



AERO:SBC Basic Unit Template

(Subject/Course:	Spanish
Grade Level:	1,2,3 (combined)
Topic/Concept:	My first days at school in Guadalajara
Estimated Time Required:	3 weeks
Developed by:	Consuelo Gomez

Desired Results:

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

COMMUNICATION

The Presentational Mode

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:

c. Students will give show-and-tell presentations.

CULTURES

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

a. Identify and use patterns of behaviors and interaction in basic familiar settings.

2. What are the enduring understandings that this unit is built upon?

- Different occasions require specific vocabulary.
- Different languages have different sounds.
- Countries have holidays that reflect their history.
- Culture is connected to language and people's behavior.

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

- When I'm new in a school, what language do I need to make new friends and get along?
- Why do we remember Miguel Hidalgo?

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

Students will be able to:

- Recognize and produce the initial sounds in Spanish.
- Introduce themselves (name, age, origin, birthday and family members).
- Understand and express courtesy expressions and gestures.
- Express basic needs.
- Understand and follow basic instructions and classroom rules.
- Recognize and name basic classroom items.
- Express days of the week and months of the year.
- Count.
- Talk about likes and dislikes.
- Recognize and name colors
- Understand celebrations that occur in Guadalajara early in the school year.

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):

Observations: Students will have an oral presentation to introduce themselves to their classmates from the other Spanish class. Along with it, students will do a collage with pictures of their countries, flag, geographical location, family pictures, typical food. I am going to model students how to do it so they know what it is expected. Rehearsal will be done in class before the real presentations.

In order to get students to know each other, a little party will be organized for SSL-A and SSL-B classes. My class (SSL-A) will introduce themselves to the SSL-B class. They will have to greet, say their name, origin (at this point they use their collages to show the flag of their country and a map showing the location of their countries), age, birthday, name their family members and the relationships among them (they will show their pictures), talk about likes and dislikes, talk about their favorite food (pictures of their typical food), book and color. They will conclude saying what they like the most about Guadalajara.

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
Use of language	Unable to connect ideas; includes many mechanical errors.	Incorporates few transitions; does not connect ideas well; includes many mechanical errors.	Incorporates some transitions to help flow of ideas; has few mechanical errors.	Incorporates many transitions to create clarity of expression; includes very few mechanical errors.
Fluency	Uneven speech. Long pauses. Unable to complete thoughts.	Slow speech. Frequent pauses. Incomplete thoughts.	Speech hesitation, but manages to complete thoughts.	Continuous speech with very few pauses.
Pronunciation	Unclear. Very difficult to understand.	Parts clear. Difficult to understand.	Mostly clear. Easy to understand.	Very clear. Very easy to understand.
Vocabulary	Uses words incorrectly. Uses only basic words.	Uses the necessary vocabulary. The basic vocabulary has some mistakes.	Uses the necessary vocabulary. The basic vocabulary is used correctly.	Uses a wide variety of vocabulary words to describe self (more than in the lesson)
Visuals	Boring. No color. No picture details. Little or no effort.	Good. No color. A few more picture details. Some effort.	Great. A little color. More picture details. Great effort.	Fantastic. A lot of color. A lot of picture details. Wonderful effort.

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.

LESSON PLAN 1

Material: Video of “Que vivan todas las razas” song <https://www.youtube.com/watch?v=P0tQyv6JzaA>. Flags from Korea, Japan, U.S.A. Mexico, India, Brazil, Canada, Ukraine, France, England. A “This is me” chart. Students’ family pictures, pictures of typical food from different countries, etc

Goals: Students learn the importance of other cultures. Students learn how to introduce themselves.

Class time: From 10:am to 11:45 am

Activity one.- As soon as students arrive to the class they are greeted and encouraged to answer. We all go to the carpet and introduce ourselves. A globe is taken so each of us show the locations of our countries.

Activity two.- Students watch a video of a song called “**Que vivan todas las razas**”. They are explained all races are valuable and important.

Activity three.- Students color their flags and show them to their classmates saying the name of their country.

Activity four.- Students work on designing a collage about themselves. They should include a flag of their countries, a map to show the geographical location, pictures of favorite typical food and family members.

Activity five.- At the end of the day, students learn different expressions to say good bye in Spanish. They are explained that greetings and leave takings are basic courtesy expressions.

