

# SPANISH FLEX

LENGTH OF TIME: 30 minutes once every 6 days

GRADE LEVEL: 3

## 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)
  - Typical places in a community
  - Directional vocabulary
  - Days, months, and seasons
  - Simple commands
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)
  - Typical places in a community
  - Directional vocabulary
  - Days of the week
  - Months of the year
  - Seasons of the year
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)
  - Days of the week
  - Months of the year
  - Typical places in a community
  - Seasons of the year
4. Compare one's own traditions with that of the Hispanic culture (nursery rhymes and holiday traditions) (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. Recognize and begin to understand art forms of Hispanic people (Oaxacan carvings, amate bark 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)
3. Cooperatively and individually stating the Spanish word which corresponds to picture prompts and/or in authentic situations. (Course Standards 1, 2, 6)
4. Stating the date in Spanish. (Course Standards 1, 2, 3, 4, 6)
5. Actively participating in discussions, role-play, games, dances, and songs. (Course Standards 1, 2, 3, 4, 5, 6)
6. Creating Hispanic crafts (amate bark paintings) (Course Standards 4, 5)
7. Creating a Spanish calendar (Course Standards 3)

#### 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. General Conversation
  - a. Inquiry regarding where you are from
  - b. Inquiry regarding the location of something
  - c. Inquiry regarding the time
2. Days of the Week
3. Months of the year
4. Seasons
5. Places downtown
6. Directions
7. Culture
  - a. Location Spanish speaking countries
  - b. Los Voladores
  - c. Ancient Calendar Stone
  - d. Día del Santo
  - e. Amate Bark Painting
  - f. Christmas celebration
  - g. El Día de los Muertos
  - h. Spanish calendar
  - i. Curriencias
  - j. Oaxacan carvings
  - k. Songs: De Colores; Las Mañanitas
  - l. Nursery Ryhme: Mañana es domingo; Las Mañanitas de Abril; Arroz con Leche

## SAMPLE INSTRUCTIONAL STRATEGIES:

1. Role play
2. Physical response
3. Discussion
4. Games
5. Student made culture projects – poinsettias, calendar, amate bark paintings
6. Songs:
  - Días de la semana
  - Macarena de los meses
  - De colores
  - Las Mañanitas
  - Mañana es domingo
  - Las Mañanitas de Abril
  - Arroz con Leche
7. On-line Interactive games (<http://www.palisadessd.org>); select an elementary school, go to teacher and staff, click on Sra. Jefferson, go to links.
8. Various manipulatives - Partner cards (number pyramids, clothing "tienda", "el centro" maps), number flip charts
9. 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 10-100

Clothing  
Downtown Places  
Colors

#### MATERIALS:

1. Songs
2. Picture cards/flashcards
3. Various realia (amate bark painting, Oaxacan carvings, etc.)
4. Dice
5. Ball
6. Crayons or markers
7. Teacher and student clocks
8. Partner cards (hole punch) - number pyramids, clothing "tienda", "el centro" maps
9. Number flip charts
10. Spanish calendar
11. Make-n-fold book – Mi Libro de Español
12. Supplies to make amate bark painting – brown paper, black markers, brightly colored markers or crayons, stencils of Mexican animals
13. Supplies to make poinsettias – red and green colored paper, brass brads
14. Computer with internet connection
15. Computer with Microsoft Word and color printer
16. Jeopardy game
17. Fly swatters

#### METHODS OF EVALUATION:

1. Teacher observation
2. Role play
3. Physical response
4. Discussion
5. Games
6. Student made projects
7. Special challenges
  - count 10-100 in Spanish
  - identify Spanish word for places pictures
  - list day of the week in Spanish
  - list months of the year in Spanish

#### INTEGRATED ACTIVITIES:

1. Concepts
  - Telling time
  - Mathematical concepts: Addition and subtraction of numbers
  - Number patterns – counting by 10's; counting backwards
  - Nursery rhymes
  - Art reflecting beliefs and culture
  - Identification of date

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