

Springfield School District – Special Areas Curriculum Guide – Department:		Course: Grade 6 Intro to Spanish	
<i>Each course curriculum guide is complemented by individual lesson plans developed by the specific instructor.</i>			
Month	Content, Essential Questions & Activities	Resources	National/State Standards
Month 1: First 15 lessons	<p><b><u>Why is it important to learn Spanish?</u></b> Students will conduct online research about the benefits of learning a second language. Possible Activities:</p> <ul style="list-style-type: none"> <li>● Write a letter to a peer influencing him/her to enroll in a Spanish class</li> <li>● Create a poster recruiting other students to enroll in a Spanish class</li> <li>● Complete a Web Quest about the benefits of learning a second language</li> <li>● Research possible jobs related to learning Spanish</li> </ul> <p><b><u>Exchanging names: Students will exchange names in Spanish</u></b> ¿Cómo te llamas tú? Me llamo.../Mi nombre es... Él/ella se llama... ¿Cuál es tu apellido? Mi apellido es...</p> <ul style="list-style-type: none"> <li>● Conduct a whole class ball toss while exchanging names</li> <li>● Students will form an advisory circle. The first person in the circle will say his/her name, and all other students will say the names of students that have preceded them</li> <li>● Students will be provided with pictures of famous individuals and will conduct a name exchange practicing key vocabulary</li> <li>● Play derecha/izquierda: Students form an advisory circle. One student is in the middle of the circle. He/she points to an individual in the circle and says, “izquierda, derecha, or ambos”. If he/she says izquierda, the person reports the name of the student to their left. If he/she says derecha, they report the name of the student to their right. If they say ambos, everyone needs to find a new chair. The</li> </ul>	<p>Webquest: <a href="http://questgarden.com/160/84/0/130701194514/index.htm">http://questgarden.com/160/84/0/130701194514/index.htm</a></p> <p>Pictures of popular celebrities (these will need to be updated annually) <a href="https://docs.google.com/document/d/1lqP5_ehERS8Jbxj1AdbJek1XtrOxMoeRgVawp9a3CM/edit?usp=sharing">https://docs.google.com/document/d/1lqP5_ehERS8Jbxj1AdbJek1XtrOxMoeRgVawp9a3CM/edit?usp=sharing</a></p>	<p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics.</p>

