Massachusetts World Languages Curriculum Alignment Guide for Unit Planning

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| **Unit Overview**  ***What is the overall focus and structure of the unit, and what skills will students develop or advance in this unit?*** | | | | | |
| **Unit #/Title** | **Everything Changes!** | **Length of Unit** | 25 lessons | **Proficiency Level Target(s)** | Novice Mid |
| **Grade** | PreK - 2 | **Contact Time (Frequency)** | 3 times a week for 30 minutes |
| **Theme(s)/ Topic(s)** | * Change is inevitable * Social Emotional Learning:   + Identifying/Expressing emotions   + Growth mindset * Descriptions: Colors * Life Science * Travel (Migration) | | | | |
| **Centering Student Diversity** | Prior to delivering this unit, the teacher must consider:   * What changes have my students experienced? Have the changes been positive or traumatic? * What background knowledge do my students have from lived experiences? * What cultural norms have my students been exposed to in relation to interacting with others? * What strategies should I use and what accommodations should I offer to reach all students? * What resources are available to teach students I have identified? * What developmental considerations are unique to these young learners? For example:   + Some students in Pre-K, K age group are still non-verbal in L1 due to emotional readiness   + Illiterate and emerging readers   + Some students are still struggling with sounds in L1 | | | | |
| **Essential Question(s)** | * What is change? * How does change make us feel? * How do we cope with change? * How do things affect our feelings? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | |  |  | | --- | --- | | **INTERPRETIVE COMMUNICATION** | **NOVICE LOW** | | I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts, in fictional texts, and in conversations. | |  * Students can infer the meaning of butterfly life stages, colors, and feelings based on gestures, drawings, and facial expressions in highly contextualized readings, and videos.  |  |  | | --- | --- | | **INTERPERSONAL COMMUNICATION** | **NOVICE LOW** | | I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.  I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.  I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. | |  * Students Students can greet others and ask and respond to how they are feeling in partner conversations. * Students can tell a partner what phase of the life cycle they are in when asked in the evolution activity. * Students can express needs, emotions and color preferences in the Symbolic Monarch Butterfly Craft Project.  |  |  | | --- | --- | | **PRESENTATIONAL COMMUNICATION** | **NOVICE LOW** | | I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. | |  * Students can orally identify the stages of the butterfly life cycle and if each phase is the same or different in the target language. * Students can identify the different colors of the egg, caterpillar, larvae, and butterfly. * Students can write their names and compile a class letter in correspondence with Mexican symbolic butterfly partners.  |  |  | | --- | --- | | **INTERCULTURAL COMMUNICATION** | **NOVICE LOW** | | In my own and other cultures I can identify products and practices to help me understand perspectives. | |  * Students can compare their school and their partner [Journey North](https://journeynorth.org/monarchs) schools in México. | | | | |
| **Culturally Relevant Authentic Resources** | Eric Carle’s *The Very Hungry Caterpillar* in the target language.   * [Read-aloud (Argentina)](https://www.youtube.com/watch?v=0Xji5krOhTI) * [Read-aloud with music](https://www.youtube.com/watch?v=g11vCMejbD4) * J[ourney North-Monarch Butterflies](https://journeynorth.org/monarchs): Symbolic Paper Butterfly Exchange with Mexican Elementary Schools * [Monarch Joint Venture](https://monarchjointventure.org/about-us): A nonprofit organization building a national partnership of federal and state agencies, other nonprofits, community groups, businesses, and academic programs working together to conserve monarch butterflies and other pollinators. * [Monarch Butterfly Sanctuary | Monarch Butterfly Biosphere Reserve | State of Mexico & Michoacan](https://www.youtube.com/watch?v=wNkd6wa-guI): A video that shows the arrival and stay of the monarch butterflies in the Biosphere Reserve located east of the state of Michoacán on the western border of the state of Mexico * Song [“Colores, colores with lyrics” by Bacilos](https://www.youtube.com/watch?v=gQfTdEc3tYc): Song that explore themes of colors, emotions, and social justice.new * [Cuentos Infantiles Mariposa y Gusanito](https://www.youtube.com/watch?v=e9R7RZglz18)- Video story: no matter what life phase you are in, it is beautiful * [Mariposa del Aire](http://mir-es.com/nueve.php?g=%C8%F1%EF%E0%ED%E8%FF-(Espana)&link=152) by Federico Garcia Lorca: Poem with interpretive activities and vocabulary support useful for Spanish heritage speakers and/or extension experiences.   Extensions:   * Reading: Ben Gundersheimer’s *Señorita Mariposa* in the target language. * Reading/Video [La pequeña Oruga Glotona/Mundo Natural](https://www.youtube.com/watch?v=SJYePx02LcU) * Song: [Oruga a Mariposa by Trepsi el Payaso](https://www.youtube.com/watch?v=RKUkDlFfaR4) * Video story: [Los Zapatos del Gusano](https://youtu.be/OHB6Z9aliIo) | | | | |
