

# JES Spanish 2009-1010

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\*Please practice Spanish at home with your children! ☺ Students will retain more of the language throughout the year if they are using Spanish outside of my classroom.

\*\*The Georgia Professional Standards Commission has a draft of performance standards for Modern Languages K-5. Please note that these standards were created for a Model Language Program, which meets 5 days a week for 30 minutes a day. Though JES students have Spanish once a week, they are already proving capable of meeting many of the standards.

August 3-7:

- a. As students enter room, say *Hola, siéntense niños en azul y niñas en verde*. Students quickly figure out the colors and words for boy/girl and the colors blue and green.
- b. Introduce myself w/ Power Point, photos of my family, pets, etc. Speak in Spanish and ask students to translate. Focus on the word “perro” and practice rolling rr’s.
- c. Puppet show w/ cebra y rana asking “¿Cómo te llamas? Hola, yo me llamo...”
- d. “Buenos días niños” song- words on chart w/ clipart for each station (hablar, leer, escuchar) Dissect song and focus on *Hola* and *Amigos* (most students already know these, so it’s previous knowledge to tap and build confidence.) Song is from *Hola La* CD
- e. Focus vocabulary on board: **Hola**

Aug. 10-14:

- a. Repeat *Buenos días* song.
- b. Focus on ¿Cómo te llamas tú?, asking individuals first and then have students ask each other. Choose a niño & a niña to come in front and ‘act’ the question/answer.
- c. El Alfabeto Español: use the marching song from *Sing, Dance, Laugh & Eat Tacos*. Show youtube version w/ giant letters + sounds. Students watch, then repeat, salute for O,P and olé, march and repeat, más rápido cada vez.
- d. March the alphabet around the room to familiarize w/ each station and talk about what students will do at each. Stations are labeled w/ posters and corresponding clipart to “Buenos días niños” song.
- e. Classes go to tables and complete a grade-level appropriate worksheet related to the Spanish alphabet. (take home) Point out eye-level alphabet on side wall that will turn into a Spanish word wall.
- f. Focus vocab on board: *Hola*, **perro**

Aug. 17-24:

- a. *Buenos días* song
- b. Review ¿Cómo te llamas tú?
- c. Introduce ¿Cómo estás? Bien, mal, así-así (w/ visuals)
- d. March El Alfabeto
- e. Do quick model puppet show w/ ¿Cómo te llamas? And ¿Cómo estás?, only using *el gato* y *el pato* (ask Ss what they notice about these words in Spanish- do they rhyme in English?) Puppet show uses “besitos”, which is our first word on word wall (w/ visual)
- f. Start stations- Ss only visit one station per class

1. Hablar= puppets
  2. Escuchar=Charlie y Lola Ese es mi libro. Students listen for the word libro and tally how many times they hear it on a paper libro. 1<sup>st</sup> & 2<sup>nd</sup> graders then count the tallies in Spanish and write the number word in Span., using the picture dictionaries, which are open on table.
  3. Leer=Free-reading or manipulating cards in pocket chart. Words to Buenos días song are cut up and Ss can read to put the song in order. They can also make card matches w/ common words/phrases such as: Por favor=please, Gracias=thank you, etc.
  4. Tareas= Worksheets at tables
  - g. Focus Vocabulary words listed on board: Hola, perro, **libro**
- \*\*Puppet show script: 1-Gato (cat), 2-Pato (duck)**

**1-Hola**

**2-Hola**

**1-(Pato llora.=Duck cries.)**

**2- No llores.**

**1-¿Cómo te llamas tú?**

**2-Gato. ¿Cómo te llamas tú?**

**1-Pato. ¿Cómo estás?**

**2-¡Bien! ¿Cómo estás?**

**1- Mal.**

**2-Lo siento.**

**1-¿Besitos?**

**2-¡No!**

**1-¿Besitos?**

**2-¡No!**

**1-¿Besitos, POR FAVOR?**

**2-Sí. (give kisses)**

**1-¡Gracias!**

**2-De nada.**

**1-Adios**

**2-Adios**

Aug. 24-28:

- a. Same as last week, reviewing songs, continuing stations.
- b. Add “Los días de la semana” song from José Luis-Orozco Mezcla CD. Count to siete & hold 7 arriba every time you hear siete. (TPR arriba y abajo con las manos) Point out días en el calendario as we sing. Each class learns the día they have Spanish.

Aug. 31-Sept 4:

- a. Same as last week, reviewing songs, continuing stations.
- b. With extra time at end of class, call Ss up by station and have them tell about what they learned, ie how many times they heard libro, what they said in Span. w/ gato or pato, show their worksheet for a sticker, etc.
- c. Also extra time, read “Say Hola to Spanish” and/or choose students to lead songs, counting, etc.

Sept. 8-11:

- a. Review songs, and last week for stations.
- b. Begin asking for student volunteers to lead introductory songs, point to letters during alfabeto march. Ss take responsibility leading roles.

1. Read ¿Dónde está Spot? Libro as an intro to the next unit about animals and using the word Dónde.
- d. Add to Focus Vocab list on board: Hola, perro, libro, **dónde**

Sept. 14-18:

- a. Review intro songs, conversation ¿Cómo te llamas? Y ¿Cómo estás?
- b. Introduce new song, for K & 1, hide some elefantes y pollitos around the room & play frío/calor, asking ¿Dónde están?
- c. Pass out cards (one set grande y otro pequeño) to 2<sup>nd</sup> graders. On each card is a word. Ask students to stand up in 2 groups (grande y pequeño) and put the words in order to form a question. ¿Dónde están los animales? Class reads together and translates.  
2<sup>nd</sup>-¿Dónde están los animales? (Teach Spanish to Kids Thru Art, Music, Games) \*Students listen and repeat animal names, progressing to putting the animal magnets in order on the board. Students go to tables, called by colors they're wearing. At tables they copy the question, "¿Dónde están los animales?" onto a sentence strip to take home. Practice reading, pronouncing and translating. Back to floor and charades w/ students guessing animals in Spanish.  
1<sup>st</sup>-Los Elefantes: Students listen to song and act out the elefantes on a spider's web by sitting in a circle on the floor around a web of yarn. Preview the mini-libros they're making next week by forming 5 círculos pequeños, each group holding a copy of the mini-libro while I read.  
K-Los Pollitos: Students act out the motions w/ teacher while listening to song. Teacher models gestures and again w/ stick puppets. Students go to tables, called by colors in Spanish they're wearing and read along to the song/pictures in the book Spanish Rhymes. Students go back to floor and play frío/calor w/ los pollitos puppet.
- d. Review focus vocab list on board: Hola, perro, libro, dónde
- e. Extra: Read libros grandes, Gato Azul and Grande y pequeño

Sept. 21-25:

- a. Review intro songs, conversation, adding ¿Dónde está \_\_\_\_\_?
- b. Each grade level works on a different animal project:
  1. K makes stick puppets to act out w/ song Los Pollitos
  2. 1<sup>st</sup> does a make & take mini-libro reading/singing Elefantes song
  3. 2<sup>nd</sup> reviews animals song, puts animal magnets in order on board and completes worksheet at tables. Worksheet is cloze activity, listening and filling in blanks. Extra practice w/ crossword/wordfind puzzles using animal names.
  4. Add to focus vocab: Hola, perro, libro, dónde, **música** (Some students play instruments while reviewing songs) (Focus vocab now includes all vowels, which we will point out after the break!)

Sept. 28-Oct 2: (Early release Wed & Thurs. No school Fri)

- a. Review and continue from last week, adding projects as needed.

Oct. 5-9: Vacaciones