	<p>last student standing stays in the middle of the circle (for a challenge, you may use last names or middle names as well)</p> <ul style="list-style-type: none"> <li>• With their classmates using pictures of popular celebrities, one student in the front of the room will guess which classmate is saying his/her (fake) name by voice only. Students will be instructed to disguise their voices.</li> </ul> <p><b><u>Greetings/Farewells/Pleasantis: How do students engage in basic conversation while meeting others for the first time?</u></b></p> <p>Hola, Buenos días, Buenas tardes, Buenas noches Mucho gusto El gusto es mío Encantado(a) Es un placer Igualmente Adiós, Nos vemos, Hasta mañana, Hasta luego</p> <ul style="list-style-type: none"> <li>• Utilize TPR for greetings and farewells</li> <li>• Role play dialogues in the classroom</li> <li>• Complete multiple choice greetings, farewells &amp; pleasantries activity</li> <li>• Students will write dialogues with a partner and will act them out in front of the class</li> <li>• Students will create a comic in Make Belief Comix</li> <li>• Each group will receive a scrambled conversation and will attempt to place the conversation in the correct order prior to another group</li> </ul> <p><b><u>Students will respond to novel classroom commands: What are some commonly used phrases in a classroom where Spanish is spoken?</u></b></p> <p>Señalen/Señala, Saquen/Saca, Escriban/Escribe Borren/Borra, Lean/Lee, Escuchen/Escucha</p>	<p>Greetings, farewells &amp; Pleasantries <a href="https://docs.google.com/a/ssdstudent.org/forms/d/19dtc0SCq38GUalvd0X72yF-EqjiP9c_T69fV_WcrlGs/viewform">https://docs.google.com/a/ssdstudent.org/forms/d/19dtc0SCq38GUalvd0X72yF-EqjiP9c_T69fV_WcrlGs/viewform</a></p> <p>Conversations CLOZE activity: <a href="https://docs.google.com/document/d/1p0aiKH28P8K_z8P7DHgvEKGZDD5mR37xZDt88XnIFA/e/dit?usp=sharing">https://docs.google.com/document/d/1p0aiKH28P8K_z8P7DHgvEKGZDD5mR37xZDt88XnIFA/e/dit?usp=sharing</a></p> <p>Comic Strip generator: <a href="http://www.makebeliefscomix.com/">http://www.makebeliefscomix.com/</a></p> <p>Classroom objects Buzz <a href="https://docs.google.com/presentation/d/12g7NTCDLtrOTSNsuJ7g6du3LDusciN98ZXzYic2WHt4/e/dit?usp=sharing">https://docs.google.com/presentation/d/12g7NTCDLtrOTSNsuJ7g6du3LDusciN98ZXzYic2WHt4/e/dit?usp=sharing</a></p>	<p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p>
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	<p>Miren/Mira, Pásenme/Pasa, Levántense/Levántate  Siéntense/Siéntate, Apaguen/Apaga, Enciendan/Enciende  Agarren/Agarra, Pongan/Pon  El lápiz  El papel  El cuaderno  El marcador  El borrador  La pluma  El pizarrón  La puerta  La ventana  Las luces  La silla  El pupitre  Por favor  Gracias/ De nada  Rápido/Despacio</p> <ul style="list-style-type: none"> <li>● TPR all verbs</li> <li>● Call upon students to complete the commands whole class and later in small groups</li> <li>● Play a game of grab the vocabulary with the nouns: Provide a group of two students pictures of the nouns and instruct them to grab the pictures faster than a partner</li> <li>● Utilize whiteboards and instruct students to draw picture of various commands</li> <li>● Play Pictionary guessing student-written commands.</li> <li>● Play buzz in small cooperative learning groups. Students will attempt to guess the secret BUZZ word chosen by their peers</li> <li>● Play sink or swim: A student will act out a command while two individuals attempt to complete the task the fastest. The first one to complete the command</li> </ul>	<p>Silly Spanish  classroom  Activity  <a href="https://docs.google.com/document/d/1iOSwAkd6nD_n3pBG5xC3NW8BwZ0sGmPuRJVrCB_5Pt4/edit?usp=sharing">https://docs.google.com/document/d/1iOSwAkd6nD_n3pBG5xC3NW8BwZ0sGmPuRJVrCB_5Pt4/edit?usp=sharing</a></p> <p>Alphabet  Partner Bingo  <a href="https://docs.google.com/document/d/13ghN4EWvk4c31ABY-9tMyHw6ES2H6_xjd1ccnyfjurQ/edit?usp=sharing">https://docs.google.com/document/d/13ghN4EWvk4c31ABY-9tMyHw6ES2H6_xjd1ccnyfjurQ/edit?usp=sharing</a></p>	<p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>
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<p>Month 2: Lessons 15-30</p>	<p>may either save a teammate or sink a member of the opposing team. Winning group has the most players at the end of the game.</p> <ul style="list-style-type: none"> <li>● Play, “Simón dice” in small groups or whole class</li> <li>● Students will draw a picture of a “Silly Spanish classroom” that includes an instructor commanding students to do at least 8 activities</li> </ul> <p><b><u>Students will recite the Spanish alphabet: How is the pronunciation of the Spanish alphabet different from English?