| **Additional Notes** | Optional field trip to a butterfly museum in Massachusetts:   * [Magic Wings](https://magicwings.com/) (South Deerfield) * [The Butterfly Place](https://butterflyplace-ma.com/) (Westford). Sells monarch butterfly kits for the classroom | | | | |

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| **Standards Summary (p.1 of 2)**  ***What world language content standards will be focused on or introduced in the unit?*** | |
| [**World Language Content Standards**](https://www.doe.mass.edu/worldlanguages/support/content-standards.pdf) | |  |  | | --- | --- | | **COMMUNICATION (NL)** | | | 1. **Interpretive Communication:** | | | In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students: | 1. Recognize traits of multiple cultures and communities. (NL.1.a) 2. Identify words, phrases, and basic information. (NL.1.b) | | 1. **Interpersonal Communication:** | | | In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students: | 1. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NL.2.a) 2. Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.2.b) 3. Provide memorized questions. (NL.2.c) | | 1. **Presentational Communication:** | | | In presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students: | 1. Demonstrate awareness and understanding of themselves and their audience. (NL.3.a) |  |  |  | | --- | --- | | **LIFELONG LEARNING (NL)** | | | **7. Connections:** | | | In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: | 1. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NL.7.a) 2. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NL.7.b) | |

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| **Standards Summary (p.2 of 2)**  ***What other standards will be focused on or introduced in the unit?*** | |
| [**Social and Emotional Well-being**](https://casel.org/) | Key Concept/Transfer: This unit helps students understand that change is a vital part of life; it’s normal and okay. Although it can be challenging at times, students will recognize the value of flexibility and growth=mindset in order to cope with change.   * Students are able to connect about how a caterpillar may feel as it is experiencing changes in its lifecycle. Students can learn question words and phrases to express feelings. Imagining what the caterpillar feels and thinks as it develops will provide a simulated experience. Students will learn how a caterpillar navigates change by reading Eric Carle’s *The Very Hungry Caterpillar*, by caring for an actual monarch butterfly, and by observing how the caterpillar changes in their classroom.   Ideas for providing explicit SEL instruction and integrating SEL into the content:  **CASEL focus areas-Self-Awareness and Self-Management:**   * Students will label how the caterpillar is feeling using facial expressions. They will mirror these feelings with body language. Students will practice techniques to build capacity in seeing their feelings by using mirrors and copying body movements that their partner or teacher does first. * Students will learn how to navigate change by being aware of their feelings and their ability to self-manage. Students will practice calming techniques, using a few simple steps, such as stopping, looking in the mirror, noticing their facial expressions, saying how they feel and why, and taking deep breaths before returning to the classroom routine. * Whole class activities after active transitions or games, students will engage in butterfly breath arms up and out wide with inhale, exhale down, and by your sides (like a jumping jack). |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | |  |  |  | | --- | --- | --- | | **Diversity 9** | **DI.K-2.9** | I know everyone has feelings, and I want to get along with people who are similar to and different from me. |   After reading and analyzing Eric Carle’s *The Very Hungry Caterpillar* in the target language, students are asked to think about the different forms of the same life - egg vs caterpillar vs larva vs butterfly. How we have biases or like/dislike for one form or the other. Use that to become aware of our biases and minimize them. Even use this as a story of hope and the ultimate better place for us to aspire for. Also, help us see the butterfly in every caterpillar.   |  |  |  | | --- | --- | --- | | **Diversity 10** | **DI.K-2.10** | I find it interesting that groups of people believe different things and live their daily lives in different ways. | |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | [**MA Pre-K Reading Standards for Literature [RL]:**](https://www.doe.mass.edu/frameworks/ela/2017-06.pdf)  Key Ideas and Details  1. With prompting and support, ask and answer questions about a story or poem read aloud.  