

**Edgewater Park Township School  
District Curriculum Guide Spanish  
Grades K-2**

August 2015 Edgewater Park Township Board of Education

## **Course Abstract for**

# **K-2 Spanish Curriculum**

This Spanish course of studies reflects the full implementation of the New Jersey Core Standards (or Common Core Standards) in World Language. The Spanish program is infused into a full year, spiraling content and course-of-study implementation that starts in grade Kindergarten and continues through grade two. The format for each of these programs is written with special attention being spent on uniformity of course objectives, curricula guide consistency and, most importantly, a very carefully laid out, spiraling curriculum in Spanish.

**Pacing Chart: Spanish - Kindergarten**

	<b>Days 1- 63</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 1</b>	<b>Day 2:</b> Mucho Pocos 1	<b>Day 2:</b> Mucho Pocos 3	<b>Day 2:</b> Mucho Pocos 5	<b>Day 2:</b> Mucho Pocos 7	<b>Day 2:</b> Story Time 1	<b>Day 2:</b> Story Time 3	<b>Day 2:</b> Story Time 5
	<b>Day 4:</b> Mucho Pocos 2	<b>Day 4:</b> Mucho Pocos 4	<b>Day 4:</b> Mucho Pocos 6	<b>Day 4:</b> Mucho Pocos 8	<b>Day 4:</b> Story Time 2	<b>Day 4:</b> Story Time 4	<b>Day 4:</b> Story Time 6
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 1</b>	<b>Day 2:</b> Story Time 7	<b>Day 2:</b> Story Time 9	<b>Day 2:</b> Story Time 11				
	<b>Day 4:</b> Story Time 8	<b>Day 4:</b> Story Time 10	<b>Day 4:</b> Story Time 12				
	<b>Days 64 - 124</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 2</b>	<b>Day 2:</b> Story Time 12b	<b>Day 2:</b> Story Time 14	<b>Day 2:</b> Story Time 16	<b>Day 2:</b> Story Time 18	<b>Day 2:</b> Story Time 20	<b>Day 2:</b> Story Time 22	<b>Day 2:</b> Story Time 24
	<b>Day 4:</b> Story Time 13	<b>Day 4:</b> Story Time 15	<b>Day 4:</b> Story Time 17	<b>Day 4:</b> Story Time 19	<b>Day 4:</b> Story Time 21	<b>Day 4:</b> Story Time 23	<b>Day 4:</b> Story Time 25
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 2</b>	<b>Day 2:</b> Story Time 26	<b>Day 2:</b> Story Time 28	<b>Day 2:</b> Stepping Stones Lesson 1				
	<b>Day 4:</b> Story Time 27	<b>Day 4:</b> Story Time 29	<b>Day 4:</b> Stepping Stones Lesson 2a				

	<b>Days 125 - 180</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 3</b>	<b>Day 2:</b> Stepping Stones Lesson 2b	<b>Day 2:</b> Stepping Stones Lesson 3	<b>Day 2:</b> Stepping Stones Lesson 5	<b>Day 2:</b> Stepping Stones Lesson 7	<b>Day 2:</b> Stepping Stones Lesson 8b	<b>Day 2:</b> Stepping Stones Lesson 10	<b>Day 2:</b> Stepping Stones Lesson 11b
	<b>Day 4:</b> Stepping Stones Lesson 2c	<b>Day 4:</b> Stepping Stones Lesson 4	<b>Day 4:</b> Stepping Stones Lesson 6	<b>Day 4:</b> Stepping Stones Lesson 8a	<b>Day 4:</b> Stepping Stones Lesson 9	<b>Day 4:</b> Stepping Stones Lesson 11a	<b>Day 4:</b> Stepping Stones Lesson 12
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 3</b>	<b>Day 2:</b> Stepping Stones Lesson 13	<b>Day 2:</b> Stepping Stones Lesson 15	<b>Day 2:</b> Stepping Stones Lesson 17				
	<b>Day 4:</b> Stepping Stones Lesson 14	<b>Day 4:</b> Stepping Stones Lesson 16	<b>Day 4:</b> Stepping Stones Lesson 18				

# COURSE

<b>Course Title &amp; Number</b>
Spanish Kindergarten
<b>Unit Title</b>
Spanish
<b>Duration of Unit</b>
September-June
<b>Standards/ Cumulative Process Indicators (CPs)</b>
<b>Subject Area: Spanish</b> <b>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</b> <b>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</b> <b>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with target culture(s).</b> <b>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</b> <b>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</b>  <b>Career Ready Practices Addressed:</b> <b>CRP1 Act as a responsible and contributing citizen and employee.</b> <b>CRPZ Apply appropriate academic and technical skills.</b> <b>CRP4 Communicate clearly and effectively with reason.</b> <b>CRPS Consider the environmental, social and economic impacts of decisions.</b> <b>CRP6 Demonstrate creativity and innovation.</b> <b>CRP8 Utilize critical thinking to make sense of problems and persevere them.</b> <b>CRP9 Model integrity, ethical leadership and effective management.</b> <b>CRP11 Use technology to enhance productivity.</b> <b>CRP12 Work productively in teams while using cultural global competence.</b>  <b>Literacy Standards (History/ Social Studies, Science, and Technical Subjects (required for grades 6-12) :</b>

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>Why learn another language?  How do customs and traditions differ from our own?  How are they similar?  What festivals, holidays, and/or celebrations take place in Spanish speaking countries?  Do we practice any of them in the US?  What words are important to know when trying to communicate with those who speak Spanish?</p>	<p>Learning another language will expose students to a new culture.  Language connects people.  Understand that numbers are universal in all languages even though they have different words that represent them.  Different languages have different letters, sounds, and sentence structure.  Spanish culture is similar</p>
<b>Content (What do you want the students to know by the end of the unit?)</b>	
<p>Spanish words for numbers up to ten  Spanish traditions  Spanish words for colors</p>	
<b>Skills (What do you want the students to be able to do at the end of the unit?)</b>	
<p>Count to ten in Spanish  Recognize Spanish alphabet  Compare and contrast Spanish and American culture</p>	
<p><b>Summative Assessment and/or Common Course Assessment</b>  Description of task, Scoring rubric, Coaching rubric, Exemplar <i>(if used)</i></p>	
<p><b>Formative Assessment(s) - checks for understanding</b>  Quizzes or Tests, Class work/Activities, Homework, Group work, Performance task</p>	
<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>	
<p><b>Differentiated Instruction</b>  How will you address the specific learning styles of your students?  How will you support students who do not meet the standards?</p>	

## Resources and Materials and Technology Integration

**Resources: Max and Max Spanish**

**Materials: Promethean Board, chart paper, paper, crayons, and pencils**

**Technology Integration: login: yesyes password: yesyes**

## Instructional Lessons and Activities

- Think about how many lessons/days for each topic within the unit.
- Think about what you are expecting the students to demonstrate in the assessment.
- If you want the students to be successful, what specific lessons will you plan for their necessary learning?

