

Young Scholars of Western Pennsylvania Charter School

Spanish K

- Unit Title

Getting To Work

Standard(s)

Communication, Culture, Connections,
Comparisons, Communities

Essential Question(s)

What modes of transportation are commonly used to get to and from school? What do you want to be when you grow up? What types of transportation does a __ (different occupation) __ use?

Enduring Understanding/Objectives

Enduring Understanding(s):

SWBAT identify different modes of transportation.
SWBAT name different occupations. SWBAT sort/classify the different modes of transportation with the different occupations.

Outcomes/Objectives/Progress Indicators:

SWBAT identify different modes of transportation. SWBAT identify different occupations. SWBAT express which occupations/modes of transportation they like and dislike using “gustar.” Students will use Spanish phrases to express what they want to be when they grow up. Students will discuss different ways they get to and from school. Students will discuss different ways to get from point A to point B (example-your house to the beach or somewhere they could use multiple modes of transportation. Students will sing “Wheels on the Bus” in Spanish. Students will experience different modes of transportation (TPR) through make-believe “modes of transportation” trips. Students will sort and classify which occupations match with which modes of transportation. Students will create different graphs. Students will create and practice reading a book as a culminating project.

Language/Communication

Language Functions

Explain/Express how to get from point A to point B/modes of transportation

Explain basic duties of different professions

Grammatical Structures

- “Va por _____.”
- Gustar
- A a pie
- “Quiere ser _____”

Vocabulary

- Teacher
- Mail Person
- Nurse
- Doctor
- Musician
- Bus Driver
- Principal
- Policeman
- Fire Fighter
- Artist
- Astronaut
- Pilot
- President
- Captain
- Different Chores
- (Parents’ professions)
- Helicopters
- Cars
- Trains
- Planes trucks
- Boats
- Bus
- Van
- Fire truck
- To walk
- Bicycle
- Metro

Culture

- Compare and contrast your life with a make believe story about a child’s life in Mexico (getting to school, parents job etc. . .)

Subject Content (Connections)

Math

- Graph-what do you want to be when you grow up?
- Graph-how do you get to school? (use little buses/cars etc...)

Science

- Classify/sort professions with transportation
- Which transportation is used in the air/land/water...
- Health professions

Social Studies

- Compare and Contrast with a child's story in Mexico
- Transportation
- Professions
- Use map when talking about how to get from point A to point B

Music

- Wheels on the Bus?
- I've been working on a railroad?

Art

- Bulletin Board-Pictures of what you want to be when you grow up
- Make hats to dress up-professions
- Culminating Book-my name is, I take the ____ to Young Scholars, My Mom is a ____, I want to be a ____."

Lang Arts

- Use transportation stories
- Create culminating books and practice reading
- "Cuando sea grande"

PE

- TPR-be the different vehicles
- Go on make believe trips

Learning Activities, Performances

Beginning

Introduce different modes of transportation using books

Discuss which modes of transportation are used to get to and from school

Graph how you get to school

TPR with the different modes of transportation

Wheels on the Bus

Which modes of transportation are used in air/water/land?

Go on pretend trips-how would you get from Pitts-Spain? Using map

Middle

Introduce different professions

“Cuando sea grande”

What do you parents do?

What do you want to be when you grow up?-Graph

Bulletin Board of what you want to be when you grow up

I’ve been working on a railroad

Sort which professions go with which modes of transportation

End

Create a Book to take home

Compare and Contrast your story with a child from Mexico

- Unit Title

Mi Clase

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What colors make up the rainbow? What is your name/How are you? Can you name all of the colors/shapes/numbers and patterns you see in _____ (classroom objects).

Enduring Understanding/Objectives

Enduring Understanding

SWBAT introduce themselves and express emotion using estar. SWBAT name 11 different colors. SWBAT describe classroom objects by using numbers, colors, shapes and patterns. SWBAT use basic noun/adjective agreement when describing classroom objects. SWBAT name/explain the classroom rules. SWBAT count from 0-29.

