

Young Scholars of Western Pennsylvania Charter School

Spanish 1

- Unit Title

"Mi Clase"

Mini unit that will cover Spanish classroom routines, procedures, rules, rewards, consequences and review of important material that we will use throughout the year.

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What are the classroom procedures, rules, rewards, consequences, and routines in the Spanish classroom? Where are the helpful phrases located in the classroom? What are the helpful phrases?

Enduring Understanding/Objectives

Enduring Understanding(s)

Students will understand the classroom procedures, rules, rewards, consequences, and routines in the Spanish classroom. Students will understand how to use helpful phrases and commonly used vocabulary in the classroom to make things easier throughout the school year.

Outcomes/Objectives/Progress Indicators:

SWBAT state the Spanish classroom procedures, rules, rewards, consequences, and routines. Students will locate the different posters and areas in the classroom. Students will receive helpful phrases to place in a classroom folder. Students will be able to describe the Spanish classroom "morning" routine as well as routines that occur during the period. Students will be able to name and say the "helpful phrases" in the classroom by using different posters, motions and their folders.

Language Functions

- Describing
- Naming
- Identifying
- Stating

Grammatical Structures

- “Puedo ...”
- “Puedes”
- “Necesito...”
- “Yo tengo..”
- “Soy de...”
- “Estoy...”
- “Me gusta..”
- “No me gusta..”

Vocabulary

- Las reglas
- “Ayudame” phrases
- La rutina
- Fecha
- El tiempo
- Los numerous
- El alfabeto (2nd grade)
- El lapiz
- “Puedo ir al bano?”
- “Puedo tener un panuelo?”
- “Puedo sacar mi lapiz?”
- “Como se dice ___ en espanol?”
- El papel
- El cuaderno
- Las carpetas
- La puerta

Culture

- Pretend to be in a Spanish speaking country where no one speaks English. How do you get around? What do you do?

Subject Content (Connections)**Math**

- Numbers 0-100 by 5s, 10s, and 1s
- Date/year review
- Calendar review
- Age
- Graph number of boys vs. girls and/or ages/birthdays

Social Studies

- Where are you from?
- Locate on map
- “Fake fiesta”

ELA

- Recite alphabet (2nd grade only-1st will learn in next unit)
- Read first day of school story
- Color story
- Back to School Mini Book
- Basic review of previous year’s units

PE/Health

- TPR
- Nino/nina/maestra game

Music

- Weather Song
- Alphabet
- Days of the Week Song
- Months of the Year
- Buenos Dias
- Color Song
- Intro Songs

Science

- Classifying
- Graphing

Art

- Drawing of family/favorite things
- Create bulletin board
- Back to School Mini Book

Learning Activities, Performances

****The following activities will be more in-depth for second grade. Any activities listed with an (*) will only be for second grade.**

Beginning

Intro to class

Classroom tour

Ice breaker/first day of school book

Go over syllabus/letters to be sent home and returned

Classroom Rules

Classroom Procedures

Classroom Routine/with songs-practice routine (day, *date, weather, numbers, *alphabet)

Middle

Create bulletin Board

¿Cómo estás?

¿Cómo te llamas?

Niño, nina, maestra

Graph boy/girl (first)

Graph birthday month (second)

Review numbers (play flyswatter game)

*Review alphabet-team competitions

Review colors/shapes-song and find a place around the room

(possible game on Smart Board if available)

*“Introducing” questions

Fake fiesta

End

Introduce classroom help phrase

Assign folders/sticker charts (charts for 1st grade only)

Go over prize bins

Classroom Objects that will be used daily/often/those that are located in table bins

Drawing of self/favorite things (gustar)-share with class

Human Bingo (gustar)

- Unit Title

Todo Sobre Yo (All About Me)

 Standard(s)

Communication, Culture, Connection, Comparisons, Communities

Essential Question(s)

Who am I? What is your name? How are you/How am I?

Enduring Understanding/Objectives

Enduring Understanding(s)

Students will understand how to describe themselves in Spanish. Students will identify their favorite color. Students will identify different characteristics about themselves as well as their family.