Days	Description of Lesson	Assessment Type
1	<u>Mucha Paco 1</u> Me Lave. Mary Lou Lulu finds something to do with the peas on her plate. Length 7:22	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>
1	<u>Mucha Paco 2</u> Soy Yo. Mary Lou Lulu invites Lana over for new do. Length 7:26	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>
1	<u>Mucha Paco 3</u> Que Pelo. Lana loves her hairdo. She loves it so much that this is the end of the story! Length 7:22	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>
1	<u>Mucha Paco 4</u> Part 1 of 5. Bully Catorce. Numbers 1 to 5 have fun playing at school during recess. Length 6:37	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>
1	<u>Mucha Paco 5</u> Part 2 of 5. Bully Catorce. Uno, dos, tres, cuatro and cinco, teach uno how to add. (This will stretch some preschoolers, but they're not going to mind.) Length 6:45	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>

1	<p><u>Mucha Paco 6</u> Part 3 of 5. Bully Catorce. After practicing addition, uno decides to get a drink. Bully Catorce is waiting for him. (Preschoolers don't insist on mathematical explanations, but you can use this to talk about addition if you want.) Length 8:52</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Mucha Paco 7</u> Part 4 of 5. Bully Catorce. Cinco, cuatro, tres, dos and uno, come up with a plan to face up to Bully Catorce. Length 6:04</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Mucha Paco 8</u> Part 5 of 5. Bully Catorce. The smaller numbers are tired of being pushed around. They're not going to put up with Bully Catorce anymore! Uno is a big help, even though he's just a little uno. (For very young preschoolers, you might want to skip the section on adding.) Length 6:50</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 1</u> Part 1 of 3. The Million-Dollar Casa. This is the first video of Bilingual Story Time for Preschool to First Grade. Colors, I like, I don't like, sombreros, man, woman, boy, girl, house, and miscellaneous. Length 9:55</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 2</u> Part 2 of 3. The Million-Dollar Casa. Somebody's going to buy that house! Length 9:36</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 3</u> Part 3 of 3. The Million-Dollar Casa. Well, what do you think? Is the house worth a million dollars? The second half of this video tells a little story outdoors to practices colors, "Where are you?", and pronunciation of colors. Length 11:02</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>



1	<p><u>Bilingual Story Time No. 4</u> Part 1 of 2. The Bear Went Over the Mountain. The words "bear" and "ver" make a very interesting comparison between languages. We will learn the song over the months. Length 8:12</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 5</u> Part 2 of 2. The Bear Went Over the Mountain. Continue learning the song. Anyone can draw an oso. Length 10:10</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 6</u> Part 1. Wild Pink Piggy and Bears. After you meet the piggy, you might decide you don't want to watch Part 2. Start learning some foods. Manzana, queso, naranja, tomate, pollo. Draw bears. Oso, ojo. (When I listen to this video and the next one, I wonder why in the world I'm pronouncing Spanish with an English accent! It's because my mind was operating in English. All of us who speak and think in more than one language fluently do this, at least until we realize what we're doing.) Length 10:19</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 7</u> Part 2. Wild Pink Piggy and Bears. Watch at your own risk. Very dangerous, very scary pig and chickens and bears. Food and other vocabulary continued. Naranja, mesa, ¿Dónde está...?, Lo siento (I'm sorry). Length 10:20</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 8</u> Part 1. La Lombriz That Wouldn't Give Thanks. Gusano is not thankful for the delicious dirty meals his mama makes. He decides he hates dirt! La tierra, lombriz, gusano, gusanito, and preview of foods. Length 9:30</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 9</u> Part 2 of 2. La Lombriz That Wouldn't Give Thanks. Gusano is in a heap of trouble with hungry birds. Maybe Mom's cooking wasn't so bad after all. Odio la tierra./I hate dirt. Length 11:43</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

1	<p><u>Bilingual Story Time No. 10</u>  Part 1 of 2. Midnight Merienda. Foods get up in the night and sit on the table and talk. Here come the peas. See my backyard sweet peas. Guisantes, garbanzos, garbanzas. Length 8:23</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 11</u>  Part 2 of 2. Midnight Merienda. Length 8:24</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 12</u>  Part 1. Skinny Boy. (You might want to pause the lesson here and there so students can supply their ideas of the dialogue.) The boy alpacas of White Violet Farms are in a noisy barber shop. One VERY fluffy alpaca has gotten a MAJOR haircut. Now he can't resist trying to squeeze between a post and a fence in his new, skinny body. The only one standing in his way is Sister Paul Bernadette, CSJ, Sisters of Providence, who is looking out for his safety. The Sisters were very gracious to let me film the annual shearing of these South American animals on their farm in St. Mary-of-the-Woods, Indiana. Length 7:12</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

1	<p><u>Bilingual Story Time No. 12b</u>  Part 2 of 2. Skinny Boy. (You might want to pause the lesson here and there so students can supply their ideas of the dialogue.) The boy alpacas of White Violet Farms are in a noisy barber shop. One VERY fluffy alpaca has gotten a MAJOR haircut. Now he can't resist trying to squeeze between a post and a fence in his new, skinny body. The only one standing in his way is Sister Paul Bernadette, CSJ, Sisters of Providence, who is looking out for his safety. The Sisters were very gracious to let me film the annual shearing of these South American animals on their farm in St. Mary-of-the-Woods, Indiana. Visit the gift shop at WhiteViolet.org for some cool and classy items. Length 7:25</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 13</u>  Part 1 of 4. Piggy Playing. Yesica Piggy plays with Easter eggs and tiddly winks, but doesn't seem to be learning much. Please don't wave at her during lessons. Grande/pequefio; colors; eggs (huevos); pieces (piezas, as in game pieces, not pieces of food, which could be pedazos or trozos). Length 10:34</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 14</u>  Part 2 of 4. Piggy Playing. The sweet pink pig is silly. A sweet little tiddly wink gets lost  Length 9:27</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 15</u>  Part 3 of 4. Piggy Playing. Yésica Piggy just keeps playing. Miscellaneous Spanish. Length 11:04</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 16</u>  Part 4 of 4. Piggy Playing. Miscellaneous Spanish. Length 8:54</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

1	<p><u>Bilingual Story Time No. 17</u></p> <p>Part 1 of 2. Uno Goes to la Playa. Use this two-part series to wind kids down. Creative drawing with numbers. Miscellaneous vocabulary. Length 10:07</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 18</u></p> <p>Part 2 of 2. Uno Goes to la Playa. This one should , really wind kids down. Creative drawing with numbers. Miscellaneous vocabulary. Length 10:54</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 19</u></p> <p>Part 1 of 2. El Dólar. Janelle finds a dollar but can't spend it, because nobody will take it. The dollar doesn't seem to like what she wants to do with it. Miscellaneous vocabulary. Friendship theme.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 20</u></p> <p>Part 2 of 2. El Dólar. Janelle is still having a hard time spending the dollar she found. Finally, someone accepts it. Friendship theme. Length 7:32</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 21</u></p> <p>Muchas camisas. A boy in class says he's warm and he's going to do something about it. Tengo calor./I'm hot. No lo hagas./Don't do it. Length 10:44</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 22</u></p> <p>Part 1 of 3. Los Tres Cerditos. The Three Little Pigs. Look out for the scary pink wolf. Length of video 10:12</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 23</u></p> <p>Part 2 of 3. Los Tres Cerditos. The Three Little Pigs. Los cerditos start running into trouble with the big, bad, pink wolf. The lyrics of the song are: <b>¿Quién teme al lobo feroz, al lobo, al lobo? Or, ¿Quién teme al lobo feroz, lobo feroz, lobo feroz?</b> Length 10:50</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

