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Summary of Schoolyear Activities

October

- The major theme of the month was, of course, Halloween– we talked about the history of the holiday and its popularity in the US. We compared and contrasted the similarities and differences surrounding the culture in the US versus Spain. (It is much more popular in the USA. Here, instead of dressing up as whatever they want, the costumes tend to center around the idea of terror/horror and day of the dead.) I also went to each class (every grade level) and read them scary stories in English.
- In first grade, we began by discussing parts of the body. We learned vocabulary through the book as well as different songs. (In particular “heads, shoulders, knees and toes” and other songs.) We often employ a game of “Simon says,” which the kids love and always look forward to. (They ask to play almost every class period.)
- In second grade, we worked with different rooms in the house and prepositions of places. They were able to identify objects and rooms, specifically following the vocabulary: bathroom, bedroom, bookcase, chair, cupboard, door, garden, hall, kitchen, living room, plant, rug, table, window. They also learned the prepositions: behind, in, on and under. We used flash cards and created different games for the children to memorize the terms.
- With the pre-school aged children, I focused mostly on implementing colors and counting in English. This is play-centered and many times they ask me how to say different vocabulary. I work with another English teacher and we use the “Amanda Panda” learning platform and doll, which the children love.
- In history, I presented about the city I’m from in the United States. I work in DC and live right outside of it, in the city of Hyattsville. I created a powerpoint and highlighted some key vocabulary as well as showed photos of our metro system, major monuments, etcetera. I focused mainly on public transport and population size, as well as showed how the DMV is structured so that many people live outside of DC while working there (mainly due to cost and accessibility of affordable housing.) I even discussed how different salaries are in DC versus Carboneras and how much more expensive the cost of living truly is.
- In biology class, the children learned about the geosphere. They learned the following vocabulary: iron, nickel, basalt, clay, bronze, granite inner core, oceans, continents, depth, oceanic crust, continental crust, mantel, etcetera. We also focused on food-related diseases, from celiac to anorexia. We stress the importance of pronunciation and sentence structure.
- In mathematics, we learned about some historical figures in mathematics, specifically Descartes. We worked in groups and had the children do worksheets answering

questions about the topic. I was there to assist them and help them with sentence structure and grammar.

November

- I visited several classrooms in the high school to discuss the “Thanksgiving” tradition in America. I, because I have Indigenous ancestry, made sure to talk about what misconceptions there are surrounding the holiday and how it may be different from whatever lore people in other countries have heard about it. I also talked about what we eat specifically, how it varies by region, and how it is mostly a day to spend with family and friends. I also touched on Thanksgiving American football tradition and Black Friday– which we saw even has an impact here in Spain (with many rebatos on the Friday following Thanksgiving.) The kids were unaware of the origin of Black Friday.
- In first grade, we began to teach about the family. Children learned how to talk about their mother, father, granddad, granny, sister and brother. I also told them about how we say some of these terms differently in the US– specifically grandfather and grandmother, which could even also be called grandpa or grandma. We drew pictures of our families and talked about their different defining features. I also taught them how to describe some common emotions, specifically happy, sad, scared, hungry and bored. This also gave me the ability to tell them that when discussing age, we do not say that we “have” six years, for example, but that we “are” six years old.
- In second grade, we focused on hobbies. The children learned vocabulary for dance, doing karate, juggling, model making, painting, playing guitar, riding a bike, and singing. There were many opportunities for the children to engage in educational play that involved acting out the activities, which aided in memorization. We also did other activities– from drawing to using flash cards, etcetera.
- In history, in the high school, we focused on the middle ages. The children learned vocabulary for the time period, including:
 - ***Vikings:** invading people from northern Europe.
 - ***Feudalism:** social and economic system typical of the Middle Ages. ***chivalry:** private army financed by the nobles.
 - ***Hungarians:** peoples who invaded Europe from the east. ***Authority:** right that kings lose after invasions.
 - ***Europe:** continent where feudalism happens.
 - ***Farmers or peasant:** part of the society that cultivates the fiefs.
 - ***homage:** part of the vassalage ceremony where the vassal swears fidelity to the kings
 - ***Muslims:** peoples who invaded Europe from the south.
 - ***servant:** this is what the farmers who go to serve a lord are called.
 - ***Scandinavia:** place where the vikings came from.

