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### **A Spanish twist on Spelling**

1. Write the week's spelling list on the board in English.
2. Put a second list on the board in Spanish.
3. Make a game of matching the words to their counterpart in Spanish.
4. Pass out two sheets of blank paper for each of the students and instruct the to fold it hot dog style the fold it to make five rectangles if you have 20 spelling words and less if you have less spelling words.
5. Student cut the rectangles out and write a spelling word on one side of each. On the other side, the Spanish word and a picture depicting the word.
6. Students can use the cards to study in pairs at school and alone at home.
7. On Friday, the spelling test will be called in English and Spanish.

This is a nice change and very helpful if done at least twice a quarter.

### **Decade Numbers in Spanish**

**Theme:** Numbers in Tens

**Big Question:** What are the names for the numbers ten through 100 counting by tens?

**Assessment:** Students will match the ten words with the correct numerals

**Vocabulary:** The words for the numbers 10-100

**Process:**

1. Write the vocabulary on the board.
2. Ask questions about whether the words remind the students of the number symbol they correspond with.
3. Find out if they have any special ways to help themselves remember things.
4. After going over the words together, tell the students they are going to learn these ten new words by clapping and repeating. Diez -1 clap, veinte- 2 claps, treinta- 3 claps, and so on...
5. Give the students a quiz sheet with the decade numbers on it and ask them to write the corresponding Spanish words.

Los Números en Español

Escribe los números.

setenta \_\_\_\_\_  
veinte \_\_\_\_\_  
diez \_\_\_\_\_  
treinta \_\_\_\_\_  
cincuenta \_\_\_\_\_  
ochenta \_\_\_\_\_  
cincuenta \_\_\_\_\_  
ciento \_\_\_\_\_  
noventa \_\_\_\_\_  
cuarenta \_\_\_\_\_  
sesenta \_\_\_\_\_

**Rooms in the house**

**Theme:** Home

**Questions:** What are the words in Spanish for rooms in your house? Do they sound like the English or Asian words for that room? What do the words remind you of and how can we remember them?

**Assessments:** Worksheet that goes with lesson. Collect them at the end of class. Were the words for rooms correct? Listening while students speak with each other, asking the

questions in Spanish and answering the questions in Spanish. Students take turns being the questioner.

**Vocabulary:** At top of work sheet

**Process:**

1. Draw an outline of a house with a garage attached on the board. Make the stairs that lead from the first floor to the second floor visible. Draw stairs from the main floor to the basement.
2. Number the rooms.
3. Cut out strips of paper 2"x 6" and write the number and name for each of the room on them.
4. Ask if anyone knows the Spanish word for bathroom. After asking, tape the strip with bano on it near the numbered room on the board, then ask about another room until all the room names are there.
5. Question them in Spanish about the rooms, for example, "Where do you sleep?" The students will answer in Spanish "I sleep in the bedroom." You write the formula question and reply on the board.
6. Students work in pairs or threes asking each other the questions and answering.
7. Pass out the worksheet with questions in Spanish and the students write the replies under the questions in Spanish.

A House is a house for me.

1. Get two copies of the book, A House is a House for me by Mary Ann Hoberman, one in Spanish and the other in English.
2. Explain to the students that you will look at the kinds of houses people and animals live in. The lesson will start with with a reading in English. Students will repeat the recurring line of "...a House is a house for me" after saying something like a shell is a house for a snail.
3. After the English reading of the book, follow up with a Spanish language reading of A House...
4. Suggested tip for reading of the line like 'a shell is a house for a snail, but a house is a house for me', would be to read it in Spanish and the students repeat after the teacher until they get used to saying the line in Spanish.
5. Another tip is to have the book Xeroxed on overheads for the group reading.
6. Pass around the pattern for the outline of a house you have prepared ahead of time.
7. Students trace it on two sheets of construction paper and fashion the outside to be a house for them.
8. Each student is given seven sheets of blank paper. They trace the pattern of the house onto the blank paper and cut the house out.

9. Each of the seven papers will list a kind of house for an animal or culture of people with a line in Spanish about it... 'a nest is a house for a bird'. Above the line, the student draws a picture of a nest with birds.
10. After six sheets, the seventh is... 'an apartment or townhouse or wherever the student lives, is a house for me, with a picture of their dwelling. This line is in Spanish, also.
11. Use a hole punch to make holes on the left side of the book and brads to fasten the book together. Students may finish up with color pencils, markers or crayons.
12. Each student will share their book with one other student and the books make a wonderful bulletin board.

### **What will we eat?**

**Theme:** food

**Question:** What are some names for foods in Spanish?

**Assessment:** Does the student match one card with foods on it with another card with words on it?

**Vocabulary:** refresco, mantequilla, la leche, carne, pan, hamburguesas, papas fritas, helados, ensaladas, hielo

**Process:**

1. Make cards with pictures of the foods on them.
2. Make a second set of cards with the names of foods that match the first set.
3. Go over the vocabulary using a large sheet from a display tablet or the board.
4. Pass out the cards with the Spanish names for foods to the students.
5. Tape the cards with the food pictures on the board or a display tablet.
6. Students will match the cards with names to the pictures.
7. Introduce the phrase "Quiero" (I want )and ask students to make conversation in pairs..."Quiero un refresco con hielo."

## **Trabajar Bulletin Board**

**Vocabulary:** ocupaciones, mecánico, secretaria, cajero, vendedor, cartero, estilista, diseñador, cocinera, pescador, maestra

**Process:**

1. Write the vocabulary on the board. Go over the words and their meanings.
2. Ask in Spanish what is their work (¿En qué trabajas?) and call on students at random to respond with the simple sentence of 'I am a \_\_\_\_\_'.
3. Write both sentences on the board. Have each student copy the sentences in their notebooks. Have each student copy the occupations in the notebook.
4. Pair up the students. Give them 5”strips, precut. Give them an occupation to write the feminine and masculine form of the word. They should go over it with a black marker or crayon.
5. Have each pair draw, color and cut out a worker in the attire of that profession 12” in height and no more than 4” wide.
6. Make a headliner for the bulletin board and display the cut outs and the names.

### Who does this job?

Mecánico Maestra Cajera  
Pescador Vendedor Cartero  
Estilista Diseñador  
Cocinera Secretaria

1. If you helped students find learn to read, write reports, and perfect their handwriting your title is \_\_\_\_\_.
2. If you repair cars and trucks, you work is as a \_\_\_\_\_.
3. As a provider of fish for a community, you work in a boat and you are a \_\_\_\_\_.
4. Women get you to style their hair because you are an \_\_\_\_\_.
5. Strangers and friends come to you to be fed, you are a \_\_\_\_\_.
6. Working as a \_\_\_\_\_, you could help choose clothing and accessories for adults and children.
7. If you make breads and breakfast pastry, you would probably work as a \_\_\_\_\_.
8. This person makes appointments for the boss at an office, their title is \_\_\_\_\_.
9. At the bank you speak with the \_\_\_\_\_.
10. Every day except Sunday, the \_\_\_\_\_ delivers the mail.