1	<p><u>Bilingual Story Time No. 24</u> Part 3 of 3. Los Tres Cerditos. The Three Little Pigs. The younger hermanos (brothers) sure are glad their oldest brother (el hermano mayor) built his casa out of ladrillos. El lobo feroz has a hard time blowing it down. Length 8:38</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 25</u> Part 1 of 3. Turning Drawings into Stories. Learn how to tell stories while you draw. This series uses drawing submitted by a Wisconsin school. Length 8:21</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 26</u> Part 2 of 3. Turning Drawings into Stories. Learn how to tell stories while you draw. This series uses drawing submitted by a Wisconsin school. Length 11:45</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 27</u> Part 3 of 3. Turning Drawings into Stories. Learn how to tell stories while you draw. This series uses drawing submitted by a Wisconsin school. Length 10:35</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 28</u> Part 1 of 2. Muchos Animales. The sweet little girl has a hard time getting to sleep. Her daddy does his best to help her, but he's trying to watch a football game downstairs. Length 10:19</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 29</u> Part 2 of 2. Muchas Animales. So...does "muchas" in this story mean "a lot" or "too many"? You'll know by the end of the story. (Don't worry about the amount of Spanish interlaced with the English. It's important to let children become comfortable with exposure to other language without making them feel they have to understand every word.) Length 10:39</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 1</u> Prima Abbie. Uses Itsy Bitsy Spider and colorful candy as learning tools. Some soccer information. Length 9:20 plus a 3-minute optional quiz</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

1	<p><u>Lesson 2</u> Part 1 of 2. Spanish Alphabet. Introduces el abecedario as a means of learning Spanish sounds. There are several versions of the Spanish alphabet, and there is misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think there's only one way to do the Spanish alphabet. And of course there are many Spanish-speakers who don't give a hoot about the Royal Spanish Academy in the first place. Length 6:50 plus a quiz (4:30) for older students</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 2a</u> Part 2 of 2. The Spanish alphabet. Length 5:40 plus a quiz (6:00) for 4th grade and up</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 2b</u> A little review of Lessons 1, 2 and 2a. Length 6:30 plus a quiz (4:00) for 3rd grade and up</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 3</u> Numbers 1-5, emphasizing 3 and 4. Length 8:58</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 4</u> Introduces a technique using the colors handout. Introduces grandparents and cousins. Quiz on colors. Nieve (snow) can mean ice cream. Length 9:52</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

1	<p><u>Lesson 5</u> Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with younger students, and is set in a noisy outdoors. Older students can try to re-enact this story for a challenge. Many kids will do so automatically. Length 9:43</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 6</u> Animales and 11-20. Introduces numbers 11-20 briefly. Colors, family. Length 9:23 plus an optional variety quiz (5:30)</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 7</u> Animal Sounds and Using -ito. What -ito and -ita can mean on the end of words. Length 10:17</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 8</u> Adds papas to the family tree. "Sol" as an English root word. Tones and meaning. Length 9:44</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 9</u> Talking Is Like Singing. Tones mean everything. A look at English, Mandarin and Spanish. Length of video 9:23</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 10</u> Part 1 of 2. Tortilla and the Teacher. This session is a way to teach some culture, review and extend some language information, and tell about myself. Length 9:48</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 11</u> Part 2 of 2. Tortilla and the Teacher. The tortilla represents a history of hard work behind every meal. This can help us appreciate the meals that seem to come so easily to us. Length 8:35</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 12</u> Part 1 of 2. At the Park. We can practice Spanish with our stuffed animals. We never really outgrow</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> </ul>

	them. Size; colors; names/greetings; Soy. Length 9:50 plus a quiz (3:25) mostly for younger students.	<ul style="list-style-type: none"> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 13</u> Part 2 of 2. At the Park. More practice with the stuffed animals. An example of how to sing colors spontaneously. The first part of a famous tongue twister. Length 10:17	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 14</u> El Pastel. There's plenty of cake to go around for everyone who makes it to the table. Please excuse a fit by Yesica. Me gusta/No me gusta. Length 10:44	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 15</u> This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. Length 10:23 plus something extra about a moco.	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 16</u> Tengo, Tengo, Tengo. I'm hungry, thirsty, cold, hot, sleepy, scared. (Tengo +.) More language that's useful now. Length 10:43	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 17</u> Here's a little song called "Patito, Patito". The musical scale in Spanish and the alfabeto. Playing the song on the piano with just a few notes. A tip about tape. Review -ito. Hey, who ate the mariposa -- or did it fly away? Length 10:11	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 18</u> Me duele. Telling where we hurt. Understanding where others hurt. Brother/sister added to family. Quiz for everyone (make the motions). Length 9:41	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>



**Pacing Chart: Spanish - Grade 1**

	<b>Days 1- 63</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 1</b>	<b>Day 2:</b> Story Time 17	<b>Day 2:</b> Story Time 19	<b>Day 2:</b> Story Time 21	<b>Day 2:</b> Story Time 23	<b>Day 2:</b> Story Time 25	<b>Day 2:</b> Story Time 27	<b>Day 2:</b> Story Time 29
	<b>Day 4:</b> Story Time 18	<b>Day 4:</b> Story Time 20	<b>Day 4:</b> Story Time 22	<b>Day 4:</b> Story Time 24	<b>Day 4:</b> Story Time 26	<b>Day 4:</b> Story Time 28	<b>Day 4:</b> Stepping Stones - Lesson 2
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 1</b>	<b>Day 2:</b> Stepping Stones - Lesson 2a	<b>Day 2:</b> Stepping Stones - Lesson 3	<b>Day 2:</b> Stepping Stones - Lesson 5				
	<b>Day 4:</b> Stepping Stones - Lesson 2b	<b>Day 4:</b> Stepping Stones - Lesson 4	<b>Day 4:</b> Stepping Stones - Lesson 6				
	<b>Days 64 - 124</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 2</b>	<b>Day 2:</b> Stepping Stones - Lesson 7	<b>Day 2:</b> Stepping Stones - Lesson 8a (use handout)	<b>Day 2:</b> Stepping Stones - Lesson 10	<b>Day 2:</b> Stepping Stones - Lesson 11a	<b>Day 2:</b> Stepping Stones - Lesson 13	<b>Day 2:</b> Stepping Stones - Lesson 16	<b>Day 2:</b> Stepping Stones - Lesson 18
	<b>Day 4:</b> Stepping Stones - Lesson 8	<b>Day 4:</b> Stepping Stones - Lesson 9	<b>Day 4:</b> Stepping Stones - Lesson 11	<b>Day 4:</b> Stepping Stones - Lesson 12	<b>Day 4:</b> Stepping Stones - Lesson 15	<b>Day 4:</b> Stepping Stones - Lesson 17	<b>Day 4:</b> Stepping Stones - Lesson 19
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 2</b>	<b>Day 2:</b> Stepping Stones - Lesson 19a	<b>Day 2:</b> Stepping Stones - Lesson 19c	<b>Day 2:</b> Stepping Stones - Lesson 21				
	<b>Day 4:</b> Stepping Stones - Lesson 19b	<b>Day 4:</b> Stepping Stones - Lesson 20	<b>Day 4:</b> Stepping Stones - Lesson 22				

	<b>Days 125 - 180</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 3</b>	<b>Day 2:</b> Stepping Stones Lesson 22	<b>Day 2:</b> Stepping Stones Lesson 23 continued - use handout	<b>Day 2:</b> Stepping Stones Lesson 25	<b>Day 2:</b> Stepping Stones Lesson 26	<b>Day 2:</b> Stepping Stones Lesson 28	<b>Day 2:</b> Stepping Stones Lesson 30	<b>Day 2:</b> Stepping Stones Lesson 30b
	<b>Day 4:</b> Stepping Stones Lesson 23	<b>Day 4:</b> Stepping Stones Lesson 24	<b>Day 4:</b> Stepping Stones Lesson 25 continued - use handout	<b>Day 4:</b> Stepping Stones Lesson 27	<b>Day 4:</b> Stepping Stones Lesson 29	<b>Day 4:</b> Stepping Stones Lesson 30a	<b>Day 4:</b> Stepping Stones Lesson 30c
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 3</b>	<b>Day 2:</b> Stepping Stones Lesson 31	<b>Day 2:</b> Stepping Stones Lesson 33	<b>Day 2:</b> Stepping Stones Lesson 34a				
	<b>Day 4:</b> Stepping Stones Lesson 32	<b>Day 4:</b> Stepping Stones Lesson 34	<b>Day 4:</b> Stepping Stones Lesson 34b				