LESSON PLAN 2

Material: Chart of the initial sounds (**anexo 1**), worksheets to write the initial sounds,

Activity one.- Students watch video of the initial sounds in Spanish of the “Estrellita” program <https://www.youtube.com/watch?v=LYeM6u18ucQ>

Activity two.- Students listen to again and repeat the sounds.

Activity three.- Each student get a chart of the initial sounds. They color it and practice.

Activity four.- Students get in pairs. They a get a small whiteboard. One student dictates to his/her classmate a sound and the other one writes it. They exchange roles.

Activity five.- **FORMATIVE ASSESMENT:** Students are given a sheet numbered from 1 to 31. They are told OSO, OSO, and they write the “o” sound, AVION, AVION, and they write “a”, IMAN, IMAN, and they write “i” and so on until they complete writing the letter of each sound.

LESSON PLAN 3

Material: A calendar (**anexo2**), drawing of a family tree with pictures of family members, video of the family: <https://www.youtube.com/watch?v=Dy0msYQYzbs> , different types of material: colored pencils, colorful paper sheets, scissors, glue, markers and poster boards.

Goals: Students practice days of the week, months of the year, numbers and family members.

Class time: From 10 am to 11:45

Activity one.- Students are asked to look at my calendar and say the day of the week, day and month. They are asked what day was yesterday and what day is tomorrow. Students will create their own calendar. They will be provided with different type of material and ideas.

Activity two.- Students show their calendars to the whole class. They say when their birthdays are.

Activity three.- Students are shown my (the teacher’s) family tree. Each family member is presented (relationship, name, age, birthday)

Activity four.- Students are given a poster board to draw their family trees.

Activity five.- **FORMATIVE ASSESMENT:** Each student show his/her family tree and present them saying relationship, name, age and birthday.

LESSON PLAN 4

Material: Memory game of numbers, poster board of pictures with different colors (anexo2), worksheets (anexo3), colorful paper sheets with numbers written on them .

Goals: Students recognize and match numbers with their written form. Practice colors and their written form.

Activity one.- Students go to the carpet and play memory game of numbers. A match is a number that matches its written form (example: 3 matches "TRES", 25 matches VEINTICINCO)

Activity two.- A picture of nouns with different colors are projected (**anexo3**) in the class. Students are asked to read carefully.

Activity three.- Students complete worksheets (**anexo4. The worksheet in English is changed in Spanish**) to practice colors.

Activity four.- **FORMATIVE ASSESMENT:** Colorful paper sheets with different numbers on them are posted around the class. Students are asked to listen for a specific number with a specific color. They go to the right part of the class. The student or students to get there first is or are the winners.

LESSON PLAN 5

Material: Flashcards of different nouns (food, vegetables, fruit, animals, sports, cartoons, games).

Goals: Students learn basic nouns. Students learn to express likes and dislikes.

Activity one.- The students and I sit on the carpet. In order to make a diagnostic evaluation, students are asked to name what they see in each card as they are shown to them. Students get in pairs; each pair is given flashcards for practice. They help each other.

Activity two.- The following categories are written on the board: FOOD VEGETABLES FRUIT ANIMALS, SPORTS CARTOONS. Students are asked to go to the board and post the cards under the correct heading.

Activity three.- Students are shown a picture with disgusting gesture (**anexo 5**). They are asked to repeat "no me gusta" and another one with pleasant gesture "me gusta". In order to model students how to express likes and dislikes, a flashcard with an apple is taken. I say: "Me gusta la manzana". Also a dislike: "No me gusta la cebolla".

Activity four.- Students write three sentences with “me gusta” and three sentences with “no me gusta” using the vocabulary practiced on the flashcards.

Activity five.- Students sit in a circle. The first student says “me gusta...” the second student says: what the first one said and he/she adds another “a mi me gusta...” the third student says what the first and the second one says and he/ she adds another “a mi me gusta” and so on.

LESSON PLAN 6

Material: Real food, snack or dessert from the students’ countries (Brazil, Korea, India, Japan, Mexico, U.S.A., Canada). Students were previously asked to bring something to the class, including me (I take tamales de elote).

Goals: Students learn about traditional food, snacks or dessert from their classmates’ countries. Students learn about Mexican Independence and about Miguel Hidalgo.

Activity one.- Each student takes turn to present their food, dessert, snack. They say what is it made of and when it is eaten (e.g. special occasion, for breakfast, etc).

Activity two.- Everybody shares and tastes. Students say what they like: “me gusta” or “no me gusta”.

