

SPANISH FLEX

LENGTH OF TIME: 30 minutes once every 6 days

GRADE LEVEL: 4

COURSE STANDARDS:

Students will:

1. Demonstrate an understanding of the spoken Spanish for (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.2, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)
 - Various weather extremes
 - various classroom objects
 - numbers 100-1000
 - various animals
 - Spanish Alphabet
2. Orally identify in Spanish (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)
 - Various weather extremes
 - various classroom objects
 - numbers 100-1,000
 - various animals
 - Spanish alphabet
3. Recognize and utilize the written Spanish for (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)
 - various weather extremes
 - various classroom objects
 - numbers 100-1000
 - various animals
4. Compare one's own literary forms (folklore/folktales and alliterations) with that of the Hispanic culture. (PA Academic Standards 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 2.1, 2.2, 3.1, 3.2, 4.2)
5. Show an understanding of folk art of Hispanic cultures. (azulejos, Spanish textiles: molas, arpilleras, Huichol yarn painting) (PA Academic Standards 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 2.1, 2.2, 3.1, 3.2, 4.2)
6. Continue to practice previously taught FLEX vocabulary. (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)

PROPOSED PA ACADEMIC STANDARDS FOR WORLD LANGUAGES

12.1 Communication in a Target Language

- A. The Target Language Basic Sound System
 - B. The Target Language Vocabulary in Speaking and Writing
 - C. The Target Language Vocabulary in Listening and Reading
 - D. The Target Language Sentence Structure
 - E. The Target Language Comparison with other Languages
 - F. The Target Language Connections with other Curriculum Areas
- 12.3 The Role of Culture in World Language Acquisition
- A. Products and Customs in the Target Culture
 - B. Expressions and Gestures in the Target Language
 - C. The Target Language's Cultural Similarities and Differences Compared with other Cultures
 - D. Influences and Connections of the Target Culture within the School Curriculum
- 12.5 World Languages in the Community
- A. Relationships of the Target Culture/Language to the Local and Regional Community
 - B. Relationships of the Target Culture/Language to the National Community
 - C. Relationships of the Target Culture/Language to the Global Community
 - D. Comparisons and Connections between the Target Language and English in the Communities

RELATED NATIONAL WORLD LANGUAGE STANDARDS

Communications 1.1, 1.2, 1.3

Cultures 2.1, 2.2

Connections 3.1, 3.2

Comparisons 4.1, 4.2

Communities 5.1, 5.2

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

At the conclusion of their Spanish exploratory experience, students will be able to use the language at a novice level range of low to mid as defined in the ACTFL guidelines.

1. Using actions to show comprehension of spoken Spanish. (Course Standards 1, 6)
2. Using actions or English translation to show comprehension of written Spanish words. (Course Standards 3, 6)
3. Cooperatively and individually stating the Spanish word, which corresponds to a picture, an object, and/or authentic situations. (Course Standards 1, 2, 6)
4. Actively participating in discussions, role-play, games, tongue twisters, and songs. (Course Standards 1, 2, 3, 4, 5, 6)
5. Creating Spanish crafts. (Course Standards 5)
6. Summarizing/retelling Hispanic folktales (Course Standards 4)
7. Reciting Spanish alliterations: tongue twisters (Course Standards 4)

DESCRIPTION OF COURSE:

Students will become acquainted with the sounds required to produce the Spanish language while at the same time learning about the Spanish culture. As students compare their own language and customs with that of the Hispanic cultures, they will become aware of diversity.

TITLES OF UNITS – on-going

1. Weather extremes
2. Numbers 100-1000
3. Classroom objects
4. Animals
5. Spanish alphabet
6. Culture
 - a. Hispanic legends/folktales
 - b. Azulejos
 - c. Textiles
 - i. Mola designs
 - ii. Arpillera banners
 - iii. Serapes, Huipil and rebozo
 - iv. Huichol yarn painting
 - d. Spanish words used to describe animal sounds
 - e. Tongue twisters
 - i. Erre con erre
 - ii. Compadre
 - iii. Pepe Pecas
 - iv. Pancha Plancha
 - v. Tres tigres
 - vi. El rabo del burro

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Role play
2. Physical response
3. Discussion
4. Games
5. Student made culture projects
6. On-line Interactive games (<http://www.palisadessd.org>), select an elementary school, go to teacher and staff list, click on Sra. Jefferson, go to links.
7. Various manipulatives - Partner cards (“la escuela” class objects, “la granja” animals); class object wraps, animal flash cards, and number flip charts
8. Differentiated Instruction Activities (self-check flash card matching; partner cards; writing activities - crossword puzzle/word search/etc.; computer activity with 3 levels of practices)
 - Numbers 10-1000
 - Telling Time
 - Class Objects
 - Animals
9. Songs:
 - A mi burro
 - Mi gallo se murió
 - Vengan a ver mi rancho

Erre con erre
Compadre compreme un coco
Pepe Pecas

MATERIALS:

1. Songs
2. Picture cards/flashcards
3. Various realia (molas, azulejos, arpillera banner, huipil and rebozo, huichol yarn painting, etc.)
4. Assorted Hispanic legend/folktales
5. Ball
6. Dice
7. Crayons or markers
8. Teacher and student clocks
9. Spanish calendar
10. Jeopardy game
11. Spanish dictionaries
12. Computers
13. Software: Microsoft Word
14. Color printer

METHODS OF EVALUATION:

1. Teacher observation
2. Role play
3. Physical response
4. Discussion
5. Games
6. Student made culture projects
7. Special challenges
 - completion of Juegos section in Mi Libro de Español
 - recite numbers in Spanish 100-1000
 - identify Spanish word for 16 animals pictured
 - identify Spanish word for 16 objects pictured

INTEGRATED ACTIVITIES:

1. Concepts
 - Telling time
 - Mathematical concepts: Addition and subtraction of numbers
 - Number patterns – counting by 10's; counting backwards
 - Tongue twisters/alliterations
 - Art reflecting beliefs and culture
 - Folktales
 - Learning to use a FL dictionary

2. Communication
 - ❑ Listening skills
3. Thinking/problem solving
 - ❑ Counting
 - ❑ Use Symmetry and geometry to create azulejos
4. Application of knowledge
 - ❑ Putting together numbers by combining previous knowledge
 - ❑ Reading – phonics and sight vocabulary
 - ❑ Identification of number patterns
 - ❑ Study skills
 - ❑ Technology applications
 - ❑ Alliteration – tongue twisters
 - ❑ Legend retells
5. Interpersonal skills
 - ❑ Turn taking
 - ❑ Cooperative skills in group setting
 - ❑ Good sportsmanship