# COURSE

<b>Course Title &amp; Number</b>
Spanish First Grade
<b>Unit Title</b>
Spanish
<b>Duration of Unit</b>
September-June
<b>Standards/ Cumulative Process Indicators (CPs)</b>
<b>Subject Area: Spanish</b> <b>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</b> <b>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</b> <b>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with target culture(s).</b> <b>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</b> <b>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</b>  <b>Career Ready Practices Addressed:</b> <b>CRPI Act as a responsible and contributing citizen and employee.</b> <b>CRP2 Apply appropriate academic and technical skills.</b> <b>CRP4 Communicate clearly and effectively with reason.</b> <b>CRPS Consider the environmental, social and economic impacts of decisions.</b> <b>CRP6 Demonstrate creativity and innovation.</b> <b>CRPS Utilize critical thinking to make sense of problems and persevere them.</b> <b>CRP9 Model integrity, ethical leadership and effective management.</b> <b>CRP11 Use technology to enhance productivity.</b> <b>CRP12 Work productively in teams while using cultural global competence.</b>  <b>Literacy Standards (History/ Social Studies, Science, and Technical Subjects (required for grades 6-12) :</b>

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>Why learn another language?  How do customs and traditions differ from our own?  How are they similar?  What festivals, holidays, and/or celebrations take place in Spanish speaking countries?  Do we practice any of them in the US?  What words are important to know when trying to communicate with those who speak Spanish?</p>	<p>Learning another language will expose students to a new culture.  Language connects people.  Understand that numbers are universal in all languages even though they have different words that represent them.  Different languages have different letters, sounds, and sentence structure.  Spanish culture is similar</p>
<b>Content (What do you want the students to know by the end of the unit?)</b>	
<p>Spanish words for numbers up to ten  Spanish traditions  Spanish words for colors</p>	
<b>Skills (What do you want the students to be able to do at the end of the unit?)</b>	
<p>Count to ten in Spanish  Recognize Spanish alphabet  Recognize Spanish color words  Compare and contrast Spanish and American culture</p>	
<p><b>Summative Assessment and/or Common Course Assessment</b>  Description of task, Scoring rubric, Coaching rubric, Exemplar <i>(if used)</i></p>	
<p><b>Formative Assessment(s) - checks for understanding</b>  Quizzes or Tests, Class work/Activities, Homework, Group work, Performance task</p>	
<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>	
<p><b>Differentiated Instruction</b>  How will you address the specific learning styles of your students?  How will you support students who do not meet the standards?</p>	
<ul style="list-style-type: none"> <li>● Work in small groups</li> <li>● Adding Spanish into morning routines-greetings, counting, etc</li> </ul>	

## Resources and Materials and Technology Integration

**Resources: Max and Max Spanish**

**Materials: Promethean Board, chart paper, paper, crayons, and pencils**

**Technology Integration: login: yesyes password: yesyes**

## Instructional Lessons and Activities

- Think about how many lessons/days for each topic within the unit.
- Think about what you are expecting the students to demonstrate in the assessment.
- If you want the students to be successful, what specific lessons will you plan for their necessary learning?

1	<p><u>Bilingual Story Time No. 17</u></p> <p>Part 1 of 2. Uno Goes to la Playa. Use this two-part series to wind kids down. Creative drawing with numbers. Miscellaneous vocabulary. Length 10:07</p>	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>
1	<p><u>Bilingual Story Time No. 18</u></p> <p>Part 2 of 2. Uno Goes to la Playa. This one should , really wind kids down. Creative drawing with numbers. Miscellaneous vocabulary. Length 10:54</p>	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>
1	<p><u>Bilingual Story Time No. 19</u></p> <p>Part 1 of 2. El Dólar. Janelle finds a dollar but can't spend it, because nobody will take it. The dollar doesn't seem to like what she wants to do with it. Miscellaneous vocabulary. Friendship theme.</p>	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>
1	<p><u>Bilingual Story Time No. 20</u></p> <p>Part 2 of 2. El Dólar. Janelle is still having a hard time spending the dollar she found. Finally, someone accepts it. Friendship theme. Length 7:32</p>	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>
1	<p><u>Bilingual Story Time No. 21</u></p> <p>Muchas camisas. A boy in class says he's warm and he's going to do something about it. Tengo calor./I'm hot. No lo hagas./Don't do it. Length 10:44</p>	<ul style="list-style-type: none"><li>• Respond to video</li><li>• Response to questioning</li><li>• Optional: draw favorite part of video</li><li>• Optional: Create/add to anchor chart listing Spanish words</li></ul>

1	<p><u>Bilingual Story Time No. 22</u> Part 1 of 3. Los Tres Cerditos. The Three Little Pigs. Look out for the scary pink wolf. Length of video 10:12</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 23</u> Part 2 of 3. Los Tres Cerditos. The Three Little Pigs. Los cerditos start running into trouble with the big, bad, pink wolf. The lyrics of the song are: ¿Quien teme al lobo feroz, al lobo, al lobo? Or, ¿Quien teme al lobo feroz, lobo feroz, lobo feroz? Length 10:50</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 24</u> Part 3 of 3. Los Tres Cerditos. The Three Little Pigs. The younger hermanos (brothers) sure are glad their oldest brother (el hermano mayor) built his casa out of ladrillos. El lobo feroz has a hard time blowing it down. Length 8:38</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 25</u> Part 1 of 3. Turning Drawings into Stories. Learn how to tell stories while you draw. This series uses drawing submitted by a Wisconsin school. Length 8:21</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 26</u> Part 2 of 3. Turning Drawings into Stories. Learn how to tell stories while you draw. This series uses drawing submitted by a Wisconsin school. Length 11:45</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 27</u> Part 3 of 3. Turning Drawings into Stories. Learn how to tell stories while you draw. This series uses drawing submitted by a Wisconsin school. Length 10:35</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 28</u> Part 1 of 2. Muchos Animales. The sweet little girl has a hard time getting to sleep. Her daddy does his best to help her, but he's trying to watch a football game downstairs. Length 10:19</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 29</u></p>	<ul style="list-style-type: none"> <li>● Respond to video</li> </ul>

	<p>Part 2 of 2. Muchas Animales. So...does "muchas" in this story mean "a lot" or "too many"? You'll know by the end of the story. (Don't worry about the amount of Spanish interlaced with the English. It's important to let children become comfortable with exposure to other language without making them feel they have to understand every word.) Length 10:39</p>	<ul style="list-style-type: none"> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 2</u> Part 1 of 2. Spanish Alphabet. Introduces el abecedario as a means of learning Spanish sounds. There are several versions of the Spanish alphabet, and there is misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think there's only one way to do the Spanish alphabet. And of course there are many Spanish-speakers who don't give a hoot about the Royal Spanish Academy in the first place. Length 6:50 plus a quiz (4:30) for older students</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 2a</u> Part 2 of 2. The Spanish alphabet. Length 5:40 plus a quiz (6:00) for 4th grade and up</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 2b</u> A little review of Lessons 1, 2 and 2a. Length 6:30 plus a quiz (4:00) for 3rd grade and up</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 3</u> Numbers 1-5, emphasizing 3 and 4. Length 8:58</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> </ul>

