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| Diocese of Wheeling-Charleston  |
| CASE Unit Planner |
| Name of Teacher: Catherine Wippel | Grade Level: K, 1, 2 |
| Subject Area: Spanish | Cross Curricular Opportunities: grammar, science |
| Unit Title: Reading in Spanish | Estimated Duration of Unit (between 2-9 weeks): 2-3 weeks |
| Overview of Unit: Using known vocabulary and phrases to derive meaning from authentic texts |
| Forms of Text (nonfiction/fiction): fiction  | Teaching Strategies: direct instruction, hands-on learning, music and songs, read aloud, targeted feedback |
| Catholic Identity Connections: Learning about God’s animals |
| Assessment (authentic/published - summative/formative): observations, game completion, successful peer-cooperation, answering questions, participating |
| Standard Number | Standards | Description of Activity | Resources  | Date of Completion |
|  FLEX 101 |   greet and make introductions, farewells and exchange courtesies | Greet and the teacher and vice versa |  instructor |  9/26-9/30 |
|   FLEX 103 |   identify objects in the immediate environment. | Locating objects in the classroom as they are called out in Spanish | Instructor, classroom materials |  9/26-9/30 |
|   FLEX 104 |   follow simple directions, instructions and commands to participate in classroom and cultural activities | Following directions given by teacher in Spanish | Classroom space and materials |  9/26-9/30 |
|   FLEX 107 |   imitate intonation and pronunciation. | Repeating and identifying vocabulary by cues in Spanish  | Spanish flashcards |  9/26-9/30 |
|   FLEX 501 |   participating when possible, in appropriate activities related to the target culture. | Reading and acting out Spanish stories | Spanish stories-“Salto” |  10/3-10/7 |
| FLEX 106 | comprehend the topic of short, familiar conversations and passages. | Analyzing the text from Spanish to English and deriving meaning | Spanish stories-“Salto” | 10/3-10/7 |
|   FLEX 109 |   write and/or illustrate familiar words and phrases. | Reflecting on the stories and applying them to new situation  |  Spanish stories- “Salto” |  10/10-10/14 |
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| Differentiated Instruction Opportunities/Overview: students can read along with the teacher. Students can act out animals to make more connections. Students can share their own experiences with the words from the reading. |
| Cross Curricular Opportunities level: |
| Standard Number | Standards | Description of Activity | Resources | Date |
|   SC.O.1.2.5 |   depict movement of living things in air, water and on land. |  Discussing the environment of the various animals discussed in the story and the food chain |  Spanish stories-“Salto” |  10/3-10/7 |
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| **Teaching Strategies Checklist** |
| Writing |
|   | Paragraph |
|   | Essay (narratives, fairy tales, realistic fiction) |
|   | Summary |
|   | Research |
|   | Detailed answers (text supported) |
|   | Notes (note taking skills, outlines) |
|   | Complete sentences |
| Reading |
|   | Informational text |
|   | Lexile |
|   | Complex literature |   |   |   |
|   | Speaking |
|   | Listening |
|   | Varied strategies and instructional methods |
|   | Critical thinking in whole class discussion |
|   | Student led activities |
|   | common core standards (literature circles) |
| Technology |
|   | Smart board |
|   | Computers |
|   | iPads |
|   | PowerPoint, Elmo etc. |
| Differentiated Instruction |
|   | Used multiple resources |
|   | Domain Vocabulary |
|   | Cross-Curricular |
|   | Collaborative engagement (meaningful feedback) |
|   | Higher level learning and teaching |
| Assessment |
|   | Project based |
|   | Writing prompt |
|   | Portfolio |
|   | Observation |
|   | Quiz |
|   | Technology based |
|   | Test |
|   | Student created test |
|   | Presentation |
|   | Journal |
|   | Think, pair, share |
|   | Summary |
|   | Oral questioning |
|   | Analogy |
|   | PowerPoint, or movie maker |
| Authenticity |
|   | Various activities |
|   | Inquiry, research and evidence |
|   | Evidence of time management and planning |
|   | Problem solving strategies |
| Summary of unit upon completion: |
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