2. With prompting and support, retell a sequence of events from a story read aloud.  3. With prompting and support, act out characters and events from a story or poem read aloud.  Craft and Structure  4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. (See pre-kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)  5. Show awareness of the rhythmic structure of a poem or song by clapping or through movement.  6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.  Integration of Knowledge and Ideas  7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.  Range of Reading and Level of Text Complexity  10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | [M**A Science and Technology / Engineering PreK-12 -12 Curriculum Frameworks 201**6](https://www.doe.mass.edu/frameworks/scitech/2016-04.pdf)  Students use evidence from the local environment to explain how familiar plants and animals meet their needs. PreK-LS2-2(MA).   * Think about and observe what the caterpillar needs to grow and develop.   [Kindergarten](https://www.doe.mass.edu/frameworks/pguide/gK.pdf): Students will understand that all (plants and) animals grow and change over time.  [Focus areas](https://www.doe.mass.edu/frameworks/pguide/gK.pdf):   * Think about the reasons things change. For example, notice that animals and plants need food to grow and develop. * Explain how plants and animals are the same and different. For example, observe how a caterpillar and a butterfly both move, but how they move differs. |

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| **Summative Assessment**  ***How will students demonstrate how well they have met unit goals/objectives, and how will I measure and provide feedback?*** | | | | | |
| **Communicative Mode** | **Description of Task(s)** | | **Differentiation for Equity** | | **Embedded Standards** |
| **Interpretive** | Identifying emotions: Using Seesaw, students see two pictures of two different children expressing different emotions. Students will select the image that matches the emotion that they heard.   * If the teacher does not have access to Seesaw, this activity can be completed by viewing a PPP/GoogleSlide presentation with the images while the students record their answers on a sheet of paper (A or B). | | Independent learners can complete the task on their own as all the audios are included in the activity. If students finish early, there are additional tasks for them to continue working.  Students who need guided instructions will complete the task with the teacher, following the questions one by one.  Images include diverse images of world children. | | ☒ Cultures  ☒ Comparisons  ☒ Connections  ☒ Communities |
| **Interpersonal** | Identifying emotions: Students see a picture of a child and they must first interpret how this child is feeling. They will then answer the question “How are you?” using the expression in the pictures. | | Images of diverse children expressing various emotions. | | ☒ Cultures  ☒ Comparisons  ☒ Connections  ☒ Communities |
| **Presentational** | Symbolic Monarch Butterfly Craft Project & Class Letter  Students complete symbolic paper butterfly correspondence: decorate paper Symbolic Ambassador Monarch Butterflies that are then mailed and distributed to schools near the Monarch Butterfly Biosphere Reserve in Central Mexico. These symbolic butterflies build bridges of communication among participants in Mexico, the United States, and Canada. United by the monarch butterfly, youth celebrate and pledge to protect monarchs and their extraordinary migration. ([Symbolic Migration, from Journey North](https://journeynorth.org/symbolic-migration))  Example from the partner Mexico school: | | TIer 3: Writes first name and last initial name independently.  Tier 2: Writes first name  Tier 1: Traces name | | ☒ Cultures  ☒ Comparisons  ☒ Connections  ☒ Communities |
| **Intercultural** | We are similar and different:  Students will make observations of the partner school in México by going through the pictures that have been posted on the [blog post](https://symbolicmigration.org/news/2022/1/20/break-time-and-daily-lunch-diet-for-our-students?rq=brewster%20).  Begins the discussion by showing the image and asking: How are we similar and how are we different? (Products/Practices/Perspectives)   * Have a balanced discussion of similarities as much as differences. Show many images from schools in Mexico on the blog overall. Show a school in the U.S. that has similar conditions. * Play the “I Spy” / *“Veo, veo”* game. State what we see, what we observe. What do you see, wonder, think? [before jumping to conclusions] | | The teacher guides the whole class discussion relating to products, practices, and perspectives about home and target culture. | | ☒ Cultures  ☒ Comparisons  ☒ Connections  ☒ Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| When selecting materials to present to students, the teacher must be mindful and aware of biases. The teaches can use the following tool to check for the [Seven Forms of Bias in Instruction Materials](https://www.sadker.org/curricularbias.html)  For example, when discussing emotions, the teacher must show images of diverse children.  