		<ul style="list-style-type: none"> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 4</u> Introduces a technique using the colors handout. Introduces grandparents and cousins. Quiz on colors. Nieve (snow) can mean ice cream. Length 9:52</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 5</u> Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with younger students, and is set in a noisy outdoors. Older students can try to re-enact this story for a challenge. Many kids will do so automatically. Length 9:43</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 6</u> Animales and 11-20. Introduces numbers 11-20 briefly. Colors, family. Length 9:23 plus an optional variety quiz (5:30)</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 7</u> Animal Sounds and Using -ito. What -ito and -ita can mean on the end of words. Length 10:17</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 8</u> Adds papas to the family tree. "Sol" as an English root word. Tones and meaning. Length 9:44</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 8a</u> This activity uses the handout with color cutouts, but you don't have to use them to make this activity worth its time. Length 9:47</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 9</u> Talking Is Like Singing. Tones mean everything. A look at English, Mandarin and Spanish. Length of video 9:23</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>



1	<p><u>Lesson 10</u></p> <p>Part 1 of 2. Tortilla and the Teacher. This session is a way to teach some culture, review and extend some language information, and tell about myself. Length 9:48</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 11</u></p> <p>Part 2 of 2. Tortilla and the Teacher. The tortilla represents a history of hard work behind every meal. This can help us appreciate the meals that seem to come so easily to us. Length 8:35</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 11a</u></p> <p>Practicing greetings takes frequent guidance at first, with room for floundering. Distinguishing tu and usted. The second half of this lesson is best for 3rd grade and up. Length 8:00 plus a quiz (3:45)</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 12</u></p> <p>Part 1 of 2. At the Park. We can practice Spanish with our stuffed animals. We never really outgrow them. Size; colors; names/greetings; Soy. Length 9:50 plus a quiz (3:25) mostly for younger students.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 13</u></p> <p>Part 2 of 2. At the Park. More practice with the stuffed animals. An example of how to sing colors spontaneously. The first part of a famous tongue twister. Length 10:17</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 14</u></p> <p>El Pastel. There's plenty of cake to go around for everyone who makes it to the table. Please excuse a fit by Yesica. Me gusta/No me gusta. Length 10:44</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 15</u></p> <p>This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. Length 10:23 plus something extra about a moco.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 16</u></p> <p>Tengo, Tengo, Tengo. I'm hungry, thirsty, cold,</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> </ul>

	hot, sleepy, scared. (Tengo +.) More language that's useful now. Length 10:43	<ul style="list-style-type: none"> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 17</u> Here's a little song called "Patito, Patito". The musical scale in Spanish and the alfabeto. Playing the song on the piano with just a few notes. A tip about tape. Review -ito. Hey, who ate the mariposa -- or did it fly away? Length 10:11	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 18</u> Me duele. Telling where we hurt. Understanding where others hurt. Brother/sister added to family. Quiz for everyone (make the motions). Length 9:41	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 19</u> Simon Dice. Stay on your toes or Simon will fool you. Quiz for everyone (make the motions). Sometimes it's hard to find a sombrero that fits. Length 11:33	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 19a</u> Putting People in Places. Home/house and school; grandparents and brother and sister. Quiz for everyone. Length 10:16  <u>Handout aa</u> - Optional. Two sets of vocabulary: animals and family. <u>Handout bb</u> - Two places-house/home and school.	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 19b</u> Putting Animals and People in Places. My parents are at school. My sister and the dog are at home. Quiz for everyone. 10:53	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 19c</u> Putting People and Animals in Places. Mom's not home. Grandpa's not at school. My grandma's at home with the cat and dog. Quiz for everyone. Length 11:45	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 20</u>	<ul style="list-style-type: none"> <li>• Respond to video</li> </ul>

	<p>Provides some encouragement about typical fear in the night, and begins to teach a song called León Y Nada Mas. The song cultivates good pronunciation. Ends with something about noodles. Length 9:29</p> <p><u>Handout for León Y Nada Mas</u> - This kind of handout is not for using during lessons, because it distracts from content and techniques on the screen.</p>	<ul style="list-style-type: none"> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 21</u> León Y Nada Mas. Adds the third verse of the song, continuing our work on pronunciation, as all our songs do. Length 10:00 plus a tricky, optional quiz (3:00) for 2nd grade and up</p> <p><u>Handout for numbers 1-15</u> - Numbers 1-15 and some miscellany. Use as you please.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
2	<p><u>Lesson 22</u> Part 1 of 2. Hay Alga en el Agua. This two-part bilingual story incorporates several vocabulary and grammatical categories that we've worked with so far, along with some new content and the visual arts concept of perspective. The concept is intentionally left unexplained. Second-graders' brains go into overdrive in this lesson, trying to figure out the illusion or what they may think is no illusion, and third-graders offer confident explanations that are almost never right. Length 10:14</p> <p><u>Handout for Hay Alga en el Agua</u> - For Lessons 22 and 23. Not for using during the lessons.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
23	<p><u>Lesson 23</u> Part 2 of 2. Hay Alga en el Agua. Would you let your pets drink the water? Length 10:51</p> <p><u>Handout aa1</u> - Mi familia. Use as you please.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

	<p><u>Handout dd</u> - Tengo hambre, etc. (I'm hungry, etc.) Use as you please.</p>	
1	<p><u>Lesson 24</u> A piano tuner comes to tune the spinet piano used in some lessons. He walks us through the innards of the piano and explains the tuning process. He closes with a South American song. Verbs: tocar, escuchar, affirmative and negative. Length 11:42</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 25</u> Singing about animals-all three verses of León Y Nada Mas and introducing the first three verses of Tenfa Vaca Un Señor.</p> <p><u>Handout for Tenfa Vaca un Señor</u>- (Not for using during the lessons.) Nothing beats singing when it comes to developing great pronunciation. We'll do a lot of it! Note that the letter "r" in rana (frog) can be spelled "ere" or "erre" and can be pronounced with a single or a longer trill.</p> <p><u>Handout ee</u> - Optional. I'm sleepy, hot, thirsty. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 26</u> Sing a bit of Tenfa Vaca Un Señor. How to use Handout Squares 1-10. No handout needed. Length 9:30</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 27</u> Uses Handout Squares 1-10 as manipulatives to arrange series of two or three numbers. Length 11:30</p> <p><u>Handout ff</u> - Optional. I'm hot, hungry, scared. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.</p> <p><u>Handout numbers 1-10 cutouts</u> - Optional manipulatives for Lesson 27 and the students' own use.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

1	<p><u>Lesson 28</u> "It's 4:30 in the store." Different digital times in different places. Adds another verse (Ranita) to Tenfa Vaca Un Senior. Length 10:12</p> <p><u>Handout cc</u> - Optional. Three places: store, school, house/home. For Lesson 28 and the kids' own use.</p> <p><u>Handout Clock 1</u> - Optional manipulatives for digital clock times. For Lesson 28 and kids' own use.</p> <p><u>Tenfa Vaca Un Senior Sing-Along</u> This is a requested sing-along video. Length 2:09</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 29</u> Students watch and monitor two virtual students, hermano and primo, as they move clock times to places-"It's 1:30. I'm at the store." Review part of Tenia Vaca Un Senior. Length 10:17</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 30</u> Students watch and monitor hermana and prima as they move clock times to places. Completes the tongue twister, "Tres Tristes Tigres". Add last verse to Tenia Vaca Un Senior. Length 10:57</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 30a</u> Part 1 of 3. My Darling Calabazas. A thief steals a farmer's gourds. The plot for this 3-part harvest- time bilingual story may have originated in Spain. Shows a difference in Castillian Spanish and locates Spain, Portugal, France and North Africa on the map. Length 10:05</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 30b</u> Part 2 of 3. My Darling Calabazas. Length 10:06</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 30c</u> Part 3 of 3. My Darling Calabazas. The farmer has a big surprise for the thief. Length 12:00</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