Outcomes/Objectives/Progress Indicators:

SWBAT introduce themselves using llamarse, count 0-30, compare and contrast themselves with others, recite the alphabet, state the first letter of their name, describe themselves physically using ser and tener, describe their family, identify pets/favorite animal, identify favorite sport/hobby, sing songs (head, shoulders, knees, toes, yo me llamo, family, buenos dias, Macarena, alphabet, numbers) identify their birth day, name days and months, name and write the date, understand a description of an imaginary friend from Mexico

Language/Communication

Language Functions

- Greeting
- Introducing
- Describing themselves
- Expressing age
- Identifying birthday
- Labeling body parts
- Counting
- Reciting alphabet
- Comparing
- Expressing likes and dislikes
- Identifying family members
- Describing eye color
- Singing songs

- Comprehending stories about 3 bears, family, school, and Juan
- Reading All about me story to parents/family members

Grammatical Structures

- Ser with origin
- Tener
- Llamarse
- Gustar
- Agreement
- Question Formation

Vocabulary

- My name is
- Calendar
- Pets
- Boy/girl/teacher
- Alphabet
- Family
- Numbers 0—30
- Mas/menos
- Alto/bajo
- Body parts
- Colors
- Sports/hobbies
- Modes of transportation

Culture

- Products, practices, and perspectives of Juan, the imaginary friend (family, how I get to school, pets, etc).

Subject Content (Connections)

Math

- graphing
- counting
- patterns
- comparisons

Science

- classifying
- body parts

ELA

-reading 3 stories (predicting, comprehending)

-writing (creating own book)

PE

-TPR

-macarena

-sports

-nino/nina duck duck goose game

Music

-All About Me Song

-Color Song

-Number Song

-Yo me llamo

Art

-self-portrait

-illustrating book

Social Studies

-culture comparison

-geography-locating how far from school

Learning Activities, Performances

Beginning

- greetings

- introductions

- alphabet song

- graphing names

- boy/girl/teacher

- nino/nina maestro duck/duck game
- graph boys/girls
- colors/eye color graph
- body parts
- calendar/birthdays/days

Middle

- family
- pets
- sports/hobbies
- Juan's story is woven throughout
- how far you live/map
- transportation to school

End

- share books with each other
- share books with family
- picture description task
- info gap activity
- guess who game
- reread Juan's book in its entirety

- Unit Title

La oruga muy hambrienta (The Very Hungry Caterpillar)

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What is the life cycle of the caterpillar? What happens to the very hungry caterpillar? Where do monarchs migrate?

Enduring Understanding/Objectives

Enduring Understanding

SWBAT understand the main events of the story, the life cycle of the caterpillar, and monarch migration to Mexico

Outcomes/Objectives/Progress Indicators:

SWBAT understand the story of the hungry caterpillar, sequence events of the story, retell the story, categorize the fruits according to the days of the week, change and retell story, create a class and individual book, play a game in pairs with foods, categorize healthy and unhealthy foods, identify the life cycle of the caterpillar using TPR, understand the monarch migration to Mexico, review colors, weighing and graphing fruits, sink and float fruits, pair story retelling, learn where certain foods are from (Ketchup Pittsburgh/Chocolate Mexico)

Language/Communication

Language Functions

- Predicting, Comprehending, sequencing, categorizing events, retelling, changing events of story
- Identifying cycle of caterpillar
- Identifying foods
- Differentiating healthy and unhealthy foods
- Discuss what they each for Breakfast lunch dinner
- Expressing likes and dislikes

Grammatical Structures

- Retelling in past tense
- Comer
- Sing/plural subject adj. agreement
- Present tense sub/verb agreement
- Gustar
- Ser with origin

Vocabulary

- Food
- Colors
- Days of the week
- Numbers
- Healthy/unhealthy
- Life cycle stages
- Breakfast foods
- Lunch foods

- o Dinner Foods

Culture

- o What foods Juan likes
- o Foods from Mexico/Pittsburgh/US
- o Monarch migration
- o Meals that Juan eats/the students eat