Activity three.- Students are shown a video of Mexican Independence <https://www.youtube.com/watch?v=7gSUXxfKM7g> They are introduced to the most important facts about Miguel Hidalgo y Costilla, the leader of the Mexican war of Independence.

Activity four.- Students color Miguel Hidalgo’s picture. **(Anexo 6)**

Activity five.- Students listen and try to sing the Mexican National Anthem <https://www.youtube.com/watch?v=Q8T9g7memUk>

LESSON PLAN 7

Material: Realia (Mexican hat, little Mexican flags, candies (green, white and red “cocadas”), green white and red “papel picado”, “zarape” etc)

Goals: Students learn the difference between “TRADICION” and “COSTUMBRE”. Students learn vocabulary of items used in the Independence party.

Activity one.- Students see a video of “El grito de Independencia en Guadalajara”. <https://www.youtube.com/watch?v=yYYQ-mpbkwI> . Students are told that September is called “mes patrio” and it is a TRADITION to celebrate it. The president or the

governor of each city “da el grito” on September 15th at 11:00 pm. People wear typical Mexican dress. People sing the National Anthem, listen to “Mariachi” and eat Mexican dishes.

Activity two.- Students learn vocabulary related to real objects used at the Independence party.

Activity three.- Students play Mexican “loteria” (**anexo 7**).

Activity four.- A picture of a birthday cake is shown to students. They are asked to talk about how they celebrate birthdays, and are told that not all families celebrate. How we celebrate birthdays is a “costumbre.”

Activity five.- Students are paired by different nationalities. **FORMATIVIVE ASSESMENT:** They share a “TRADICION” in their countries and a “COSTUMBRE” in their families. In a Venn diagram they write their “TRADITIONS” and “COSTUMBRES”. Students may find out they share the same “COSTUMBRES” even though they have different “TRADICIONES”.

LESSON PLAN 8

Material: Pictures, cuttings, maps, colors, markers, etc. to make collages.

Goal: Teacher models how to introduce oneself. Students learn creative ideas to make a collage.

Activity 1.- Students help the teacher design his/her collage. Images of creative collages are shown. All share ideas.

Activity 2.- Students start worki on their own collage.

Activity 3.- Finninshed collages are displayed on the wall for all to see

Activity 4.- Students go to the carpet. The teacher models the oral presentation using his/her collage. The following points are required and emphasized:

- a) Greet- (Buenos dias, Hola, etc.)
- b) Name- (Mi nombre es... Me llamo...)
- c) Country- city- (Soy de Guadalajara Mexico)
- d) Age- tengo ...
- e) Birthday- (Mi cumpleaños es...)
- f) Family-
- g) Likes-
- h) Dislikes-
- i) Favorite food

- j) Favorite book
- k) Favorite color
- l) What I like the most about Guadalajara

LESSON PLAN 9

Material: Collages

Goal: Students rehearse their oral presentations.

Activity 1.- Students are reminded about the points that have to be mentioned in their oral presentations.

Activity 2.- In pairs, students listen to each other to rehearse their presentation. Teacher circulates to listen and assist where needed.

Activity 3.- Students exchange partners and continue rehearsing.

Activity 4.- A couple of students are chosen to make their oral presentations to the class.

LESSON PLAN 10

Material: Collages, snacks, (if possible, students have been asked to bring a snack from their country to share with their classmates)

Goal: Students introduce themselves with real students.

Activity 1.- SSL-A and SSL-B classes get together in order to know each other and have fun.

Activity 2.- Each SSL-A student takes turn to introduce him/herself using his/her collage.

Activity 3.- Students have snacks and share any typical snack with the class.

Activity 4.- SSL-B students volunteer to share names and origin with SSL-A students.

ANEXOS

ANEXO 1



ANEXO 2



ANEXO 3

¡Los

colores!