1	<p><u>Lesson 31</u> Part 1 of 2. On the Appalachian Trail. Learn some language of the woods. You can talk about the Appalachian Trail and anything else with Spanish. What's a carpenter bird? Quiz for grade 3 and up. Extra footage of the carpenter bird. Length variable</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 32</u> Part 2 of 2. On the Appalachian Trail. Watch your step on the AT. More language of the woods. Meet the carpenter bee. Quiz for grade 3 and up. Length variable</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 33</u> Drawing Gatos. Draw cats and practice body parts. Emphasis on "otro" (other, another). Kids draw along with me. Length 9:30</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 34</u> Zurn-Zurn. So many ways to say some things. This lesson brings together geography, culture, language and backyard wildlife, namely hummingbirds. Length 9:30</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 34a</u> Part 1 of 2. Perro Guardian. A very nice, pink, ferocious doggy protects his owner's property from the rude birds and butterflies. Length 10:27</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 34b</u> Part 2 of 2. Perro Guardian. The pink, ferocious doggy dreams a dream. One day he WILL go out and chase away the rude critters outside the patio door. Length 10:39</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

**Pacing Chart: Spanish - Second Grade**

	<b>Days 1- 63</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 1</b>	<b>Day 2:</b> Story Time 4	<b>Day 2:</b> Story Time 6	<b>Day 2:</b> Story Time 8	<b>Day 2:</b> Stepping Stones Lesson 2	<b>Day 2:</b> Stepping Stones Lesson 4	<b>Day 2:</b> Stepping Stones Lesson 6	<b>Day 2:</b> Stepping Stones Lesson 15
	<b>Day 4:</b> Story Time 5	<b>Day 4:</b> Story Time 7	<b>Day 4:</b> Story Time 9	<b>Day 4:</b> Stepping Stones Lesson 2a	<b>Day 4:</b> Stepping Stones Lesson 5	<b>Day 4:</b> Stepping Stones Lesson 11a	<b>Day 4:</b> Stepping Stones Lesson 16
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 1</b>	<b>Day 2:</b> Stepping Stones Lesson 18	<b>Day 2:</b> Stepping Stones Lesson 22	<b>Day 2:</b> Stepping Stones Lesson 26				
	<b>Day 4:</b> Stepping Stones Lesson 19	<b>Day 4:</b> Stepping Stones Lesson 23	<b>Day 4:</b> Stepping Stones Lesson 27				
	<b>Days 64 - 124</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 2</b>	<b>Day 2:</b> Stepping Stones Lesson 28	<b>Day 2:</b> Stepping Stones Lesson 30	<b>Day 2:</b> Stepping Stones Lesson 30b	<b>Day 2:</b> Stepping Stones Lesson 31	<b>Day 2:</b> Stepping Stones Lesson 34	<b>Day 2:</b> Stepping Stones Lesson 34b	<b>Day 2:</b> Stepping Stones Lesson 36
	<b>Day 4:</b> Stepping Stones Lesson 29	<b>Day 4:</b> Stepping Stones Lesson 30a	<b>Day 4:</b> Stepping Stones Lesson 30c	<b>Day 4:</b> Stepping Stones Lesson 32	<b>Day 4:</b> Stepping Stones Lesson 34a	<b>Day 4:</b> Stepping Stones Lesson 35	<b>Day 4:</b> Stepping Stones Lesson 37
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 2</b>	<b>Day 2:</b> Stepping Stones Lesson 38	<b>Day 2:</b> Stepping Stones Lesson 40	<b>Day 2:</b> Stepping Stones Lesson 42				
	<b>Day 4:</b> Stepping Stones Lesson 39	<b>Day 4:</b> Stepping Stones Lesson 41	<b>Day 4:</b> Stepping Stones Lesson 43				

	<b>Days 125 - 180</b> Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
<b>Trimester 3</b>	<b>Day 2:</b> Stepping Stones Lesson 44	<b>Day 2:</b> Stepping Stones Lesson 46	<b>Day 2:</b> Stepping Stones Lesson 48	<b>Day 2:</b> Stepping Stones Lesson 50	<b>Day 2:</b> Stepping Stones Lesson 52	<b>Day 2:</b> Stepping Stones Lesson 54	<b>Day 2:</b> Stepping Stones Lesson 55a
	<b>Day 4:</b> Stepping Stones Lesson 45	<b>Day 4:</b> Stepping Stones Lesson 47	<b>Day 4:</b> Stepping Stones Lesson 49	<b>Day 4:</b> Stepping Stones Lesson 51	<b>Day 4:</b> Stepping Stones Lesson 53	<b>Day 4:</b> Stepping Stones Lesson 55	<b>Day 4:</b> Stepping Stones Lesson 55b
	Cycle 8	Cycle 9	Cycle 10				
<b>Trimester 3</b>	<b>Day 2:</b> Stepping Stones Lesson 56	<b>Day 2:</b> Stepping Stones Lesson 28	<b>Day 2:</b> Stepping Stones Lesson 60				
	<b>Day 4:</b> Stepping Stones Lesson 57	<b>Day 4:</b> Stepping Stones Lesson 59	<b>Day 4:</b> Stepping Stones Lesson 61				



# COURSE

<b>Course Title &amp; Number</b>
Spanish Second Grade
<b>Unit Title</b>
Spanish
<b>Duration of Unit</b>
September-June
<b>Standards/ Cumulative Process Indicators (CPs)</b>
<b>Subject Area: Spanish</b> <b>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</b> <b>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</b> <b>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with target culture(s).</b> <b>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</b> <b>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</b>  <b>Career Ready Practices Addressed:</b> <b>CRPI Act as a responsible and contributing citizen and employee.</b> <b>CRP2 Apply appropriate academic and technical skills.</b> <b>CRP4 Communicate clearly and effectively with reason.</b> <b>CRPS Consider the environmental, social and economic impacts of decisions.</b> <b>CRP6 Demonstrate creativity and innovation.</b> <b>CRPS Utilize critical thinking to make sense of problems and persevere them.</b> <b>CRP9 Model integrity, ethical leadership and effective management.</b> <b>CRP11 Use technology to enhance productivity.</b> <b>CRP12 Work productively in teams while using cultural global competence.</b>  <b>Literacy Standards (History/ Social Studies, Science, and Technical Subjects (required for grades 6-12) :</b>