The teacher should avoid students drawing assumptions of a single story by only looking at single pictures of one experience of a culture. For example, when they are comparing and contrasting the partner school (ie. the lunch experience), the teacher should look at the multiple pictures posted on the [blog post](https://symbolicmigration.org/news/2022/1/20/break-time-and-daily-lunch-diet-for-our-students?rq=brewster%20)  Resource: Use a variety of strategies from [Critical Practices for Anti-Bias Education](https://www.learningforjustice.org/sites/default/files/2017-06/PDA%20Critical%20Practices_0.pdf) | | For the Seesaw activity, the scoring and the feedback can be done right on Seesaw.  Reflection Rubric: Students complete this rubric the compilation of the Symbolic Monarch Butterfly Craft Project & Class Letter experiences.  [Click for PDF Document](https://drive.google.com/file/d/1ssNPpRWynvT2D5XHNvD_drQL_-HYThfz/view?usp=sharing) | | * Equitable calling system when calling on volunteers/students * Praise/Encouragement * Choral response * Call and response * Recast, repeating, repeating as a class * Clapping * Turn and talks   Formative:   * Thumbs up/down * Asking yes/ no to group | |

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| **Instruction (p.1 of 2)**  ***What learning activities and resources will support students in meeting unit goals/objectives, and how will I check for understanding?*** | | | |
| **Communicative Mode** | **Key Learning Activities and Formative Assessments** | **Culturally Relevant Authentic Resources** | **Embedded Standards** |
| **Interpretive** | Unit Opener: Reading of Eric Carle’s *The Very Hungry Caterpillar* in the target language.  Prior to reading the book, the teacher will plan a few pre-reading activities, that connect the book to the previous learning experiences. For example,   * Connect to the vocabulary of feelings, colors, numbers 0-10, fruits, and vegetables. * Pre-review target vocabulary words related to the story, such as egg, caterpillar, cocoon, butterfly, moon, and leaf. | Eric Carle’s *The Very Hungry Caterpillar* in the target language. | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Book Reading: For 1-5 lessons, the teacher reads this story in the target language several times as a way of modeling for students the notion that texts are read and reread for several different purposes. In this way, students will learn key vocabulary, event sequencing, science content, and the big, transferable ideas of why and how things change.   * The teacher will move to allow all students to see, interact with, and engage in the read-aloud. * In order to ensure that language is comprehensible, the teacher will repeat, exaggerate words, act out ideas, point, sing, and provide manipulatives that students can use to show their understanding. Students will be able to respond and demonstrate understanding in many ways, such as by speaking, moving, pointing, acting out, etc. * The teacher will provide large, laminated copies of the key events and vocabulary so that all students can see and be able to sequence events, interact with content, etc. | Eric Carle’s *The Very Hungry Caterpillar* in the target language. | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Students are provided ample low-risk opportunities to hear new terms supported with images and/or gestures. They will have the opportunity to engage with this vocabulary in different ways, emphasizing the various modalities and styles of learning. For example,   * The teacher says the life cycle phase with a gesture, students say phase and mimic gesture. * By playing Simon Says. * Students place images/labels of the life cycle phase in sequence. * Students work together to sequence the story using manipulatives. * Students play memory to locate and identify story elements. | Manipulatives to support book: Laminated storyboard pieces | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Coping with change: Students view a series of images that represent change. They are invited to see and wonder: “What do you see?”/*“¿Qué ves?”*   * The teacher presents all scenarios using the target language. The images and gestures will support the messaging. * Students are asked to consult with a partner first prior to sharing their thoughts out loud with the class.   --> Set of image 1: baby, child, young adult, adult, grandparent  --> Set of image 2: sunny, partially cloudy, cloudy, rainy, storm  --> Set of image 3: a clock with various times throughout the day  --> Set of image 4: same child with different friends doing different things  --> Set of image 5: same child with different feelings  --> Set of image 6: a family changing houses (this scenario is explained with a lot of caution as it may cause a trigger for children who have lost/changed house without notice)  --> Set of image 7: the stages of a butterfly.   * Through this discussion, the teacher will emphasize that:   + Just like the butterfly, everything changes. / *Como la mariposa, todo cambia.*   + Change is normal. / *El cambio es normal.*   + They are the same. / *Son iguales.*   + They are different. / *Son diferentes.* * Revisit some of the scenarios (1,2,3,5), and point out that some changes affect how we feel. * Conclude this discussion by emphasizing that it is important to be a flexible thinker through change as this will make accepting change much easier.   + Somethings we just can’t control. | Presentation (PPP or GoogleSlides), with scenarios (set of images) depicting change. | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Students will take care of an actual monarch butterfly, and observe how the caterpillar changes in their classroom.   * Students will make observations of the size and color as the caterpillar transforms. | Actual caterpillar that transforms into a butterfly (for observation) in their classroom | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Students express how the caterpillar is feeling by “being the caterpillar” throughout the book. For example, “I feel hungry, tired, happy…”/ *“Yo tengo hambre. / Yo estoy cansada. / Yo estoy feliz…”* | Eric Carle’s *The Very Hungry Caterpillar* in the target language. | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Social target language games: Colors  Students play “I spy” / “Veo, veo.” The teacher or student says color and describes an item in the room, and then students identify it by touching or pointing to such item.  Students play “Scavenger hunt” / “Toco” The teacher or a student calls a color and the rest of the class goes on a scavenger hunt looking for items around the classroom for items with such color and then touching it or pointing to it to identify it. |  | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Identifying emotions: Students see a series of images telling an incomplete story. The teacher uses as-is language providing as much descriptive language as possible that is supported by gestures and voice tones. After consulting with a partner, students will determine how the character in the short story feels.   * Students will then connect this emotion to the correct zone (color) of the [Zones of Regulation](https://zonesofregulation.com/index.html), either blue, green, yellow, or red. | Incomplete short stories in images.  Chart for the [Zones of Regulation](https://zonesofregulation.com/index.html) in the target language. | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Social target language games: Emotions  A student will act out an emotion and their partner will state the emotion in the target language. |  | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpretive** | Unit Closer: Reading of Ben Gundersheimer’s *Señorita Mariposa* in the target language.   * The teacher will conclude the unit by reflecting on all the activities and experiences that were completed during the unit. Prior to reading the book, students will be asked to mention what were the takeaways from the unit and to mention some of the keywords, such as: change and butterflies. * The teacher will enthusiastically introduce the book and read the text in the target language which showcases the monarch’s trio from Canadá to México. | Ben Gundersheimer’s *Señorita Mariposa* in the target language. | ☒ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpersonal** | [Evolution Activity:](https://www.youtube.com/watch?v=DY9LVTdcuz0) Students will engage in embodying the phases of a butterfly’s life cycle in the [evolution activity](https://www.youtube.com/watch?v=DY9LVTdcuz0).   * The teacher will set the expectation of creating a short conversation when students are exchanging the information of “who they are” as they play the evolution activity: * The student who loses the rock/scissors/paper turn will ask, “What are you?” (*“¿Quién eres?”*). The winner will then say and act out the phase of the life cycle they are in: “ I am an egg / a caterpillar/ a cocoon / a butterfly.” (“*Yo soy huevo / oruga / capullo / mariposa.”*)   + Scaffolded evolution activity interactions with peers:   --> rock, scissors, paper: *roca, papel, tijeras*  --> one, two, three: *uno, dos, tres*   * + - actions of tapping fist to open palm 3 times and then throwing rock, paper, scissors | Promote movement whistle connecting to the book’s new vocabulary  This is particularly important for this age group. | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpersonal** | Identifying emotions: Students see a picture of a child and they must first interpret how this child is feeling. They will then answer the question “How are you?” using the expression in the picture  See Description in Summative Assessment\*. | Images of diverse children expressing various emotions. | ☒ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpersonal** | How are you?: Interpersonal Speaking  Students greet and respond to greetings and express how they are feeling. They will ask and respond to the question “How are you -feeling?” (“¿Cómo estás?”). These interactions will first take place with the teacher and then will happen with peers.   * The conversation can be scaffolded to allow for the involvement of all learners:   + Tier 3: Student independently initiates conversation. Asks how the partner is feeling   + Tier 2: Student responds to the greeting. Is asked how they feel, is given physical gestures, and responds orally and with gestures about how they are feeling   + Tier 1: Student waves when greeted. When asked how they are feeling, they respond with only gestures (as some students are still non-verbal). |  | ☒ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpersonal** | Social target language game: How are you?... Hachi Pachi  A question-asking game played in a circle where a secret student is chosen to guess who is the Hachi Pachi who is starting movements for the rest of the class to follow. In the meantime, students are responding to the question “How are you?” / *“¿Cómo estás?”* in the quest of finding the secret student who says “Hachi Pachí”.  How to play Hachi Pachi?   1. Students stand/sit in a circle. 2. The teacher chooses a student who goes outside of the classroom. 3. Then, using an equitable system, another student is selected as the Hachi Pachi. This student is responsible for changing the calm movements the rest of the students will do. For example, the Hachi Pachi taps their heads so all students in the circle copy what the Hachi Pachi is doing. They must change the movement at least every 10-15 seconds    1. Students should do their best to quickly change the rhythm to match Hachi Pachi without making it obvious that they’re looking at them 4. Bring the student who was outside back into the classroom. They stand in the center of the circle and try to identify who the Hachi Pachi is by asking “How are you?” / *“¿Cómo estás?”*     1. Students will share their emotions using the target language unless they are the Hachi Pachi. 5. If the person points to the wrong student. After that student shares how they are doing, the whole class will respond with “What a pity!” / *“¡Qué lástima!”* 6. The person in the center guesses again and again until they find the Hachi Pachi |  | ☒ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Interpersonal** | Expressing their needs: Colors   * Students will identify what colors they need when requesting paint supplies for the Symbolic Monarch Butterfly craft project. For example, “I need blue and green” / *“Necesito azul y verde.”* * They will express gratitude with “Thank you.” / “*Gracias.”* when their needs are met by either a teacher or another classmate. |  | ☒ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Presentational** | Towards the beginning of the unit: Students begin to sing a popular song from the Spanish-speaking world “Colores, colores” by Bacilos. The song will be incorporated as part of the classroom routine and will be chucked so it’s more attainable for students.   * The teacher will set the expectation for students to sing along. * The teacher will show the various images of diversity and inclusion. | Song: [“Colores, colores with lyrics” by Bacilos](https://www.youtube.com/watch?v=gQfTdEc3tYc) | ☒ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Presentational** | Unit Closer: Symbolic Monarch Butterfly Craft Project & Class Letter  See Description in Summative Assessment\* | [Symbolic Migration, from Journey North](https://journeynorth.org/symbolic-migration)) | ☒ Cultures  ☒ Comparisons  ☒ Connections  ☒ Communities |
| **Presentational** | Life cycle sequencing- Students first complete a cut and paste activity of the butterfly life cycle phase with labels. The teacher reads along with students as they complete this task and point out words to encourage emerging readers.   * Scaffolded prompts:   + The teacher provides gestures with each phase and a poster with images to help guide learners for reference of the cycle sequence   + Students are encouraged to say the terms out loud as they complete the task to describe the life cycle phases.   + Ample opportunities must be provided for students to revisit this sheet and “re-read” these images (phases) so they can present this information to a classmate. | Worksheet with images of butterfly life cycle phases and labels. | ☐ Cultures  ☐ Comparisons  ☒ Connections  ☐ Communities |