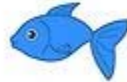
VERDE



→ Una rana verde



AZUL



→ Un pez azul



AMARILLO



→ Una camiseta
amarilla



NARANJA



→ Una mariposa
naranja



ROJO



→ Una cereza roja



ROSA



→ Un lápiz rosa



VIOLETA



→ Un pulpo violeta



MARRÓN



→ Una ardilla marrón

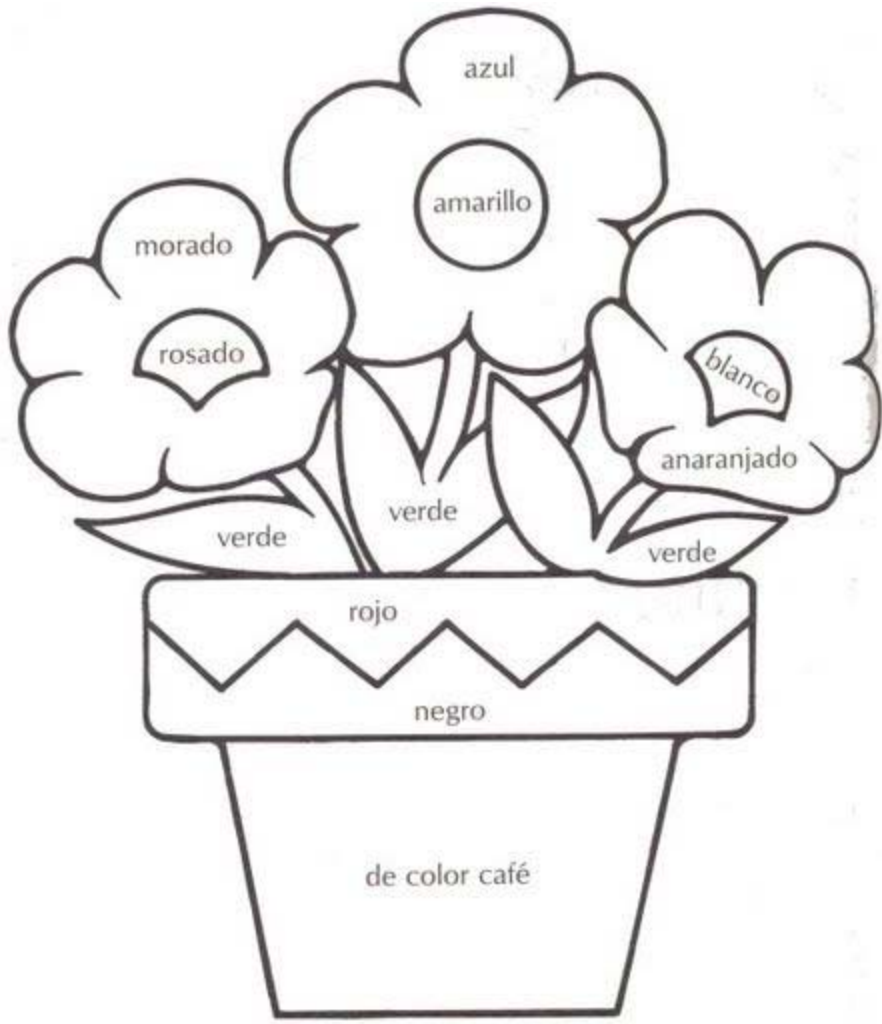


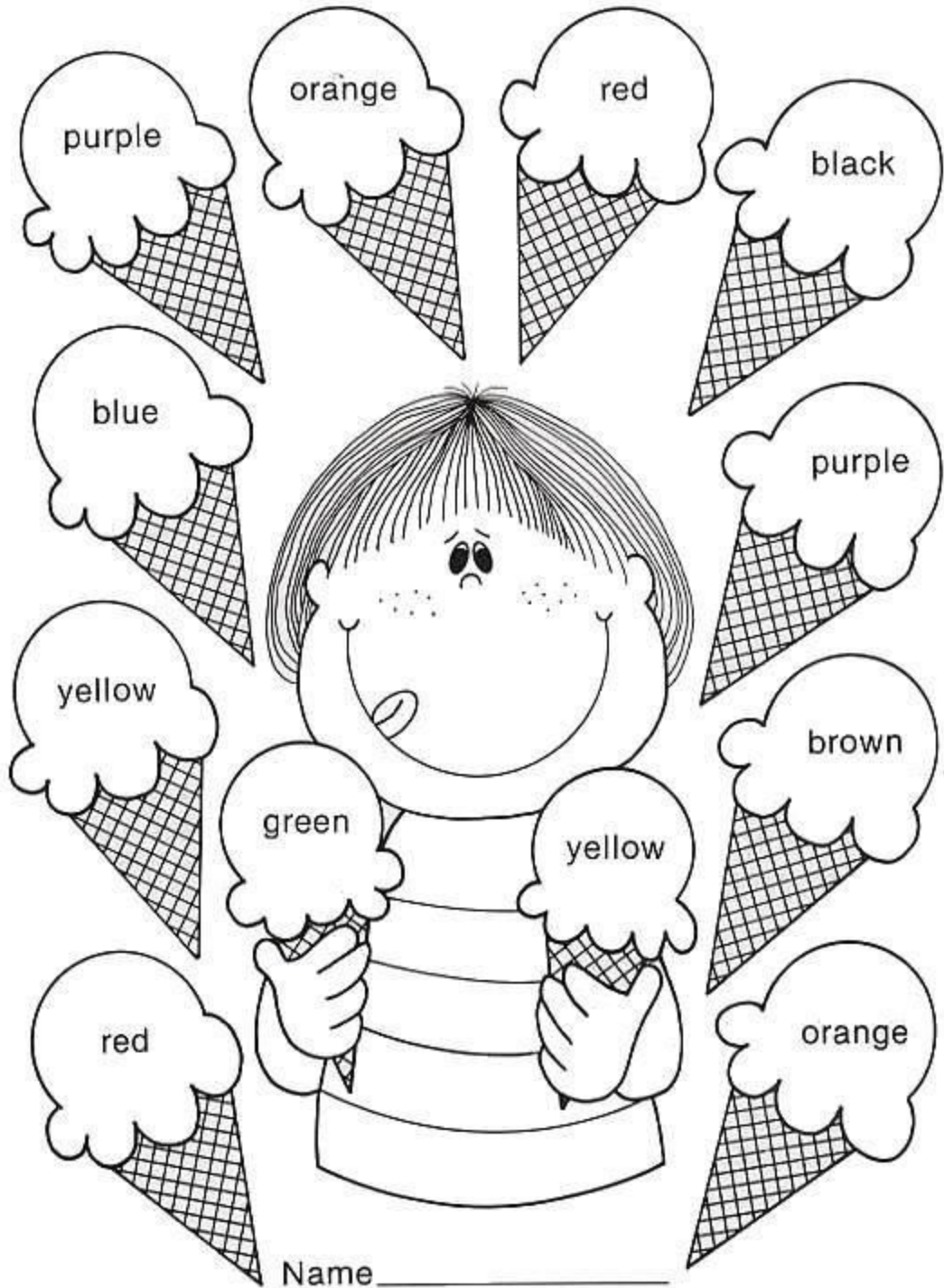
NEGRO



