



AERO.SBC Basic Unit Template

Subject/Course:	FLL –Entry level English and Spanish
Grade Level:	Elementary Pre-first - 4 th
Topic/Concept:	Day of the Dead
Estimated Time Required:	3 to 4 weeks
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Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

1 COMMUNICATION

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

By the end of grade 2 students will:

a. Sing simple songs from the target cultures.

2 CULTURES

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

By the end of grade 2 students will:

d. Participate in age-appropriate cultural activities, games and songs.

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

By the end of grade 2 students will:

a. Recognize common interests and practices of the target cultures and students' own.

3. CONNECTIONS

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.

By the end of grade 2 students will:

b. Recognize topics related to the target language and culture in other school subjects studied and in related field trips for science, art, social studies, etc.

4. COMMUNITIES

4.2 Students show evidence of becoming life-long language learners.

By the end of grade 2 students will:

a. Articulate their likes and dislikes for a selection of target culture activities and products

2. What are the enduring understandings that this unit is built upon?
(What ill students take away? understanding) BIG understanding for the rest of life

All cultures honor death in some way including Korea, Japan, and Mexico.

3. What essential or unit questions will prompt curiosity and focus?

- Have you eaten dead bread?!
- ¿Qué es pan de muertos?
- Where can you find an altar?
- How many things can you find in an altar?
- Have made an altar for a dear one?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

- The students will be responsible in making a paper altar, a realia altar, or a 3D altar using all the elements of an altar learned in class as an assessment at the end of this unit Day of the Dead. Each element should be labeled as students describe their altar to the class using expressions of likes and dislikes. After the presentation students will be responsible for answering questions.

RUBRIC FOR STUDENT SELF-ASSESSMENT:

2. Provide the scoring guide/rubric for the culminating task (summative assessment).				
Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Presentational Speaking	I can present basic information using language I have practiced using phrases and simple sentences.	I can present information using a series of simple sentences.	I can present detailed presentations, usually with accuracy, clarity, and precision.	I can deliver detailed presentations with accuracy, clarity, and precision.
Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write about a topic and present information using a series of simple sentences.	I can write extensively with significant precision and detail .	I can write about The Day of the Dead using standard structure, lexicon, and writing protocols.
Interpretative Listening	I can recognized some familiar words and phrases when I hear them spoken	I can understand the main idea of simple conversations that I overhear.	I can easily follow narrative, informational, and descriptive speech. I can understand discussions about The Day of the Dead..	I can sometimes infer complex meaning that requires deep understanding of the culture.

FORMATIVE RUBRIC TO BE USED DURING SOME CLASS ACTIVITIES:

Scored Discussions (4 Person Conversation – Based on ideas from Greta Murray, Medford, WI)

Move from:	1 – 3 – 5	Move to:
Ask random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Rubric for Oral Presentation: Day of the Dead

CATEGORY	4	3	2	1
Comprehension	Student is able to answer questions posed by classmates about the topic.	Student is able to answer most questions posed by classmates about the topic.	Student is able to answer a few questions posed by classmates about the topic.	Student is unable to answer questions posed by classmates about the topic.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Uses Complete Sentences	Speaks in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly	Speaks clearly and distinctly but mispronounces one word.	Speaks clearly and distinctly most of the time. Mispronounces more than one word.	Often mumbles or cannot be understood.

Instructional Plan:

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

TEACHING MATERIALS:

- Bingo game (la lotería del día de los muertos)
- Day of the Dead bingo student created cards to play GO Fish
- Create a floor mat map of the altar (TOGETHER WITH STUDENTS' HELP)
- Paper altar, realia or 3D poster of a dear one
- Fill in the blank worksheet of the elements of the altar
- KWL charts
- Video to watch: Significado del altar de muertos.
<https://www.youtube.com/watch?v=cghM43Ez894>
- Songs to practice:
Tumbas: <https://www.youtube.com/watch?v=5vIZmXj4aDA>
Cuando el reloj: <https://www.youtube.com/watch?v=CyYRibaMQoA>

STRATEGIC ACTIVITIES:

- Go Fish of Day of the Dead
- Bingo Day of the Dead
- Whiteboard activity: write 10 words related to the topic in 3 minutes, 5 minutes, etc.
- Who can label the elements on a paper worksheet?
- Who knows? Oral game. The teacher uses describing vocabulary with clues and one student is chosen to call out the answer.
- Who can write the best sentence using the word ---?
- Who can read the sentence without help==? Teacher writes a sentence on the whiteboard or has a printed sentence

STEM or STEAM CONNECTION:

- Art: create a catrina or catrin
- Art: decoration of own altar
- Math: how many? Singapore Math model word problems 1st to 2nd level
- Math: read, write, solve basic math problems
- Technology: Youtube.com cartoon presentation of Day of the Dead
- Technology: sing song using youtube.com, fluency, intonation, speed with the site song and without, individually and group guided practices
- Science: Glow in the dark salt for the altar. What will happen to salt when you pour highlighter ink?
- Science: cempasúchil uses: decoration and medicinal

- Engineering: How many cempasúchil flowers are used in the building of an altar decoration piece? A pathway, an arch,

TEACHING DAILY TIMELINE: all activities planned are for a day have several options but one only can be done a day from each category. The class is planned for 60 or so minutes a day.

