

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

Language Topic	Content Topic Connections	Possible Activity Ideas
Family <del>Language</del> <del>Topic</del>	Family tree Extended family Family celebrations Family origin (locate on map)  - Numbers (birthdays, ages)  - State names - pronouns (he/she) - his/hers physical - 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 of Spanish speaking country flags

**These ideas provided by:**

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# 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	Possible Activity Ideas
Numbers	multiplication/division story problems adding/subtracting decimals +/ - / <del>*</del> 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

### These ideas provided by:

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# 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	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"> <li>• packing their suitcase</li> <li>• present their clothes</li> <li>• fashion designer to dress doll on smartboard</li> <li>• who's wearing...?</li> <li>• graphing how many students are wearing?</li> </ul>

**These ideas provided by:**

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# 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	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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# 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	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	          

**These ideas provided by:**

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

Objectives:

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

2. SWBAT - ~~express in target language by determining~~ ~~determine~~ 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, <sup>las</sup> papas  
<sup>fritas,</sup>  
yo no debo comer  
los vegetales y las  
fritas,  
hacenn mi cuerpo mover.  
OLÉ!