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>Why learn another language?  How do customs and traditions differ from our own?  How are they similar?  What festivals, holidays, and/or celebrations take place in Spanish speaking countries?  Do we practice any of them in the US?  What words are important to know when trying to communicate with those who speak Spanish?</p>	<p>Learning another language will expose students to a new culture.  Language connects people.  Understand that numbers are universal in all languages even though they have different words that represent them.  Different languages have different letters, sounds, and sentence structure.  Spanish culture is similar</p>
<b>Content (What do you want the students to know by the end of the unit?)</b>	
<p>Spanish words for numbers up to ten  Spanish traditions  Spanish words for colors</p>	
<b>Skills (What do you want the students to be able to do at the end of the unit?)</b>	
<p>Count to ten in Spanish  Recognize Spanish alphabet  Recognize Spanish color words  Compare and contrast Spanish and American culture</p>	
<p><b>Summative Assessment and/or Common Course Assessment</b>  Description of task, Scoring rubric, Coaching rubric, Exemplar <i>(if used)</i></p>	
<p><b>Formative Assessment(s) - checks for understanding</b>  Quizzes or Tests, Class work/Activities, Homework, Group work, Performance task</p>	
<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>	
<p><b>Differentiated Instruction</b>  How will you address the specific learning styles of your students?  How will you support students who do not meet the standards?</p>	
<ul style="list-style-type: none"> <li>● Work in small groups</li> <li>● Adding Spanish into morning routines-greetings, counting, etc</li> </ul>	

## Resources and Materials and Technology Integration

**Resources: Max and Max Spanish**

**Materials: Promethean Board, chart paper, paper, crayons, and pencils**

**Technology Integration: login: yesyes password: yesyes**

1	<p><u>Bilingual Story Time No. 4</u> Part 1 of 2. The Bear Went Over the Mountain. The words "<b>bear</b>" and "<b>ver</b>" make a very interesting comparison between languages. We will learn the song over the months. Length 8:12</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 5</u> Part 2 of 2. The Bear Went Over the Mountain. Continue learning the song. Anyone can draw an oso. Length 10:10</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 6</u> Part 1. Wild Pink Piggy and Bears. After you meet the piggy, you might decide you don't want to watch Part 2. Start learning some foods. Manzana, queso, naranja, tornate, pollo. Draw bears. Oso, ojo. (When I listen to this video and the next one, I wonder why in the world I'm pronouncing Spanish with an English accent! It's because my mind was operating in English. All of us who speak and think in more than one language fluently do this, at least until we realize what we're doing.) Length 10:19</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 7</u> Part 2. Wild Pink Piggy and Bears. Watch at your own risk. Very dangerous, very scary pig and chickens and bears. Food and other vocabulary continued. Naranja, mesa, ¿Dónde está...?, Lo siento (I'm sorry). Length 10:20</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Bilingual Story Time No. 8</u> Part 1. La Lombriz That Wouldn't Give Thanks. Gusano is not thankful for the delicious dirty</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> </ul>

	meals his mama makes. He decides he hates dirt! La tierra, lombriz, gusano, gusanito, and preview of foods. Length 9:30	<ul style="list-style-type: none"> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Bilingual Story Time No. 9</u> Part 2 of 2. La Lombriz That Wouldn't Give Thanks. Gusano is in a heap of trouble with hungry birds. Maybe Mom's cooking wasn't so bad after all. Odio la tierra./I hate dirt. Length 11:43	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 2</u> Part 1 of 2. Spanish Alphabet. Introduces el abecedario as a means of learning Spanish sounds. There are several versions of the Spanish alphabet, and there is misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think there's only one way to do the Spanish alphabet. And of course there are many Spanish-speakers who don't give a hoot about the Royal Spanish Academy in the first place. Length 6:50 plus a quiz (4:30) for older students	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 2a</u> Part 2 of 2. The Spanish alphabet. Length 5:40 plus a quiz (6:00) for 4th grade and up	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 4</u> Introduces a technique using the colors handout. Introduces grandparents and cousins. Quiz on colors. Nieve (snow) can mean ice cream. Length 9:52	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 5</u>	<ul style="list-style-type: none"> <li>• Respond to video</li> </ul>

	Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with younger students, and is set in a noisy outdoors. Older students can try to re-enact this story for a challenge. Many kids will do so automatically. Length 9:43	<ul style="list-style-type: none"> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 6</u> Animales and 11-20. Introduces numbers 11-20 briefly. Colors, family. Length 9:23 plus an optional variety quiz (5:30)	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 11a</u> Practicing greetings takes frequent guidance at first, with room for floundering. Distinguishing tu and usted. The second half of this lesson is best for 3rd grade and up. Length 8:00 plus a quiz (3:45)	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 15</u> This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. Length 10:23 plus something extra about a moco.	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 16</u> Tengo, Tengo, Tengo. I'm hungry, thirsty, cold, hot, sleepy, scared. (Tengo +.) More language that's useful now. Length 10:43	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 18</u> Me duele. Telling where we hurt. Understanding where others hurt. Brother/sister added to family. Quiz for everyone (make the motions). Length 9:41	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 19</u> Simon Dice. Stay on your toes or Simon will fool you. Quiz for everyone (make the motions). Sometimes it's hard to find a sombrero that fits. Length 11:33	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
2	<u>Lesson 22</u> Part 1 of 2. Hay Alga en el Agua. This	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> </ul>

	<p>two-part bilingual story incorporates several vocabulary and grammatical categories that we've worked with so far, along with some new content and the visual arts concept of perspective. The concept is intentionally left unexplained. Second-graders' brains go into overdrive in this lesson, trying to figure out the illusion or what they may think is no illusion, and third-graders offer confident explanations that are almost never right. Length 10:14</p> <p><u>Handout for Hay Alga en el Agua</u> - For Lessons 22 and 23. Not for using during the lessons.</p>	<ul style="list-style-type: none"> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
23	<p><u>Lesson 23</u> Part 2 of 2. Hay Alga en el Agua. Would you let your pets drink the water? Length 10:51</p> <p><u>Handout aa1</u> - Mi familia. Use as you please. <u>Handout dd</u> - Tengo hambre, etc. (I'm hungry, etc.) Use as you please.</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 26</u> Sing a bit of Tenfa Vaca Un Señor. How to use Handout Squares 1-10. No handout needed. Length 9:30</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 27</u> Uses Handout Squares 1-10 as manipulatives to arrange series of two or three numbers. Length 11:30</p> <p><u>Handout ff</u>- Optional. I'm hot, hungry, scared. Students can use this with manipulatives on their own after viewing Lesson 43 and 45. <u>Handout numbers 1-10 cutouts</u> - Optional manipulatives for Lesson 27 and the students' own use.</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 28</u></p>	<ul style="list-style-type: none"> <li>• Respond to video</li> </ul>

	<p>"It's 4:30 in the store." Different digital times in different places. Adds another verse (Ranita) to Tenfa Vaca Un Senior. Length 10:12</p> <p><u>Handout cc</u> - Optional. Three places: store, school, house/home. For Lesson 28 and the kids' own use.</p> <p><u>Handout Clock 1</u> - Optional manipulatives for digital clock times. For Lesson 28 and kids' own use.</p> <p><u>Tenfa Vaca Un Senior Sing-Along</u> This is a requested sing-along video. Length 2:09</p>	<ul style="list-style-type: none"> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 29</u></p> <p>Students watch and monitor two virtual students, hermano and primo, as they move clock times to places-"It's 1:30. I'm at the store." Review part of Tenia Vaca Un Senior. Length 10:17</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 30</u></p> <p>Students watch and monitor hermana and prima as they move clock times to places. Completes the tongue twister, "Tres Tristes Tigres". Add last verse to Tenia Vaca Un Senior. Length 10:57</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 30a</u></p> <p>Part 1 of 3. My Darling Calabazas. A thief steals a farmer's gourds. The plot for this 3-part harvest- time bilingual story may have originated in Spain. Shows a difference in Castillian Spanish and locates Spain, Portugal, France and North Africa on the map. Length 10:05</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 30b</u></p> <p>Part 2 of 3. My Darling Calabazas. Length 10:06</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 30c</u></p> <p>Part 3 of 3. My Darling Calabazas. The farmer has a big surprise for the thief. Length 12:00</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 31</u></p> <p>Part 1 of 2. On the Appalachian Trail. Learn</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> </ul>