Outcomes/Objectives/Progress Indicators:

SWBAT identify 11 different colors. SWBAT express emotion using estar and introduce themselves. SWBAT identify 8 different shapes. Students will be able to describe and name a variety of different classroom objects by color, shape, pattern and number. SWBAT create and name different patterns. Students will be able to use correct noun/adjective agreement when describe patterns or different objects. SWBAT sing a variety of songs in Spanish. SWBAT count from 0-29.

Language/Communication

Language Functions

- Express emotions using estar
- Describe different patterns
- Produce Introductions

Grammatical Structures

- Me llamo _____
- Estoy _____

Vocabulary

- Greetings
- Introductions
- Numbers
- Colors
- Shapes
- Patterns
- Classroom Objects

Culture

- Develop pictures of different classrooms in different countries

Subject Content (Connections)

Math

- Numbers
- Graph age
- Graph number of boys and girls
- Patterns
- Shapes

Science

- Classify/sort different patterns and shapes

Social Studies

- Compare and contrast the classrooms
- Introductions

Music

- “Yo me llamo”
- “Los colores”
- “Cuenta”
- “Buenos dias”

Art

- “Yo me llamo” bulletin board
- Color Book
- Shape Project
- Create a Classroom

ELA

- Create color book
- “¿Oso Pardo Oso Pardo Que ves allí?”
- “¿Cómo van los dinosaurios a la escuela?”
- “Vamos al desfile”
- “Un circulo en el cielo”
- “Demasiados globos”

PE

- TPR
- Buenos Dias movements

Learning Activities, Performances

Beginning

Classroom Rules and Rewards (Sticker Charts)

Introduce self- “Me llamo ___”

“Yo me llamo”

Graph boys and girls (and age?)

“Como van dinosaurios a la escuela”

Express Emotion using Estar

Bien, Asi Asi, Mal

Sing Buenos Dias Song

Begin Numbers 0-10

Number Book/Packet

Count Objects-“Demasiados globos”

Introduce 11 colors

Color Books

Color Song

Colors in the Rainbow

“Oso Pardo Oso Pardo”

Add Numbers 11-15

Middle

Introduce Shapes

Identify Shapes and Describe by using Numbers (sides) and Colors

“Un circulo en el cielo”

Numbers 0-19

Create Patterns

Numbers 0-29

Number Song- Cuenta

Shape Project-Create a Person/Animal

End

Introduce Classroom Objects

PowerPoint

Classroom Object Project (Cut and Paste onto “Classroom”

Describe objects using colors, shapes, numbers and any patterns

Review classroom rules and areas “centers” around room

“Vamos al desfile”

- Unit Title

El Tiempo

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What is the weather? What season are we in?

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT understand different “hacer” and “estar” weather expressions. SWBAT understand the differences between seasons.

Outcomes/Objectives/Progress Indicators:

SWBAT sing a weather song in Spanish. SWBAT create a weather book. SWBAT compare and contrast the weather and seasons. SWBAT compare the weather in Pittsburgh, PA with the weather in different parts of the world. SWBAT identify basic clothing worn in each season/weather condition. SWBAT identify eight body parts in Spanish by singing and dancing to “Head, Shoulders, Knees and ‘Feet.’”

Language/Communication

Language Functions

- o Identifying Weather
- o Comparing and Contrasting
- o Describing the weather conditions of a specific season/picture
- o Matching clothing articles with the correct weather conditions

Grammatical Structure

- o Chunk Phrases:

Hace _____

Esta _____

Hay _____

Es _____

- Hacer/Estar
- "No se"

Vocabulary

- El Tiempo
- Hace frio
- Hace calor
- Hace sol
- Hace viento
- Esta nublado
- Esta lloviendo
- Esta nevando
- El verano
- El otono
- El invierno
- La primavera
- La Cabeza
- Los Hombros
- Las Rodillas
- Los Pies
- Los Ojos
- Las Orejas
- La boca
- La Nariz
- El gorro
- El traje de bano
- El abrigo
- Los pantalones
- La camisa
- La ropa

Culture

- Compare and Contrast the weather in Pittsburgh, PA with different Spanish speaking countries around the world.
- What season is it in North America when it is _____ in South America?

Subject Content (Connections)

Math

- Graph your favorite season
- Identify higher numbers when describing the temperature

Science

- Identify the weather.
- Why are the seasons different in different countries?

