

Young Scholars of Western Pennsylvania Charter School

Spanish 3

- Unit Title

El arbol generoso (The Giving Tree)

Essential Question(s)

What happens in the giving tree? What are the characteristics of trees?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT comprehend and interpret El arbol generoso and identify and classify characteristics of trees

Outcomes/Objectives/Progress Indicators:

SWBAT comprehend, sequence, summarize, retell story of el arbol generoso, express emotion, describe people and personalities, identify parts of the tree and associated nature vocabulary, sing song about trees, classify tree of choice, measure tree trunks, predict and graph height and age of tree of choice, discuss how trees change within the seasons, compare trees in US/Peru, TPR parts of the tree, play hide and seek with tree, discuss why we need trees, discuss deforestation

Language/Communication

Language Functions

- Ask/express emotions
- Describe personality traits
- Describe tree according to size, height, and age
- Comparing

Grammatical Structures

- Ser for personal traits
- Estar for temporary conditions
- Tener
- Comparisons
- Ordinal numbers
- Estar for emotions

Vocabulary

- Parts of tree
- Story related vocab
- Nature words
- Emotions
- Personality traits
- Types of trees
- Review numbers
- Sign posts and ordinal numbers(first, second, then

Culture

- Compare trees of US/Peru
- Compare Air quality of different regions
- Art of trees (Dali)
- Bulletin board of giving tree

Subject Content (Connections)**Math**

- Measuring trunks and graphing circumference
- Predicting age and height
- Comparing/equalities

Science

- Tree study
- Life cycle of tree
- Different forests
- Sink/float
- Seasons
- Collect and classify leaves
- Plant tree?
- Types of trees

Music

- o Poem/song

Art

- o Dali
- o Draw label tree
- o Puzzle activity
- o Draw tree image within Dali art form
- o Art show

PE

- o TPR tree parts
- o Hide and seek with tree

Social Studies

- o How can you give project? (with another class or school or community?)
- o Deforestation
- o What do we need trees?
- o What comes from trees?
- o Comparison with trees in Peru/US

ELA

- o Story activities with book (predicting, story mapping, vocabulary instruction, retelling, sequencing)
- o Create own story (how would you use a tree)

Learning Activities and Performances

Beginning

- o Introduce title of book, guess what it is about
- o Vocabulary (parts of trees, emotions, personality traits, use famous people or familiar people to describe emotions and personality traits)
- o Read book with students holding vocab pictures
- o Story sequencing TPR with pictures (ordinal numbers)
- o Story map

Middle

- o What comes from trees?
- o Why do we need trees?
- o Write their own story about how they use a tree
- o Different kinds of trees
- o Tree study
- o Graphing and comparing tree studies
- o Sink/float tree materials
- o Trees in Peru/US

End

- o Puzzle activity with painting or pictures of trees
- o Introduce Dali painting and surrealism
- o Students create Dali style painting of tree
- o Art show of Dali-style tree paintings and description

- Unit Title

La piramide alimenticia

Essential Question(s)

What are healthy/unhealthy foods that are common in Peru/US?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT identify foods from Peru/US and evaluate if they are healthy/unhealthy

Outcomes/Objectives/Progress Indicators:

SWBAT identify foods from Peru/US, evaluate foods healthy/unhealthy, read and evaluate recipes/menus from Peru/US/Pittsburgh restaurants, identify vocabulary for kitchen items, measurements, and meals, name food groups, categorize foods according to food pyramid, convert measurements, create a food diary, discuss and evaluate each other's food diaries, suggest healthy options, food/exercise relationship

Language/Communication

Lanugage Functions

- o Identify foods, meals, food groups, utensils, kitchen vocab
- o Narrate recipes
- o Evaluate recipes, menus, food diaries

- Express likes/dislikes
- Discuss favorite foods
- Compare foods, pyramid, menus, recipes in Peru/US
- Describe what you ate
- Suggest healthy options
- Categorize foods in pyramid
- Order food

Grammatical Structures

- Comer/beber
- Commands
- Past tense comer/beber
- Suggestions (subjunctive)
- Querer
- Recomender

Vocabulary

- Foods
- Mealtimes
- Time
- Food groups
- Healthy/unhealthy
- Utensils
- Kitchen vocab
- Measurements
- Expressions
- Restaurant expressions
- Polite expressions (por favor, gracias)

Culture

- Peruvian menus/recipes
- Peruvian restaurants in Pittsburgh
- Compare food pyramids
- Compare food from Peru/US
- Compare common meals and mealtimes
- Discuss climate/what food grow
- Measurements

