading PBA and Rubric.pdf (file) • RES4 - Biblioburro PBA Rough draft writing template - - https://drive.google.com/drive/folders/0B8OF5uDZpthZRII1aldMWFZMOUU (link) 	

ADDITIONAL INFORMATION

RESOURCES

No.	Description	Files / Links
RES1	Senor Wooly - Puedo ir al bano - Movie Talk -	https://www.youtube.com/watch?v=n3KbP2OebW4 (link)
RES2	Giving the Gift of Reading PBA and Rubric -	Giving the Gift of Reading PBA and Rubric.pdf (file)
RES3	Giving the Gift of Reading PBA and Rubric -	Giving the Gift of Reading PBA and Rubric.pdf (file)
RES4	Biblioburro PBA Rough draft writing template -	https://drive.google.com/drive/folders/0B8OF5uDZpthZRII1aldMWFZMOUU (link)
RES5	Rock, Paper, Scissors - Movie talk -	https://www.youtube.com/watch?v=GymppwZ7IU4 (link)
RES6	Las clases por el mundo - powerpoint slideshow -	https://docs.google.com/presentation/d/1Tjsjn42P2gc5QUavjcd-UfgX8b78nrubjKxDcm06VEo/edit#slide=id.gccd5f41_0_0 (link)
RES7	Biblioburro - The Donkey Library -	http:// https://www.youtube.com/watch?v=wuTswmx9TQU (link)
RES8	Four Legged Library -	https://www.youtube.com/watch?v=rPffZEPhLAE (link)
RES9	Check-in Kahoot -	https://play.kahoot.it/#/k/c5373a16-b5d4-4641-bd3f-68b648761ad3 (link)
RES10	Listening assessment - Biblioburro -	https://docs.google.com/document/d/1U_QwQaqvDSJyE2co8PfE-5Ihu00aLItwre8XRu7ZmPg/edit (link)
RES11	La mochila de Lola minicuento -	https://docs.google.com/document/d/1VlrrINwodgZlUhwfZp_ii7Whp_6Nn0r5EVOwBiz-Xc/edit?ts=5633bf78 (link)
RES12	Biblioburro exit ticket -	https://docs.google.com/document/d/1tWo0M5kG4y8lWwBRMw42O_GP9s0AAztSImFV2HMIhs/edit (link)
RES13	PBA rubric -	https://docs.google.com/document/d/1SS89o7hZPXC6QjWB1pN7L4Hl5mFFcAIAUUG82fJfTo/edit (link)

COMMENTS / NOTES

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