	<p>some language of the woods. You can talk about the Appalachian Trail and anything else with Spanish. What's a carpenter bird? Quiz for grade 3 and up. Extra footage of the carpenter bird. Length variable</p>	<ul style="list-style-type: none"> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 32</u> Part 2 of 2. On the Appalachian Trail. Watch your step on the AT. More language of the woods. Meet the carpenter bee. Quiz for grade 3 and up. Length variable</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 34</u> Zurn-Zurn. So many ways to say some things. This lesson brings together geography, culture, language and backyard wildlife, namely hummingbirds. Length 9:30</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 34a</u> Part 1 of 2. Perro Guardian. A very nice, pink, ferocious doggy protects his owner's property from the rude birds and butterflies. Length 10:27</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 34b</u> Part 2 of 2. Perro Guardian. The pink, ferocious doggy dreams a dream. One day he WILL go out and chase away the rude critters outside the patio door. Length 10:39</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 35</u> Part 1 of 3. Otro Platillo, Por Favor. A requested series. This is a three-part bilingual story about the time the nice Spanish teacher ate a LOT of cereal before going to South America. The story targets greater number of people overeat, including us who are somewhat thin. Overeating can cause fatigue and make us less productive, less alert thinkers and workers. This version of the story doesn't incorporate as much Spanish as later stories, but it sets up for practicing tableware. Length 9:30</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 36</u> Part 2 of 3. Otro Platillo, Por Favor. Continued. Length 10:00</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing</li> </ul>



		Spanish words
1	<p><u>Lesson 37</u> Part 3 of 3. Otro Platillo, Por Favor. Stack tableware. Finish story. Quiero./Te quiero. Eat smart and guard your energy. Length 9:30</p> <p><u>Handout ii</u> - Optional. Manipulatives for tableware. For Lesson 37 and the kids' own use.</p> <p><u>Handout jj</u> - Tableware.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 38</u> Tanto Platas. Review table items. Pasame un vaso./Pass me a glass. Ten-item Practica: Put a fork with the spoon. Put a knife on the napkin. Length variable</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 39</u> More Pásame. Ten-item Práctica: Abuelo dice, "Pásame dos vasos y una cuchara." Length variable</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 40</u> Drawing Table Items. Jonathan lavó dos platillos y un tenedor. This lesson could easily be broken into two or three parts. Length variable</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 41</u> Part 1 of 2. Pecan Pie and Bosses. The meaning of "chef." Quiero/No quiero. Do a 5-item Practica on "I went to the store and bought..." food items. Length 10 minutes</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 42</u> Part 2 of 2. Pecan Pie and Bosses. Chefs analyze a pie. Un par de ojos/A pair of eyes. Do a 5-item Práctica on setting and clearing a table, using pon/quita. Length 10 minutes + finish quiz</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 43</u> Good Afternoon. I'm Thirsty. Good morning/afternoon/evening. Muy buenas tardes.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> </ul>

	<p>Chef Pierre says to learn frances. It's spoken in many countries. Tengo hambre./No tengo hambre. Five-point Práctica. Length variable</p>	<ul style="list-style-type: none"> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 44</u> Good Afternoon, Consentido. Buenos dias, buenas tardes, buenas noches. Buenas noches, hermano. Sing Tenfa Vaca. Be a consentido or consentida. Length 9:23</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 45</u> Abuelito, Tengo Sueño. Write ten sentences, such as, "Mom, are you sleepy?" Length variable</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 46</u> Tingo, Tengo, Tango. 16-point Práctica on You're not sleepy, I'm hungry, etc. No time for item 16! Length variable</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 47</u> Tina's OVNI. Numbers 20-29. Twenty-point practice on Good morning/afternoon/evening. Sucio/limpio = dirty/clean. Tina/tina. North, east, south, west. UFO. Length 9:30</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 48</u> Tenfa Papa un Señor. I'm clean/dirty. Sing a silly song. Fly un OVNI in the four directions. Length 10:00</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 49</u> Miles, Pon y Quita. Thousands. Piggy flies el OVNI. Consentido. 10-point Práctica on: Set the glass out!Take it off (the table). Length 10:50</p> <p><u>Handout iia</u> - Optional. Setting and clearing the table. Use with earlier cutouts for spontaneous practice, such as in Lesson 49.</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 50</u> 5005. Make big numbers out of small ones. Take a 15-item Practica: write sentences on</p>	<ul style="list-style-type: none"> <li>• Respond to video</li> <li>• Response to questioning</li> <li>• Optional: draw favorite part of video</li> <li>• Optional: Create/add to anchor chart listing</li> </ul>

	<p>setting and clearing the table, and some numbers. Length variable</p> <p>9</p>	<p>Spanish words</p>
1	<p><u>Lesson 51</u></p> <p>Part 1 of 2. Mexico Chow. Maybe you haven't really eaten Mexican food. Length 9:31</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 55</u></p> <p>Sing Some More. Sing Leon Y Nada Mas and then Introduce Los Mas Famosos. Length 9:12</p> <p><u>Handout for Los Mas Famosos</u> - Start using in Lesson 55. Not for using during the lesson.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 55a</u></p> <p>Mucho Amor (Lots of Love). A sample of sweet things to say on Valentine cards or love notes for any time of the year. Also how to get a Windows computer to make accented Spanish vowels. Length 8:49</p> <p><u>Handout for Valentines</u> - Use with Valentine Lessons 55a and 55b.</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 55b</u></p> <p>Sweet and Sour Valentines. More sweet things to say... and some not so sweet. Length 10:04</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 56</u></p> <p>Yesica Stacks los Platos. This session for younger students would've been really good, but Yesica did not cooperate. Length 9:06</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<p><u>Lesson 57</u></p> <p>Part 1 of 5. A Pack of Pals. Alpacas are from South America and have become a fascinating part of culture in the U.S. This series is a visit to White Violet Center at St. Mary of the Woods, IN, a ministry of the Sisters of Providence. Year round, the Center offers</p>	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>

	workshops, internships and field trips to their alpacas, organic garden, woods and wetlands. You don't have to be Catholic to appreciate how the Sisters teach about caring for the earth while tying into education standards. Your students will love this series. Length 10:00	
1	<u>Lesson 58</u> Part 2 of 5. A Pack of Pals. Bouvier and Apollo go into the boys' pen for the first time. The animals spit, kick and push under the watchful eye of Sister Paul Bernadette or PB for short. Length 11:28	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 59</u> Part 3 of 5. A Pack of Pals. Sister PB explains more about getting Bou (pronounced Boo) and Apollo used to the other boys. An education coordinator explains what they look for when buying or selling an alpaca, and which face shapes correspond to the countries of Peru and Chile. Length 10:32	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 60</u> Part 4 of 5. A Pack of Pals. Bou and Apollo go back to their moms. Candace Hack shows a little bit about how to work with alpaca fleece. Length 10:38	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>
1	<u>Lesson 61</u> Part 5 of 5. A Pack of Pals. Ms. Hack continues showing how to work with alpaca fleece, using hand combs, a spinning wheel and looms. Then we put South America into perspective from several angles on a globe to show students where the alpacas come from. Length 8:	<ul style="list-style-type: none"> <li>● Respond to video</li> <li>● Response to questioning</li> <li>● Optional: draw favorite part of video</li> <li>● Optional: Create/add to anchor chart listing Spanish words</li> </ul>