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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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