Subject Content (Connections)

Math

- Convert measurement
- Fractions
- Graphing calories of meals
- Summing and identifying total fats/carb/protein/calories
- Prices of food

Science/PE

- Food groups/pyramid
- Healthy/Unhealthy food
- How food affects body
- Food/exercise needed to burn off
- Categorize foods on pyramid
- Keep a food diary
- Evaluate food diary/menu/recipe
- Balance meals
- Exercise/calories burned

Art

- Draw pyramid
- Draw meal with paper plate
- Illustrate food diaries
- Create a menu
- Sorting food according to pyramid
- Illustrate recipe (family favorite/Peru)

Music

- Asarrin/asarran
- Arroz con leche
- El Tallarin
- Food song

Social Studies

- Compare menu, recipe, food pyramid
- Discuss where foods come from (Peru/US)
- Different units of measurement
- Climate/foods grown
- Animal foods

ELA

- Read and evaluate menu, food pyramid, recipes
- Narrate recipe
- Describe and record a food diary
- Make suggestions of healthy options
- Role play in restaurant
- Write own menu
- Label meal(s)

Learning Activities and Performances

Beginning

Introduce foods with the pyramid

Create own pyramid/catagorize

Healthy/unhealthy

Compare Peru pyramid

Introduce meals/sort food according to meals

Create plate/meal

Balance meals

Peru meal/US meal

Start food diaries (comi, bebi)

Reading labels, counting calories, fats, carbs, proteins

Graphing calories, etc of meals

Share food diaries/make suggestions (recomender)

Middle

Introducing exercise/food/burning calories

How food affects body

Introduce Peruvian recipes

Share and illustrate family favorite recipes

Evaluate them (healthy/unhealthy/calories, etc)

Measurements/fractions

End

Introduce kitchen utensils and set up restaurant

Prices of food

Restaurant role play (querer)

Create healthy restaurant menu

- Unit Title

Pen Pal/My School

Essential Question(s)

How do I describe my classroom/school in Spanish? How does my school compare to schools in Peru?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT describe their classroom, school supplies, and school SWBAT compare and contrast their school with one or more in Peru

Outcomes/Objectives/Progress Indicators:

SWBAT describe classroom/school, comprehend description of classroom and imaginary classroom, tell time, describe school schedule, locate classroom objects, determine if objects sink/float, identify date including year, describe weather, express likes/dislikes with verbs like gustar, express need, identify and apply classroom survival phrases, sing and enact traditional recess games, compare and contrast YSWPCS with schools in Peru, identify numbers out of sequence 1-2000, express more/less than/equalities, measure objects, graph favorite school subjects and times students wake up, enact the scientific method with sink/float activity

Language/Communication

Language Functions

- Expressing likes and dislikes
- Expressing need
- Describing classroom/school
- Asking and expressing time
- Describing school schedules
- Counting

- Expressing date/time
- Expressing location
- Comprehending descriptions
- Comprehending story
- Comprehending classroom commands

Grammatical Structures

- Estar for location
- Ser for time
- Necesitar
- Tener
- Verbs like gustar
- Adj agreement
- Prepositions
- Comparisons
- Commands for classroom

Vocabulary

- Survival phrases/classroom commands
- Mas/menos que
- School supplies
- School subjects
- Classroom objects
- School locations
- Actions associated with school subjects
- Numbers 1-2000
- Review colors
- Calendar/weather review
- Time expressions
- Direction words

Culture

- School day/subjects/schedule of 2 Peruvian schools
- Flag salute
- Traditional/modern recess games
- Compare classroom materials, schedules, recess games, lunch

Subject Content (Connections)

Math

- Numero misterioso game
- Equalities
- Measuring and comparing objects
- Counting by 2s, 5s, 10s
- Buzz game

- Graphing
- Telling time

Science

- Sink/float
- Scientific method

Music

- Traditional songs/games
- Estar song/hat dance
- Directions rap

Art

- Draw classroom/TPR
- Design imaginary classroom
- Design own school in groups
- Info gap with imaginary classroom

PE

- TPR rhyme directions
- TPR time
- Recess games

Social Studies

- Comparison with 2 schools in Peru (school schedules, subjects, classroom objects, recess games, lunch)
- Geography of Peru
- Flag salute?

