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Laurelhurst School
Fourth Grade
Spanish Unit Lesson Plans

The lessons that follow are designed to meet National Standards in communication and curriculum standards in culture. Because my proficiency level of Spanish is limited, I will present lessons in English. The students will be expected to learn, practice and demonstrate proficiency in basic Spanish greetings, simple conversation, numbers, months, days, colors and basic landforms. They will play with Mexican toys, recording results in Spanish and make comparisons to similar games used on the Oregon Trail.

LESSONS

LESSON 1:

Getting Acquainted—learning about and communicating with one another

PURPOSE: Students will learn and practice Spanish conversation and responses for greeting and learning about one another.

VOCABULARY TO TEACH:

Buenos días, Buenas noches, Buenas tardes, hola, adiós
¿Cómo estás? ¿Cómo te llamas? ¿Cuántos años tienes? ¿En qué grado estás?
¿Cuándo es tu cumpleaños? ¿Cuál es tu color favorito?

Muy bien, gracias. ¿Y tú? Me llamo _____. Tengo _____ años. ¿Y tú? Yo estoy en cuarto grado. Mi cumpleaños es _____. Mi color favorito es _____.

ACTIVITIES:

1. To practice conversation use a double circle format—inner circle students ask the questions, outer circle answers. Switch roles when circle has come completely around. Practice a variety of question-answer routines.
2. Students practice writing Spanish questions and responses by using dialogue “bubbles”. Create a story strip where two people meet, greet one another and engage in a short conversation. Variation: Students draw written statements, questions, answers that would create a conversation from a box and with a team place them in conversation “bubbles” in correct sequence.

LESSON 2:

Learning the months of the year and communicating with one another

PURPOSE: Students will learn the Spanish names for the months of the year

VOCABULARY TO TEACH:

Mes/meses, año, enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre, estación, primavera, verano, otoño, invierno,

ACTIVITIES:

1. Learn and sing “En Enero Hace Frío”
2. Play four corners. Students write the month of their birthday on a card and move to one of the four corners of the classroom in which the season of their birthday falls. Vary by moving to the corner that represents their favorite season.
3. Make a birthday graph for the classroom marking birthdays for each month. Students design birthday cake with month and day of birthday written on cake. Display cakes with corresponding months.
4. Play “Counting Around the Room” using months of the year. Begin with enero, each child taking a turn naming the next month. Have class predict on which month will be the last named if everyone has a turn.
5. Months on the classroom calendars and correct form of written date on daily schedule are displayed only in Spanish.

LESSON 3:

Learning and applying Spanish names of landforms

PURPOSE: Students will learn Spanish names of land forms and geographic terms found in Oregon. They will identify their locations on an Oregon map.

VOCABULARY TO TEACH:

El río/los ríos, el lago/los lagos, el valle/los valles, la montaña/los montañas, el océano, el cañon/las cañones

ACTIVITIES:

1. Identify landforms and their names by designing a dictionary of geographic terms (in Spanish)
2. Make a list of some of the landforms found in Oregon “What landforms are found in Oregon?”

En Oregon hay los ríos. En Oregon hay los lagos. En Oregon hay los valles. En Oregon hay las montañas. En Oregon hay el océano. En Oregon hay los cañones.

On an Oregon map locate and label in Spanish the following landforms: The Willamette River, the Columbia River, the Deschutes River, Crater Lake, Wallowa Lake, the Willamette Valley, the Coastal Mountains, the Cascade Mountains, the Wallowa Mountains, the Pacific Ocean. The names of these Oregon landforms do not need to be written Spanish, but the landform itself should be written in Spanish and placed in the correct location.

LESSON 4:

Learning about and comparing the Oregon and the Mexican flag comparing

PURPOSE: Students will learn the meaning of the colors and symbols of the flags of Mexico and Oregon and compare both.

ACTIVITIES:

1. Study the Oregon flag. Identify the symbols and how they relate to Oregon:
 - 1859- the date of statehood
 - thirty-three stars- the number of states in 1859
 - sun setting over the Pacific Ocean
 - mountains, forests and a covered wagon
 - a plow, wheat and pickaxe represent farming and mining
 - two ships, a British one leaving, and US one arriving representing trade
 - The eagle represents the United States
2. Color a copy of the Oregon flag in blue and gold

3. Study the Mexican flag. Using the worksheet p. 125-126 (Teachers' Resource Guide Mexico), identify the symbols and how they relate to Mexico:
 - The color green-freedom
 - White-religious purity
 - Red-blood of the three cultural groups-the Spanish, the Indigenous, the Mestizos
 - The shield represents the legend of the founding of Tenochtitlán, the capital of the Aztecs

4. Use a Venn diagram to compare the two flags.

LESSON 5:

Learn and practice numbers through 20 and basic colors

PURPOSE: Students will learn and practice colors and numbers through 20.
Compare Mexican toys with toys on the Oregon Trail.

VOCABULARY TO TEACH:

rojo, amarillo, azul, verde, anaranjado, morado, rosado, café, negro, numbers through 20, ¡Qué fantástico! ¡Qué fenomenal! ¡Caray!

ACTIVITIES:

1. Play the BALEROS game.
 - Discuss and identify colors on the baleros
 - Show similar toy from Oregon Trail and compare
 - Students describe by color their own balero
 - In groups of three, students become investigators as to the benefit of practice in performing at a game of skill. Each member of the team will assume a role and switch roles: timer, counter/recorder and performer.
 - Cheering for performer is encouraged and counting success is to be done in Spanish.
 - First round: Students try to get the ball in the cup during a timed one minute.
 - Second round: After the initial practice, students then repeat the skill.
 - Differences are charted on a graph.
 - All teams are surveyed to determine what effect practice had on the skill. Various successful strategies may be demonstrated