</u></b></p> <ul style="list-style-type: none"> <li>● Sing songs about the Spanish alphabet</li> <li>● Play bingo using the Spanish alphabet</li> <li>● Guess the letter when their friends are drawing it on their back (or on desk as fast as possible if they prefer)</li> <li>● Guess an unknown word by attempting to guess their letters faster than an opposing group</li> <li>● Students will attempt to place the alphabet in order faster than an opposing group using manipulatives</li> </ul> <p><b><u>Spanish speaking countries: Which countries around the world speak Spanish?</u></b></p> <ul style="list-style-type: none"> <li>● Students will brainstorm which countries speak Spanish</li> <li>● Utilizing the alphabet, students will spell out the Spanish speaking countries to each other</li> <li>● Assign a letter to each student or have students write a letter in their notebooks. Say the name of a Spanish speaking country. Students should stand up if they hear their letter in a word</li> <li>● Students will locate the Spanish speaking countries on a map</li> <li>● Students will brainstorm mnemonic devices for the locations of the countries North-South in central and South America</li> </ul>	<p>Spanish alphabet song (Military Style) <a href="https://www.youtube.com/watch?v=JUcu9PUh9_A">https://www.youtube.com/watch?v=JUcu9PUh9_A</a></p> <p>Spanish alphabet Vowel song <a href="https://www.youtube.com/watch?v=J3m5WNefmwQ">https://www.youtube.com/watch?v=J3m5WNefmwQ</a></p> <p>Blank map of Spanish speaking countries: <a href="https://drive.google.com/file/d/0B1ur5ujgON0jUEl0OGhNTINCTDg/view?usp=sharing">https://drive.google.com/file/d/0B1ur5ujgON0jUEl0OGhNTINCTDg/view?usp=sharing</a></p> <p>Origins: Practice Listening activity <a href="https://docs.google.com/a/ssdstudent.org/forms/d/1SYkb7iKE-4iL27207B-4XEX5n2w4_JQc68ZuNMNXpk/viewform">https://docs.google.com/a/ssdstudent.org/forms/d/1SYkb7iKE-4iL27207B-4XEX5n2w4_JQc68ZuNMNXpk/viewform</a></p>	<p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between</p>
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	<ul style="list-style-type: none"> <li>• Students will unscramble Spanish speaking countries using the Spanish alphabet</li> <li>• Students will create walking tours of Spanish speaking capitals in Google Maps</li> </ul> <p><b><u>Students will ask and answer where they are from and state where others are from</u></b></p> <p>¿De dónde eres tú? Soy de... ¿De dónde es...? Es de...</p> <ul style="list-style-type: none"> <li>• Given pictures of famous Hispanics, students will guess where they are from faster than an opposing group</li> <li>• Complete communicative activities saying where Spanish speaking celebrities are from</li> <li>• Students will match famous Hispanics with their prospective countries</li> <li>• Students will “choose” their identities by pulling them out of a bag</li> <li>• Practice listening activity: Origins</li> </ul> <p><b><u>Colors: Students will say what color certain countries are on a map and state colors they like/dislike</u></b></p> <p>¿Cuál es tu color favorito? ¿Qué color te gusta? Mi color favorito es... Me gusta... No me gusta... Rojo, anaranjado, amarillo, verde, azul, morado, rosado, marrón, blanco, negro, gris</p> <ul style="list-style-type: none"> <li>• Given a world map, students will color in Spanish speaking countries a specific color designated by the teacher</li> <li>• Students will be instructed to point out or touch certain colors in the classroom</li> </ul>	<p>Spanish speaking country map: <a href="https://drive.google.com/file/d/0B1ur5ujgON0jSEhJVkxZSG90aig/view?usp=sharing">https://drive.google.com/file/d/0B1ur5ujgON0jSEhJVkxZSG90aig/view?usp=sharing</a></p> <p>Listening activity: Los colores <a href="https://www.laits.utexas.edu/spe/vid/beg03e.html">https://www.laits.utexas.edu/spe/vid/beg03e.html</a></p> <p>Online games to practice colors: <a href="http://www.onlinereespanish.com/applications/lessons/colors/colorsmenu.htm#.V3uo3PkrLct">http://www.onlinereespanish.com/applications/lessons/colors/colorsmenu.htm#.V3uo3PkrLct</a></p> <p>Pictures of weather expressions: <a href="https://docs.google.com/presentation/d/1RDYxmJl6cwrTiDen178hNJ2M21a3uHr4jcZHhMYWPuk/edit?usp=sharing">https://docs.google.com/presentation/d/1RDYxmJl6cwrTiDen178hNJ2M21a3uHr4jcZHhMYWPuk/edit?usp=sharing</a></p> <p>Weather in Spanish</p>	<p>the practices and perspectives of the culture studied.</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p>
