

Collaborative Planning Organizer

MONTH and SUBJECT AREA	THEME or UNIT	MOST IMPORTANT POINTS	IDEAS for MIRRORING
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			

The Amazing 180 Second Science and World Language BRAINSTORM!!!!

Think of as many ideas as possible with your partner(s).

Language Topic	Content Topic Connections (math)	Possible Activity Ideas
School	School supplies Name of teachers/ subjects staff Buildings + locations (math, (s.s.)) Diversity - grading system. Community (Science)	- Flashcards - map of school - Find items within a bag. -> Connection w/ subjects (Vocab) -> Song connecting supplies w/ their purpose. -> Giving directions -> Numbers. - <u>Elicitation/See</u> ->

These ideas provided by:

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Affiliation

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Montgomery township school District.

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Green Hills School District.

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Think of as many ideas as possible with your partner(s).

Language Topic	Content Topic Connections	Possible Activity Ideas
Family Language Topic	Family tree Extended family Family celebrations Family origin (locate on map) - Numbers (birthdays, ages) - State names - pronouns (he/she) - his/hers - Characteristics	- locate origin on map. - compare/contrast Latin Am. extended family with own family. - Slap the board (pictures of family members w/ vocabulary written on board)

These ideas provided by:

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Think of as many ideas as possible with your partner(s).

Language Topic	Content Topic Connections	Possible Activity Ideas
Colores	Rainbow - science Color wheel - art Animals - science Graph - math Flags - social studies	Blend colors w/ washable markers + coffee filter La Pelota - Draw animals that are in a specific color. Favorite colors - for graph Describe the colors Spanish speaking country flags

These ideas provided by:

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Think of as many ideas as possible with your partner(s).

Language Topic	Content Topic Connections	Possible Activity Ideas
Numbers	multiplication/division story problems adding/subtracting decimals +/ - / x money/change clock temperature measuring on map etc. conversion of fahrenheit → celcius	- dice to do math operations - fishing game w/ #'s - groups w/ # magnets - counting out change - shopping game w/ money

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Think of as many ideas as possible with your partner(s).

Language Topic	Content Topic Connections	Possible Activity Ideas
Clothing	Seasons Colors Parts of the body Noun/adjective agreement Types of events Vacations Countries graphing	<ul style="list-style-type: none"> • packing their suitcase • present their clothes • fashion designer to dress doll on smartboard • who's wearing...? • graphing how many students are wearing?

These ideas provided by:

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Lavallette

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Think of as many ideas as possible with your partner(s).

Language Topic	Content Topic Connections	Possible Activity Ideas
Where do you live?	the city buildings community addresses locations the home - outside - inside the school the stores - shopping geography professions	- compare / contrast living in the U.S. to living in another country - create a model community (each student creates a building, landscape, plant, person or object incorporating different subject areas)

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Think of as many ideas as possible with your partner(s).

Language Topic	Content Topic Connections	Possible Activity Ideas
Calendar	Seasons Days of the week Months Numbers Weather Clothing Contrasting calendars from other areas of the world Colors Activities (CPR) Holidays	Contrasting calendars from other areas of the world

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Content Based Mini- Unit Template

Topic: Geometry

Objectives:

1. SWBAT talk about shapes and their characteristics.
2. SWBAT create, compare and measure shapes.

Guiding Question(s):

- * ¿Cuántos lados tiene la forma?
- * ¿Cuál forma es más grande/pequeña?

Linguistic Outcome Goal and vocabulary connections:

1. Match word to appropriate shape
2. Calculate perimeter/area of shapes

Hands-on Activities:

- A. Create different shapes using Play-Doh
- B. String bracelets with different shapes to describe/predict patterns
- C. Scavenger Hunt in the classroom - find items around the room shaped like a circle, square, etc.

**Learning Song:

Tune: Adam's Family



Content Based Mini- Unit Template

Topic: story parts / fairy tale genre

Objectives:

1. SWBAT identify elements of a story (characters, setting, problem)
2. SWBAT organize a story in sequential order

Guiding Question(s):

- * ¿Quiénes son los personajes? ¿Dónde/Cuándo toma lugar el cuento?
 - * (Who are the characters?) (Where/When does the story take place?)
- What words do we use to talk about the different parts of a story?

Linguistic Outcome Goal and vocabulary connections:

1. Inquiry words (who? when? where? what? why?)
2. Transitional words and ordinal numbers

Hands-on Activities:

- A. Question Dice: choose questions that are prewritten on chart paper/sentence strips in order to identify story elements
- B. Story Sequencing: order pictures w/ sentences using ordinal numbers and transitional words
- C. Act out story: teacher narrates story and students act out sequence of events using props and TPR

**Learning Song: To the tune of Frere Jaques

El primer cerdito (repite)
Su casa de paja (repite)
El lobo sopló (repite)
Y se la destruyó (repite)

El segundo cerdito
Su casa de leña
El lobo sopló
Y se destruyó

El tercer cerdito
Su casa de ladrillo
El lobo sopló
~~Y~~ no se destruyó

Content Based Mini- Unit Template

Topic: CIVICS

Objectives: SWBAT

1. Interview Community members who benefit/work for local food pantry
2. collect data & create graph to show findings about their local pantry

Guiding Question(s):

- * How does a pantry work
- * Who donates
who benefits from it

Linguistic Outcome Goal and vocabulary connections:

1. food - types of food.
2. addressing others appropriately.

Hands-on Activities:

A. Group: brainstorm possible questions to ask interviewee

B. Role Play: students will bring food that will later be donated. These will be used to role play a food pantry in the classroom.

C. graph: who donates - institutions.
how many received the service
who goes there

**Learning Song:

"La macarena"

Dale a los pobres trigo avena queso huevo
y cosas buenas. Dale a los pobres arroz
abichuelas carne maiz y verengena.

Topic:

~~Body~~ ~~Alimentos~~ ~~Basuras~~
Healthy Heart

Objectives:

1. SWBAT - Respond by expressing in target lang. how to keep ~~in shape~~ ~~themselves~~ in good shape. (exercise)

2. SWBAT - ~~express in target language by determining~~ ~~what is healthy~~ good eating habits.

Guiding Question(s):

- * Que ejercicios haces tu? / Como te mantienes en forma?
- * Que comida es buena para tu corazón?

Linguistic Outcome Goal and vocabulary connections:

1. action verbs
2. food pyramid

Hands-on Activities:

- A. food pyramid - label
- B. outside activity
- C. exercises -

**Learning Song: MI CORAZÓN (La cucaracha)

I
Mi corazón, mi corazón
no para de latir
Cuando corro, cuando juego
en el parque todo el día.

II
El chocolate, ^{las} papas fritas,
yo no debo comer
los vegetales y las frutas,
hacenn mi cuerpo mover.
OLÉ!