Subject Content (Connections)

Science

- Unhealthy/healthy foods
- Life cycle
- Monarch migration
- Sensory activities smelling and feeling
- Sink/float

Math

- graphing lengths of caterpillar
- Graphing amounts of food each day
- graphing weight of foods
- caterpillar population
- counting foods caterpillar ate

Social Studies

- Where food comes from (ketchup/chocolate
- Chocolate rhyme
- Map foods
- Juan's food likes
- Juan's meals

Art

- Illustrating stories

- Make butterflies
- Make life cycle with pasta

Music

- Chocolate rhymes
- Food song?

ELA

- story activities (predicting, comprehending, sequencing, retelling)
- 4 skills
- info gap activities

PE

- TPR life cycle

Learning Activities, Performances

Beginning

- Life cycle TPR
- Sink float
- Fruits
- Picture walk
- Read story (give props)
- Read story and categorize days of week
- Zip lock bags
- Mini book

Middle

- Pasta life cycle
- Review foods from story
- Healthy/unhealthy foods
- More foods
- Healthy/Unhealthy

Where foods are from

End

Breakfast/lunch/dinner

Cultural comparison

Monarch migration

Color changing

Make butterflies

Make class book

• Unit Title

Froggy se viste (Froggy Gets Dressed)

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What are we wearing today? What do we wear in different seasons? What happens to Froggy in the story?

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT identify clothing, describe what they are wearing, comprehend and retell Rana se viste story, relate weather and clothing

Outcomes/Objectives/Progress Indicators:

SWBAT predict, comprehend, retell, sequence story of Ranita Se Viste, sequence how we get dressed, discuss relationship between weather/seasons and clothing, discuss body parts/clothing relationship, graph what we are wearing, record a clothing journal, design and describe t-shirt, design and describe pattern on socks/scarf, identify body parts, identify clothing, give and respond to commands, command partner to dress Ranita, conduct a fashion show with t-shirts, make class book for Ranita during different seasons, identify clothing typical of Mexico, discuss weather/seasons and Mexican clothing

Language/Communication

Language Functions

- Comprehend story
- Predict story events
- Sequence story
- Retell story in different contexts
- Create own story
- Ask and describe what someone is wearing
- Identify clothing and body parts
- Ask and tell the weather
- Counting
- Comparing seasons, weather, graph

Grammatical Structure

- Subj/adj agreement
- Preterite for story retelling
- Commands
- Ponerse/vestirse/llevar

Vocabulary

- Body parts
- Clothing
- Seasons
- Weather
- Colors
- Numbers
- Story related vocabulary

Culture

- Traditional/modern Mexican clothing
- Geography/weather
- clothing for different seasons in Mexico

Subject Content (Connections)**Math**

- Counting
- Graphing
- Color patterns/shapes

Science

- Classifying clothing
- Weather journal
- Weather/clothing relationship
- Body parts/clothing relationships

Music

- o Weather song
- o Head, shoulders, knees, toes
- o Macarena

Art

- o Design paper scarf/socks with pattern
- o Design t-shirt with shapes
- o Illustrate class book telling stories from diff seasons
- o Role play of story
- o Froggy Paper dolls for story

Social Studies

- o Traditional/modern clothing of Mexico
- o Seasons/weather in Mexico
- o Geography
- o Equator/seasons

PE

- o Fashion show
- o TPR clothing
- o Story/classroom commands
- o Simon says

ELA

- o Predicting, comprehending, sequencing, retelling story
- o Creating own book in different context
- o Info-gap froggy paper dolls
- o Role playing
- o I have/who has (I'm wearing/who's wearing?)