- *** investment:** delivery of the king to the vassal of a fief.
- ***nobles:** part of society who could be vassals of the king..
- ***vassal:** He makes a pact with the king and becomes his protégé.
- ***fortified castle:** building with walls and moats.
- ***protection:** It is what the feudal lord promises the servant.
- ***X century:** century in which feudalism originates.
- ***serves and advise:** it is what the vassal promises to king.
- ***hereditary position:** because of this, the position of feudal lord passed from father to son.
- ***King:** person who occupies the top of the social pyramid. ***fief:** portion of land that the king gives to the vassal.
- **We also used the online game platform kahoots to quiz the children in a way that was competitive and fun for them. They enjoy this because it feels less like a lecture and allows them all to participate.**
- In biology and geology class, we learned more about the atmosphere and living things. We use worksheets to engage the children and work on their vocabulary and pronunciation. Vocabulary we went over includes:
 - bipedal animals
 - oceans
 - photosynthesis
 - different elements (ie; oxygen, helium, nitrogen, carbon dioxide, etc.) There was a lot of focus on states of matter and we discussed solids, liquids and gases and made the connection between those phenomena. We also talked about dew, fog, frost and hail.
- In mathematics, we again work with basic mathematical vocabulary (plus, minus, divided by, as well as how to classify numbers.) We also use worksheets with mathematical history. We discussed the pythagorean theorem and its origins.

December

- In first grade, the children learned vocabulary having to do with pets. We sing songs and do worksheets, flashcards, and conversation games in order to build this vocabulary. The specific words we focused on were: cat, dog, fish, mouse, parrot, rabbit, snake, and spider. We also expanded their color vocabulary by reviewing grey, black, brown and white. I talked about my own pet, my dog, who I miss a lot. I showed photos of her and the kids were very excited to see something a bit personal.
- In second grade, we have started learning about carnival around the world. (As well as culturally specific traditions in Spain as well as the United States.) We used the carnival theme to begin to talk about different kinds of clothing. I made sure to mention that there

are different ways of speaking about clothing in the United States versus in England. (ie; sweater versus jumper, etc.) The vocabulary we focused on included: trousers, t-shirts, hats, dresses, jeans, jumpers, shirts, shoes, shorts, skirts, dresses and coats. We also talked about the weather (as we do every day in our routine anyway) a bit more in depth. I make a point to ask every time I enter, how the weather is on that given day.

- In biology, we worked with the digestive system and nutrition. We talked about ailments such as hepatitis, gastritis, diarrhea, cavities and the body parts they can affect (teeth, stomach, small intestine, and the liver.) We used worksheets to develop their pronunciation as well as doing some mix and match and descrambling of words. We also touched on environmental factors that contribute to our health: greenhouse effect, natural versus atmospheric air pollution, globalwarming and climate change.
- In History, we talked about Spanish and Portuguese monarchies. The children did some presentations in front of the class. They did many of the main ideas in Spanish, then we reviewed and revised in English. We also practiced the vocabulary and main ideas through a bamboozle game.

January

- In biology, we are talking about different bodily systems. We learned vocabulary around the circulatory and respiratory systems (inhalation, exhalation, circulation, pulmonary ventilation, diaphragm, contraction.) Some of these words were initially very difficult for a non-Native English speaker to learn how to pronounce– learning how to do so correctly was a major part of our focus. More diseases we touched on included asthma, emphysema, the flu, lung cancer and pneumonia.
- In history, we learned about different climates. We decided a fun activity for the kids would be to watch different disney music clips, in English, and point out climate/weather conditions present in the videos. (ie; Frozen, Pocahontas, The Lion King)
- We played a few games related to atmospheric conditions, through kahootz and bamboozle. The children were put into groups and competed with each other (we always find this method to be particularly motivating with this age group.) The kids had to group terms with their definitions. {temperature, precipitation, atmospheric pressure, wind, humidity}
- We also discussed armed conflicts and different political systems worldwide. I presented some information on the European Union and BREXIT.
 - {BREXIT, referendum, recession, foreign policy, business relationship}
- In the first grade, we worked on vocabulary regarding the classroom. This includes books, crayons, glue, pens, pencils, pencil cases, rubbers, rulers, schoolbags, and sharpeners. Again, I made sure to mention (but did not make it mandatory to remember) that our vocabulary tends to vary in the English speaking world. {for example, rubber = eraser; schoolbag = backpack}
- In second grade, we expanded the children's vocabulary for discussing animals. They also learned a few more active verbs: swim, run, jump, fly, climb. I told them how in English, we say that we are "swimming" at the beach, even if it is a relaxing dip versus actually swimming for sport. The animals we learned about included bats, birds, butterflies, ducks, frogs, hedgehogs, lizards, and squirrels. The children are also doing

“passport” projects for the school year, so some of these animals are becoming familiar to them, as they learn about what species are abundant in different countries around the world. Second grade is doing Ireland, and first grade is doing Scotland.