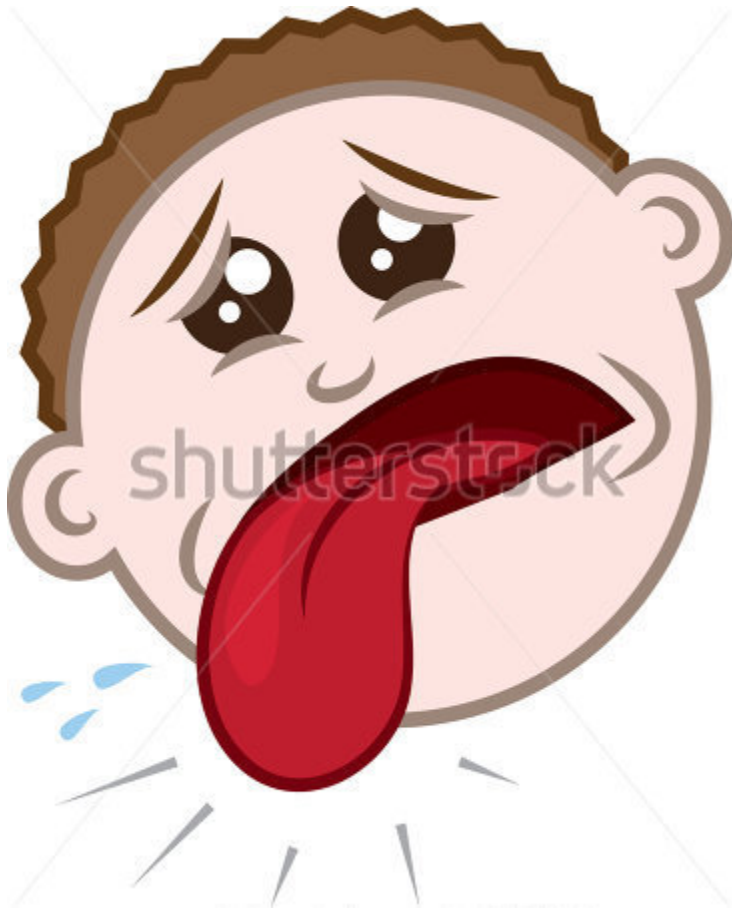
→ Un zapato negro

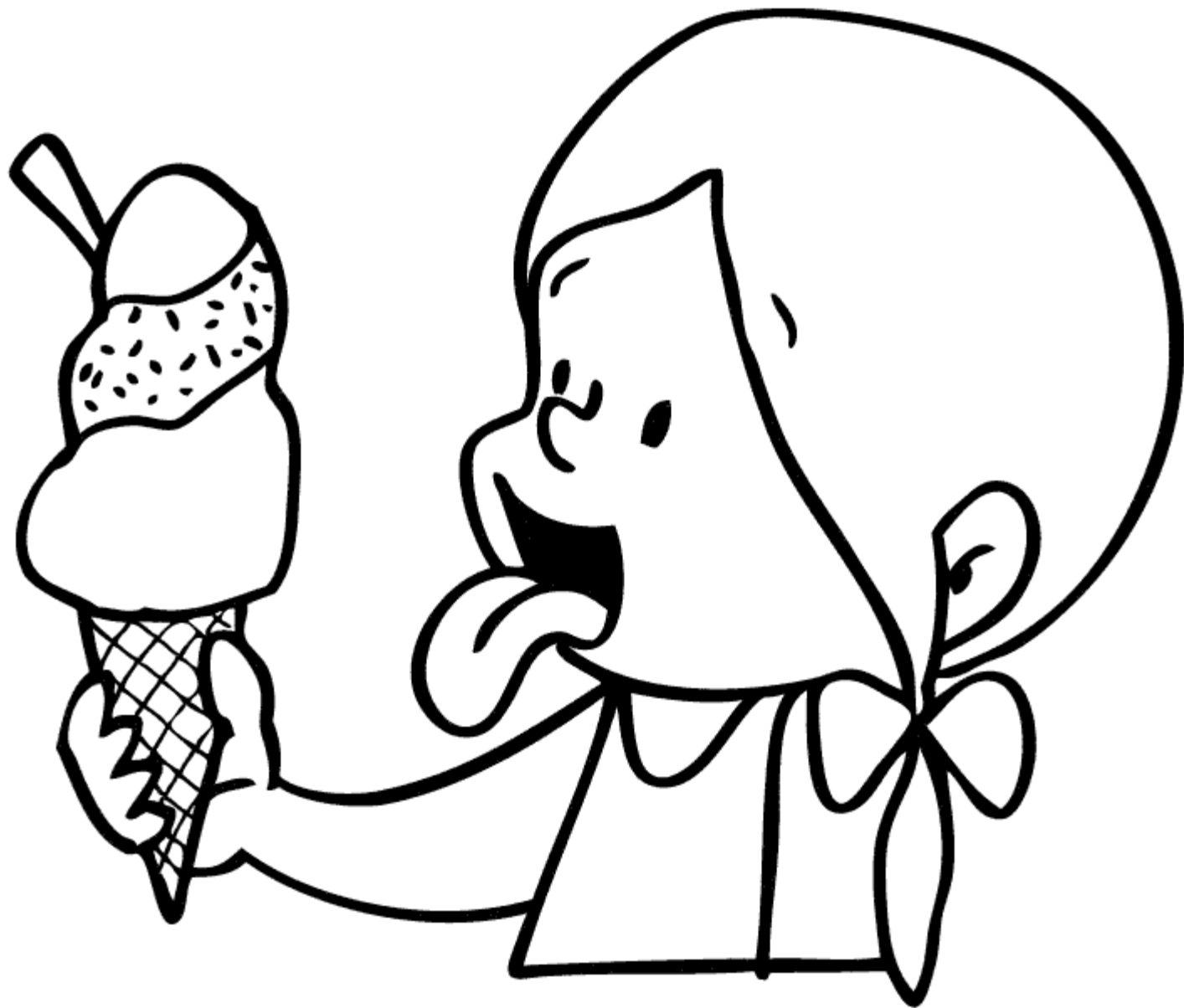
ANEXO 4





ANEXO 5





HELADO

dibujoscolorear.es

ANEXO 6



Independencia de México.
(15 de septiembre)

ANEXO 7