- Daily 10-15 minutes teacher instruction. Introduce the songs. Practice singing them.
 - Week 1: Tumbas por aquí, tumbas por allá
 - Week 2: Cuando el reloj marca
 - Week 3: Student chooses one of the songs and recreates own version using the targeted vocabulary.
- Daily 10-15 minutes games
 - BINGO
 - Matching game: picture and word
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- 10-15 minutes assessments formal or informal by using the teacher strategic activities.
 - One sentence summary of what was done in class.
 - One sentence of the targeted vocabulary: all students use the same word or each picks their own...teacher preference
 - Word Web to reinforce reading and writing of the targeted vocabulary
 - Think-Pair-Share
 - Directed paraphrasing
 - Student generated questions
- Free time: Teacher oral strategy games:
 - Guess who? Guess What?
 - Who can name ___?
 - What's a word that starts with ___?
 - Line up if you can ____? Call an individual student one by one?

WEEK ONE:

INTRODUCE THE THEME: How do you introduce the theme of death?

Today we will be learning new words.

It will be a whiteboard word wall. The teacher will have written on the board the category in which the Bingo Day of the Dead words fall into. For example: food, people, animals, things, places, and verbs. The words of the Bingo are:

Cempasúchil, catrina, catrin, ofrenda, sal, agua, pan de muertos, azucar, flores, retrato, vela, calaveras, cruz, copal, papel picado, cementerio, tumba, recordar, calaca, ataud, calavera de azucar, dulce, comida,

Why are these words important? How are they related? What is the topic?

Target the theme.

On Day 1 you must have a target! Go over the cards of the Day of the Dead Bingo. Introduce the words. Play bingo 2 or 3 times. Then go over the categories on the whiteboard. (You'll be teaching new vocabulary but also categorizing.)

Week one will be mainly going over the words and learning to read and spell them. Also learning one of the songs, which includes vocabulary used for this theme.

Please refer to the TEACHING DAILY TIMELINE.

Start teaching one of the songs and practice every day!

Do some Singapore math problems.

FRIDAY: EAT BREAD (PAN DE MUERTOS) take the opportunity and review manners. What is polite when eating and how do you ask for more.

WEEK TWO:

Follow the TEACHING DAILY TIMELINE

Students should have mastery of the vocabulary. They are reading to listen to what an altar is all about.

Show the video: Significado del altar de muertos.

<https://www.youtube.com/watch?v=cghM43Ez894>

Show it daily and see if the students can retain the information about the significance of each of the elements of the altar.

Continue practicing the Tumbas or Cuando el reloj. For this week students should have been introduced to both songs.

Do Singapore Math problems.

FRIDAY: DO THE SALT SCIENCE PROJECT

WEEK THREE:

Follow the TEACHING DAILY TIMELINE

Students will do oral presentations of their own altar. Also show pictures of the altars displayed in school or around the city.

Do the Science experiment of glow in the dark salt to give student ideas to use in their altars.

FRIDAY: VISIT THE SCHOOL'S ALTARS AROUND THE SCHOOL

WEEK FOUR:

Follow the TEACHING DAILY TIMELINE

Only if necessary to finish up the oral presentations and to visit any of the altars already displayed around the school. Ask students to take photos of the altars they might see. (for example at plazas, stores or any place they might visit during the week.)

ALL WEEK: Display altars outside

Recreate different versions of the songs taught. This gives students the opportunity to play and experiment with the language.

FORMATIVE ASSESSMENTS: ON-GOING DURING THEMATIC UNIT

- After two or three days of teaching the vocabulary the teacher will give oral quizzes using clues to check if the students know all the new vocabulary and understand it.
- After a week of using the vocabulary and hearing about it, students will be responsible in writing correct grammatical descriptive sentences.
- The students will go to the school's altar and with the teacher's guidance will identify all the elements and will also identify the missing ones or

different ones. Later in class the teacher will give them a worksheet with a word bank to label all the elements of an altar.

- Later students will be tested on writing sentences and sharing them with classmates by writing about the word and expanding in meaning and usage in the cultural event of the Day of the Dead.
- Fill in the blank test. The teacher will give a word bank and sentences that describe the meaning of each of the words studied. Students will be responsible in identifying the correct word with the description.

SCIENCE LESSON:

Making Glow in the dark salt for the altar

Materials:

Salt

Highlighters(Yellow, Orange, and Pink work the best)

You can use new or old highlighters.

Pour salt in a container or Ziploc plastic bag.

Then take inside of highlight out of the marker.

Get it a little wet then squeezed to get couple drops on the salt and mixed it up.

If you have neon paints you can mix them in instead of a highlighter if you want to color more vibrant.