- Sort correct clothing with weather conditions.

Social Studies

- Compare and contrast weather in different countries with Pittsburgh.
- Use map when talking about countries/weather

Music

- Learn/Sing the weather song, “Que tiempo hace”
- Listen to the season song
- TPR: Sing/Dance to Head, Shoulders, Knees and ‘Feet’

Art

- Create a weather book
- Describe weather/guess season from different art

ELA

- Read season books
- Story activities (predicting, comprehending, sequencing, retelling)
- Read weather books
- Create a weather book-practice reading
- Sing songs

PE/Health

- TPR-Head, Shoulders, Knees and ‘Feet’
- “Que Tiempo Hace”
- What clothing is necessary for different weather conditions?

Learning Activities, Performances

Beginning

Introduce basic weather vocab

Flyswatter Game

Begin weather book (one phrase/page) (1.5 weeks)

Introduce seasons

Compare and contrast seasons/order seasons

Middle

Categorize weather conditions with seasons

Describe different art (weather related)

Graph favorite season

“Head, Shoulders, Knees and Feet”

End

Simon Dice with basic body parts

Basic clothing

Match clothing with body parts/season/weather

Art project

- Unit Title

Una extrana visita

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What are the days of the week? What are the seven different instruments from “Una extrana visita?” What is your favorite zoo/farm animal?

Enduring Understanding/Objectives

Enduring Understanding(s)

Students will understand the order of the days of the week in Spanish and how say each day. Students will understand the main events of the story. Students will understand which animals are common zoo/farm animals.

Outcomes/Objectives/Progress Indicators:

SWBAT identify the days of the week. SWBAT compare and contrast the calendars from different cultures. SWBAT sing the days of the week song. SWBAT identify seven different insects from the story. SWBAT identify seven different instruments by seeing them in a picture, listening to them begin played and through TPR. SWBAT understand the story of the strange visit, sequence events of the story, retell the story, and categorize the animals and instruments with the days of the week. SWBAT identify zoo and farm animals by size, shape, noise and descriptions.

Language/Communication

Language Functions

- Predicting, comprehending, sequencing, categorizing events, retelling
- Identifying
- Comparing and Contrasting
- Expressing likes and dislikes

Grammatical Structures

- Tocar
- Me gusta
- No me gusta
- “Hay”
- “Mi animal favorito es _____.”

Vocabulary

- Extrana Visita
- (Story vocabulary)
- Lunes
- Martes
- Miercoles
- Jueves
- Viernes
- Sabado
- Domingo
- Calendario
- Un grillo
- Las vacas
- Las cigarras
- Los armadillos
- Los ratones
- Los castores
- Los enanos
- (Zoo animals)
- (Farm animals)

Culture

- Compare and Contrast animals found in different Spanish-speaking countries
- Compare and Contrast calendars (Sun. start vs. Mon start)
- Compare how animals are imitated differently

Subject Content (Connections)

Math

- Graph your favorite animal
- Count animals, days of the week
- Calendar
- Sequencing

Science

- Animal habitats

Social Studies

- Where do the animals live
- Use map
- Animal Sounds

Art

- Draw animals
- Create days of the week book
- Describe zoo pictures (take pictures on zoo field trip)

Music

- “Hay siete dias”
- “En la granja”
- Animal sound song
- Animal noises
- Instruments (listen to instruments and recording of each)

ELA

- Story activities
- (predicting, comprehending, sequencing, retelling)
- Days of the week book

PE/Health

- TPR-animals
- TPR-days of the week song
- Playing instrument

Learning Activities, Performances

Beginning

Introduce days of the week song

Days of the week book (one to two days/day)-complete book

Introduce story

(Story activities)

Read story

Middle

Introduce instruments

Use recordings, play instruments that are possible

TPR instruments

Flyswatter Game/Smart Board Game

Introduce story insects

Categorize-animals, instruments, numbers and days of the week

Reread story

End

Introduce farm animals

“En la granja”/Animal sound song

Discuss how animals are imitated

Introduce zoo animals

Discuss animal habitats

**Zoo field trip around this time

Create graph of favorite animals

Art project