ELA

- Story about school(S) in Peru (a day in the life of..)
- Predicting, sequencing, summarizing, retelling
- Imaginary school descriptions
- Info gap of imaginary classrooms
- Description draw task
- Give directions through the Peruvian school and/or students' school (info gap)

Learning Activities and Performances

Beginning

Compare with Peruvian schools throughout start with KWL

Survival phrases/classroom commands

Review calendar/weather

Introduce year dates

Review numbers

Numero/misterioso game

Buzz game, counting by 2s, 5s,

School supplies

Sink/float

Measuring school supplies

Directions song

Whole group classroom TPR drawing

Measure classroom objects

Draw and label/describe imaginary classroom

Imaginary classroom info gap

Middle

Whole group school TPR drawing

Draw and label imaginary school in groups

Give directions throughout school

School subjects/telling time

Supplies for subjects

Actions for subjects

Compare with Peruvian schools

Favorite school subjects

Recess games

End

KWL chart completion

Project: Design own school/school schedule/give directions

- Unit Title

Cuadros de familia

Essential Question(s)

What happens in the stories “Cuadros de familia?” What are Chicano family celebrations? What are our celebrations? How do the celebrations/family life compare with US? How/why is Chicano life influenced by Mexico? What are seeds and how can we categorize them?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT comprehend, summarize, interpret Chicano family stories. SWBAT write their own family story and illustrate it using style of illustrations of Cuadros de Familia, SWBAT compare Chicano, Mexican, and US family life. SWBAT predict, count, conduct experiments with foods/fruits from Chicano culture.

Outcomes/Objectives/Progress Indicators:

SWBAT comprehend, interpret, and summarize cuadros stories. SWBAT describe and compare Chicano and US family life and celebrations. SWBAT conduct sink/float, seed experiments and predict, describe, summarize results. SWBAT illustrate celebration using style of Cuadros book

Language/Communication

Language Functions

Comprehending, retelling, interpreting stories

Writing own family stories about celebrations

Describing families and family trees

Expressing age

Predicting seeds

Counting (seeds/people)

Expressing dates of celebrations

Grammatical Structures

Recycling estar/ser/vivir/gustar

Possessive adj.

Age (tener)

Date

Comparisons

Vocabulary

Family characteristics/adjectives

Things family members do

Family members

Months/days/years

Cultures

Chicano family life and celebrations

Mexican influence on Chicano people

Subject Content (Connections)

Art

- Make family scene in style of Carmen Garza illustrations
- Make water color scene of family celebration
- Create calendar of family celebrations
- Create family tree

PE/Health

- TPR
- Liquidos – traditional Mexican game
- Act out family members
- Piñata

Math

- Graph ages of class
- Graph birthdays of class
- Number identification of ages

- Geometric shapes represented in a family tree
- Calendar/celebrations/yearly traditions
- Dates (birthdays/celebrations)

Social Studies

- Family tree (use of geometric shapes, etc to represent relationships, etc)
- Daily life, foods, celebrations, tamales, families, pets etc of Chicanos
- Routes of Chicanos in Mexico
- Different types of families
- Where students family members live on a map

Science

- Sink/float food/fruit from story/chicano cuisine
- Predict, and count how many seeds of fruits from story/chicano cuisine (mangos, papaya, sandia, etc)
- Seeds
- Categorize seeds in different ways (size, shape, color)

ELA

- Stories from Cuadros de Familia book
- Make and describe fruit salad
- Poems expressing age and describing families
- Describing and comparing families
- Writing own story about celebration

Music/drama

- Posadas song
- Act out las posadas
- Act out/fantasy experience Mexican/Tejano birthday celebration
- Birthday song (piñata/las mananitas)
- Act out actions of family members

Learning Activities and Performances

Beginning

- Story activities (pre-during-post reading) of Cuadros stories
- Family members/characteristics/celebrations
- Family tree of story
- Family tree (real or imaginary)
- Discuss characteristics and where live
- Age – graph age of class
- Poems about age and what a fam member does at certain age
- Celebrations from story (posadas and birthday piñata, games, songs, fantasy trips, etc)
- Graph class birthdays
- Discuss birthday celebrations, compare, express dates
- Students make calendar of their own celebrations

Middle

- Chicano family life comparisons

- Food, celebrations
- Sink/float food in story
- Predict/count seeds of fruits
- Characterize/sort seeds (color, size, shape, etc)
- Discuss seeds stages from seed to plant/fruit
- Discuss Mexican influence
- Compare with US culture and students cultures
- Count

End

- Students write about their own family celebrations and family and where they live
- Students illustrate celebration in styles of illustrations of book
- Students compare Chicano and US and Mexican cultures