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	<ul style="list-style-type: none"> <li>● Students will play a game of “snatch” with a partner. In small groups, one student says a color aloud in Spanish and the remaining group members attempt to grab the color faster than a partner</li> <li>● Students will answer questions about their favorite and least favorite colors</li> </ul> <p><b><u>Weather terminology: Students will state what the weather is like in Spanish speaking countries</u></b></p> <p>Hace calor  Hace frío  Hace sol  Hace buen tiempo  Hace mal tiempo  Hace viento  Está lloviendo  Está nevando  Está nublado  Mucho  Poco</p> <ul style="list-style-type: none"> <li>● Students will act out the weather expressions utilizing TPR</li> <li>● Using the weather expressions, students will play buzz</li> <li>● Students will play Simon says</li> <li>● Students will state what the weather is like in certain Spanish Speaking cities around the world based on photographs</li> <li>● Students will complete a communicative activity based on the weather in certain Spanish speaking countries</li> </ul> <p><b><u>Numbers in Spanish: How do we convert Celcius to Fahrenheit to say what the weather is like in Spanish speaking countries?</u></b></p> <p>Numbers 1-100</p>	<p>speaking countries pictures:  <a href="https://docs.google.com/presentation/d/1vrVGpDazNo6VZhBrZ1PmAWjD_muhBJL4HQS06KQES4/edit?usp=sharing">https://docs.google.com/presentation/d/1vrVGpDazNo6VZhBrZ1PmAWjD_muhBJL4HQS06KQES4/edit?usp=sharing</a></p> <p>Bingo card generator:  <a href="http://bingo.saksena.net/bingo">http://bingo.saksena.net/bingo</a></p> <p>Celcius-Fahrenheit conversion activity:  <a href="https://docs.google.com/document/d/1nyBZs-iama5v5jgZ1DFmNjUmWdf8FPGQSRF2I32XmeQ/edit?usp=sharing">https://docs.google.com/document/d/1nyBZs-iama5v5jgZ1DFmNjUmWdf8FPGQSRF2I32XmeQ/edit?usp=sharing</a></p> <p>Months of the year song:  <a href="https://www.youtube.com/watch?v=6bpxpP2xl0w">https://www.youtube.com/watch?v=6bpxpP2xl0w</a></p>	<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics.</p> <p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Standard 1.2:</b> Students understand and</p>
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<p>Más de / menos de</p> <ul style="list-style-type: none"> <li>• Students will write the number faster than a partner on whiteboards, gradually progressing to be able to write a series of numbers rather than just one</li> <li>• Utilizing greater than/ less than, students will guess a number that someone is thinking of</li> <li>• Students will play bingo using numbers</li> <li>• Forming an advisory circle, student will count by multiples of 2-10, similar to the game 21 until the last student is standing</li> <li>• Forming two large groups, students will attempt to toss a ball 100 times without dropping it. Every time the ball drops, it goes back to zero</li> <li>• Working with manipulatives, students will form the number faster than a partner</li> <li>• Students will play math bingo using numbers 1-100</li> </ul> <p>¿Cuál es la temperatura?  La temperatura está a ___ grados  Más alta / más baja  Temperatura media</p> <ul style="list-style-type: none"> <li>• Students will convert the temperature in Spanish speaking countries from Fahrenheit to Celcius</li> <li>• Using Chromebooks, students will look up the current weather in Spanish Speaking countries and will share with partners</li> </ul> <p><b><u>Calendar and dates: Is the weather the same in Spanish speaking countries during the year as it is in the United States?</u></b></p> <p>Days of the week: lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>Months of the Year: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p>	<p>Spanish speaking country average high/low temperature</p> <p>Activity:  <a href="https://docs.google.com/document/d/1mBBgCrG3InDMwTCjiJPVTs-E8CxKrHworuRLzR08oK0/edit?usp=sharing">https://docs.google.com/document/d/1mBBgCrG3InDMwTCjiJPVTs-E8CxKrHworuRLzR08oK0/edit?usp=sharing</a></p>	<p>interpret written and spoken language on a variety of topics.</p> <p><b>Standard 3.1:</b>  Students reinforce and further their knowledge of other disciplines through the foreign language</p>
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Dates: Es el # de mes

¿Cuándo es tu cumpleaños?

Mi cumpleaños es el \_ de \_

Las estaciones: invierno, primavera, verano, otoño

- Students will answer questions regarding what their favorite day, month, and seasons are
- Students will state their birthday and ask others about when their birthday is.
- In an advisory circle, one student in the middle will state the month of their birthday while others try to guess the correct date. Once the date is guessed correctly, all of the students will find a new chair. The last student standing will be in the middle.
- Students will guess the season of the Spanish speaking country based on the weather there.
- Students will research the weather in Spanish speaking countries using the average high/low temperature activity

**How would you advertise travel to a Spanish speaking country? (Time permitting)**

Students will research a Spanish speaking country and will create a Google slide presentation listing stating the following information learned throughout the year

- The capital of the country
- Colors of the flag
- High/low temperatures during the seasons (in Celsius and Fahrenheit)
- Students will name some Hispanics from that particular country
- Holidays the country celebrates