| **Intercultural** | We are similar and different:  Students will make observations of the partner school in México by going through the pictures that have been posted on the [blog post](https://symbolicmigration.org/news/2022/1/20/break-time-and-daily-lunch-diet-for-our-students?rq=brewster%20).  See Description in Summative Assessment\* |  | ☒ Cultures  ☒ Comparisons  ☒ Connections  ☒ Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| * The vocabulary listed here is given both in English and in Spanish so teachers can modify it to other languages if they would like to use this sample unit.   To express change: (Change is inevitable/SEL)  Everything changes. / *Todo cambia.* Change is normal. / *El cambio es normal.*  They are the same. / *Son iguales*. They are different. / *Son diferentes.* I change. / *Yo cambio*.  To identify/express emotions (Feelings/Emotions  How are you? / *¿Cómo estás?*  … I am well, thanks. And you? / *Yo estoy bien, gracias ¿Y tú?* … I am okay, thanks. And you? / *Yo estoy así-así, gracias ¿Y tú?*  … I am not well, thanks. And you? / *Yo estoy mal, gracias ¿Y tú?* … I am happy, thanks. And you? / *Yo estoy feliz, gracias ¿Y tú?*  … I am sad, thanks. And you? / *Yo estoy triste, gracias ¿Y tú?* … I am tired, thanks. And you? / *Yo estoy mal, gracias ¿Y tú?*  … I am hungry, thanks. And you? / *Tengo tengo hambre, gracias ¿Y tú?* … I am thirsty, thanks. And you? / *Tengo sed, gracias ¿Y tú?*  *.*… I am afraid, thanks. And you? / *Tengo tengo miedo, gracias ¿Y tú?*  To identify the changes in a butterfly (Life Science)  The butterfly life cycle: egg, caterpillar, cocoon, butterfly. / *El ciclo de la vida la mariposa: huevo, oruga, capullo, mariposa*  What are you? / *¿Qué eres?*  …I am / *Yo soy…*  Useful expressions:  Hello. / *Hola.* Good morning, Good afternoon, Good evening, Good night / *Buenos días., Buenas tardes., Buenas noches*  Thank you. / *Gracias.* What a pity! / *¡Qué lástima!* | | | |

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| **Instruction (p.2 of 2)**  ***What materials, strategies, and supports will I use to ensure equity in the unit, and how will I use the Core Practices?*** | | | | | | |
| **Social and Emotional Well-Being** | * Students ask one another how they are feeling using visuals. Students mirror each other’s actions and identify their feelings. * Image that shows expected behaviors (classroom rituals and routines) and turn and talk. * SEL materials:   + Rectangular mirror for the classroom   + Visuals (facial expressions) * Images for the Zones of Regulation in the target language * Mindfulness practice- [Butterfly breathing](https://youtu.be/GgJnDUf9J6I) conducted in TL | | | | | |
| **Social Justice** | When selecting materials to present to students, the teacher must be mindful and aware of biases. The teacher can use the following tool to check for the [Seven Forms of Bias in Instruction Materials](https://www.sadker.org/curricularbias.html)  Through the Journey North Symbolic Butterfly Project, the following anchor standards are addressed:  **Diversity** Anchor Standard  7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.  8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.  9. Students will respond to diversity by building empathy, respect, understanding and connection. | | | | | |
| **Differentiation for Equity** | * The unit lessons can be differentiated for students’ readiness, interests, and learning profiles. * Gradual release of responsibility: The teacher writes the letter with the class and models writing and/or coloring in basic greetings, feelings, and their names with the butterfly. Students who are ready to write words can trace letters and words. Students also can draw or illustrate, if interested. * Product: The letter to the Mexican butterfly exchange partner has differentiated tasks. The task can be modified in length (e.g. some students can write their names on their letter, color the butterfly, and ask for colors in Spanish to complete coloring activity) or scope or students may be offered extended time to complete it. * Process: As needed, the teacher differentiates instruction by working one-on-one with a student needing extra help who wants to write his/her/their name(s) and can work in small groups with students. Even something as simple as repeating directions, or offering written directions, is considered a way to differentiate instruction. * Content: Students are given fewer vocabulary terms to carry out the activity. | | | | | |
| **Technology** | * Digital pictures * Blog post * Projector * SmartBoard * Videos * Seesaw | | | | | |
| [**Core Practices**](https://www.actfl.org/sites/default/files/resources/Core%20practices.pdf) | Target Language Comprehensibility  x | Authentic Resources  x | Oral Interpersonal Tasks  x | Backward Design  x | Teach Grammar in Context  x | Provide Oral Feedback  x |

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| **Reflection and Analysis**  ***Which students connected to the unit, which unit activities were most effective, and how aligned were different components of the unit?*** | | | | |
| **Centering Student Diversity** |  | | | |
| **Strengths** |  | | | |
| **Areas for Improvement** |  | | | |
| **Unit Component** | **Alignment Notes** | **Aligned?** | | |
| **Fully** | **Partial** | **Not** |
| **Summative Assessment** |  | **☐** | **☐** | **☐** |
| **Key Learning Activities and Formative Assessments** |  | **☐** | **☐** | **☐** |
| **Next Steps** |  | | | |

This unit plan was created by Bárbara Barnett, Stacy Braga, Genevieve Columbo, Prabhakar K, Maria Lappas, Kate Lavalle, Heidi Olson, and Amy St. Arnaud for the Massachusetts Department of Elementary and Secondary Education.