February

- Black History Month education– I went to each class in the colegio and taught about the significance of celebrating our Black history in the United States, as well as profiled specific historical figures (ie; Rosa Parks, Frederick Douglas, and Martin Luther King Jr.) We included several videos for children that explained the importance of learning from and acknowledging our history. We also saw some educational childrens videos specifically about the Montgomery bus boycott. In sixth grade, I even decided to show them Martin Luther King’s famous “I have a dream speech,” and asked them to think critically about its significance.
- Similar to carnival in Spain, we have a few typical carnival traditions in the United States. I taught the kids about our most famous celebration– Mardi Gras, in New Orleans. I did presentations in every class about history of the event, the cultural scope, and how it developed over time.
 - Purple: justice
 - Gold: power
 - Green: faith
- The kids listened to typical mardi gras music, as well as watched some historical video clips that gave more context and matched the images with the content we were learning. The king cake is very similar to the roscon de reyes from Christmastime in Spain.
- The children also created their own mardi gras beads, masks, and we had a mini conga line to imitate a mardi gras parade, with New Orleans-style music. They had a lot of fun.
- In first grade, we talk about toys and shapes. I asked the children about their favorite toys, using specific vocabulary {ball, car, doll, game console, plane, robot, scooter, teddy, big, small, circle, rectangular, square, triangle.} The kids also participate in activities that allow them to draw and sing about the new terms.
- In second grade, we also talk about the theme of superheroes. The kids talked about the superheroes in their own lives and we asked them to draw a picture of that person and describe them. {clever, fast, invisible, scary, short, strong, tall, thin}

March

- In first grade, children are learning to talk about their favorite foods. We play games in class and I ask children to describe their favorite things to eat, and things they don’t like to eat. {banana, cake, cheese, apple, chicken, fish, meat, yogurt, pear, salad, soup, milk, juice, water, orange} We do drawings in class that coordinate with the subject.
- In second grade, we talked about parts of plants and how to protect them. Again, we live in a natural park, so we emphasize the importance of being a part of our environment and protecting it.

{parts of a plant, types of plants, plant reproduction, importance of plants}

We also discuss weather conditions {when is it raining, cloudy, cold, hot, snowing, sunny, and windy outside} as well as what to wear in said weather conditions {coat, dress, hat, jeans, jumper, shirt, shoes, shorts, skirt, t-shirt, and trousers} The kids also learned vocabulary for talking about different activities {drawing, drinking, eating, listening, reading, taking photos, talking, and writing.}

- In math class, again we work from worksheets in order to teach the children how to talk in English in a group as well as practice their vocabulary and pronunciation.
- In Biology, we work with the protocista kingdom. The children used their books to learn first in Spanish about the topic, then we taught the terms in English. Worksheets are very helpful in enforcing the themes. {aquatic plants, algae, autotrophic, unicellular, heterotrophic, eukaryotic cells, monera kingdom, fungi kingdom, complex, independent, harm, protect, invade, produce, decompose, protozoa, bacterium}

April

- I've begun contributing to the "Dive with Dolphins" bilingual project as an extracurricular with the school. I'm focusing mostly on working with the first grade.
- In first grade, we continue to talk about foods. The children are also participating in other activities. We learn about machines in science class. We talk specifically about materials and what objects are made out of. {where do materials come from; wool, wood, glass, metal; what do machines do; why do we use computers; how can we have these technologies and also protect nature}
- In second grade, we've been working with landscapes in science class. The children learned about different features (physical and human), types of landscapes (costal, flat and mountain landscapes), as well as types of water formations, rocks and minerals. We talk about why living things need air and water {properties of water, water in nature, the water cycle, properties of air, weather and atmospheric phenomena.}
- In history, we talked about the Renaissance and why it happened. We discuss major historical figures from the time {ie; Michelangelo, Leonardo da Vinci, etc} and how they changed the world, as well as what sparked that change. We discussed defining features of the artwork and architecture of the time period. {semicircular arch, plan, vault, dome, statue, column, cathedral, mosque, perspective, facade}

May

- In second grade, we are now in the unit "discovering the universe." The students are learning the name for the planets in English, as well as information about what makes up our solar system, the order of the planets, and their characteristics. {solar system, satellites, celestial bodies, earth movements, the moon, maps} We talked about how we can protect our planet. The children ordered the planets from closest to furthest from the sun and talked about the different defining features of the celestial bodies.
- In first grade we are also talking about what we can do to protect the planet and essentially be an upstanding citizen. We talk about avoiding littering, not starting fires,

recycling, etc. We also discuss landscapes. {what landscape we live in here in Carboneras, what's the weather like, where to find water/what's safe for consumption, how do landscapes change over time and why}

- In history we discuss transport. I presented the metro map of DC and talked about how I use it to get to work and its pros and cons. We also touched on arms in the United States, why they are legal there, and had an open discussion with the students to allow them to express their personal beliefs.
- In Math, we connect history and mathematics for a group activity for the students involving a reading and answering questions. We talk about Egypt, Babylon, Plato, and Archimedes.
- In biology we talk about different illnesses and infectious and non-infectious diseases. The children are meant to describe what is a healthy versus unhealthy lifestyle. We also gave them new vocabulary to commit to memory. {diagnosis, disease signs, symptoms, aspirin, blood pressure, fever, headache, heart rate, hereditary, recovery, sore throat, wellbeing, destroy, permit, non-specific, helpful} I also taught them transitions to allow them to speak and write about the subject more easily {first, then, after that, finally}