Learning Activities, Performances

Beginning

Clothing introduction

I have/who has

Review body parts and associate with clothing

Body parts song/macarena

Commands/simon says

Prediction/prereading activities

Read story

Role play

Froggy paper dolls

Info gap

Retell story with paper dolls

Seasons (review)

Retell story in different seasons

Groups make storybook changing event/season

Middle

Weather song review

Weather/season graph

Weather/season journal

Seasons in Mexico

Equator = hotter

Clothing traditional/modern Mexico

End

Individual books

Review patterns/discuss diff patterns

Design socks/scarf on paper

T-shirt design and fashion show

- Unit Title

La gallinita roja (The Little Red Hen)

Standard(s)

Communication, Culture, Connections,
Comparisons, Communities

Essential Question(s)

How do you bake bread? What is the difference between a Mexican tortilla and a Spanish tortilla? Why do people add yeast to bread?

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT identify different types of tortillas. SWBAT identify which ingredients are necessary to bake different types of bread. SWBAT comprehend, interpret, and retell the story “La gallinita roja.”

Outcomes/Objectives/Progress Indicators:

SWBAT identify the different ingredients necessary to bake bread. SWBAT describe the differences and recipes for Mexican and Spanish tortillas. Students will share their own family recipes. Students will have the opportunity to bake bread at home and bring in for the class to share. SWBAT explain the effect yeast has when baking breads. Students will be able to follow a recipe. SWBAT use TPR to explain how to bake bread. SWBAT retell the story “La gallinita Roja.” SWBAT make tortillas in the classroom and try them. SWBAT use important “cooking” verbs such as “mezclar, plantar, cortar, and comer in chunk forms. SWBAT discuss which bread/toppings are healthy and unhealthy. SWBAT locate Spain and Mexico on a map. SWBAT describe basic characteristics of breads.

Language/Communication

Language Function

- Compare size, ingredients, recipes, tortillas and cultures
- Describe characteristics
- Express location
- Give and receive directions

Grammatical Structures

- Tener-tiene/tienen
- Estar
- Gustar
- Mezclar
- Comer
- Plantar
- Cortar
- Informal “tu” Commands

Vocabulary

- Colors
- Numbers
- Animals
- Ingredients
- Steps to make bread/recipes
- Measurements
- Tortillas

- Utensils

Culture

- Mexican tortilla vs. Spanish tortilla
- Family Recipes

Subject Content (Connections)

Math

- Graph Measurements, types, textures, favorite breads/recipes, what you put on your bread (toppings)
- Measurements and basic conversions
- Recipes and Cooking

Science

- Baking with different ingredients
- What happens when you use yeast?
- Why does Bread Rise?

Social Studies

- Breaks from different cultures (tortillas/bread types)
- (sliced, tortillas, baguettes)
- Geography-locate countries as we discuss different recipes
- Interactive HW-bake a new recipe
- Day of the Dead Bread
- Nutella vs. Peanut Butter etc...

Music

- Tortilla Song
- Song off TACO CD
- Traditional Mexican Chocolate Song
- Baking Songs/Rhymes?

Art

- Bread/Tortilla Book
- Puppet Show, Role Play

ELA

- Info Gap with Story or different recipes
- Predicting, comprehending, sequencing, retelling story, “La Gallinita Roja”
- “The Three Little Tortillas”
- Create short narrative about your own family recipe and share with the class

PE

- TPR-recipes and baking
- Types of bread-healthy vs. unhealthy

Learning Activities, Performances

Beginning

Introduce Basic Recipe and Utensil Vocabulary

Introduce “The Little Red Hen”-Picture-Walk

Introduce basic bread recipe/vocabulary and animals from the story

*Practice using mezclar, comer and plantar as well as commands

Discuss how bread differs from different cultures

Read “The Little Red Hen”

TPR Baking Bread

Science Experiment with Yeast?

Middle

What toppings do you like on your bread?

Graph the different toppings-individual and class graph

Healthy vs. Unhealthy toppings/bread

Discuss the difference between Mexican Tortillas and Spanish Tortillas

Day of the Dead Bread

Locate Mexico and Spain on a Map

End

Read the “Three Little Tortillas”

Bread Art?

Extra Credit Opportunity-bake a new type of bread OR Family Recipe bread and bring in for the class to try?

*Make REAL Mexican tortillas during Spanish class using a tortilla maker

Use different toppings?

