

Ideas for future meetings:

- [Spanish Brainpop](#) in SSO
- Writing : Make Spanish valentines for family on 2/14
- [Phoneme similarities and differences in the Spanish and English languages](#)

Meeting #11, April 10th

Materials: whiteboard, marker, eraser, notebooks with resources, paper books, pencils

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

8:00 - 8:30:

- review alphabet and (vowels & consonants)
- practice writing words with n~
- **Reading:** [Cenicienta Cinderella](#): (second session) paper copy for everyone, will read through it together, volunteers to read out loud, sharing participation.

8:30 - 8:50:

- **Writing:** Go over questions words and how to write them (quien, que, donde, porque, cuando). Write one question to ask in discussion about the book.
- **Oral Discussion:** Each person asks their question, and the group discusses. What other important questions have we not yet discussed? (What is the lesson? How did the character change?

Closing - what is one thing that went well today?

Meeting #10, April 5th

Materials: whiteboard, marker, eraser, notebooks with resources, paper books, pencils

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

8:00 - 8:30:

- review alphabet and (vowels & consonants)
- practice writing words with n~
- **Reading:** [Dany es Diferente](#): (second session) paper copy for everyone, will read through it together, volunteers to read out loud, sharing participation.

8:30 - 8:50:

- **Writing:** Go over questions words and how to write them (quien, que, donde, porque, cuando). Write one question to ask in discussion about the book.
- **Oral Discussion:** Each person asks their question, and the group discusses. What other important questions have we not yet discussed? (What is the lesson? How did the character change?

Closing - what is one thing that went well today?

Meeting #9, March 20th

Materials: whiteboard, marker, eraser, notebooks with resources, paper books, pencils

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

8:00 - 8:30:

- review alphabet and (vowels & consonants)
- practice writing words with n~
- **Reading:** [Dany es Diferente](#): (possibly do in two sessions) paper copy for everyone, will read through it together, taking turns reading out loud.

8:30 - 8:50:

- **Writing:** Go over questions words and how to write them (quien, que, donde, porque, cuando). Write one question to ask in discussion about the book.
- **Oral Discussion:** Each person asks their question, and the group discusses. What other important questions have we not yet discussed? (What is the lesson? How did the character change?)

Closing - what is one thing that went well today?

Notes:

- meeting went especially well
- Volunteer to read, most volunteered
- Would you rather video questions

Meeting #8, March 13th

Materials: whiteboard, marker, eraser, notebooks with resources, paper books, pencils

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

8:00 - 8:20: Reading: Dany es Diferente: (possibly do in two sessions) paper copy for everyone, will read through it together, taking turns reading out loud.

8:20 - 8:40:

- **Writing:** Go over questions words and how to write them (quien, que, donde, porque, cuando). Write one question to ask in discussion about the book.
- **Oral Discussion:** Each person asks their question, and the group discusses. What other important questions have we not yet discussed? (What is the lesson? How did the character change?

8:40 - 8:50: Spelling: Pick one spelling word from each person's writing to discuss with the group.

Closing: 0-5 reflection about how things went today. How was the level of the book? Too hard? Share Ideas for next time? Ideas about how to make this better?

Notes:

- People paid more attention.
- Everyone Participated.
- We did not get to the Danny es diferente book.
- went over alphabet, wrote sentences and read them out loud, talked about vowels and consonants, played superman

Meeting #7, March 6th

Materials: whiteboard, marker, eraser, notebooks with resources, paper books, pencils

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

Goal: Take responsibility for your learning, show your appreciation and pride for the group and the leaders. What challenges are you having within the group. Lucca's nature class and his experience.

8:00 - 8:20: Reading: [El Nino que Grito Lobo](#): paper copy for everyone, will read through it together, taking turns reading out loud.

8:20 - 8:40: Writing & Oral Discussion: Write one question to ask in discussion about the book. Go over questions words and how to write them.

8:40 - 8:50: Writing: pick one spelling word from each person's writing to discuss with the group.

Closing: 0-5 reflection about how things went today. Share Ideas for next time? Ideas about how to make this better?

Notes:

- After our talk, behavior & focus was much better
- Not much time for writing - will do writing before discussion next time.
- Everyone participated in the reading.

Meeting #6, February 21st

Materials: whiteboard, marker, eraser, notebooks with resources, paper books, pencils

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

Goal: recognize the differences between Spanish used in Mexico and Spanish used in Spain, and talk about it if you notice a difference.

8:00 - 8:20: Reading: La Cosa Mas Magnifica: paper copy for everyone, will read through it together, taking turns reading out loud.

8:20 - 8:40: Writing & Oral Discussion: Write one question to ask in discussion about the book.

8:40 - 8:50: Writing: pick one spelling word from each person's writing to discuss with the group.

Closing: 0-5 reflection about how things went today. Share Ideas for next time? Ideas about how to make this better?

Notes:

- Camila & Roxana are distracted. Sofia has joined and is further distracting them
- Reading - everyone participated (Camila & Roxana - limited participation, not focused); Jonathan didn't want to read - positive encouragement - read 32 sentences - praised for his work - he was proud.
- Discussion - main idea & challenges the girl faced
- Writing - Wrote about whether or not they liked the book.
- No spelling words

Meeting #5, February 14th

Materials: whiteboard (library), marker, eraser, notebooks with resources, paper books, valentines materials: scissors, glue sticks, pink/white/red construction paper, markers.

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

8:00 - 8:15: Oral Language: talk about what Valentine's Day means to you. Share some good memories of Valentine's Day. Valentine's Day is about sharing kindness. Everyone can share a compliment about someone in the group. Be sure everyone gets a compliment.

8:15 - 8:25: Notebooks: can use the resources when reading & writing.

8:25 - 8:35: Reading: [Es el Dia de San Valentín](#): paper copy for everyone, will read through it together, taking turns reading out loud.

8:35 - 8:50: Writing: Create valentines for your family. Give ideas about what you might write, and give examples of how to write common sayings on the whiteboard.

Closing: Ideas for next time? Ideas about how to make this better?

Notes

- No one wanted to talk during discussion.
- Coral reading - doing well
- need to work on writing
- differences between Mexican Spanish and Spanish from Spain
- no one wanted to make valentines
- Discovered some confusion in oral fluency - went over the alphabet (name, sound, keyword, vowels, & consonants)

Meeting #4, February 7th

Materials: whiteboard, marker, eraser, pencils, sharpies, notebooks with resources, paper books, computer (Spanish Brainpop)

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

8:00 - 8:15: Oral Language: watch Spanish Brainpop about the [Lunar New Year](#) and discuss - make connections to Multicultural Celebration

8:15 - 8:25: Notebooks: can use the resources when reading & writing.

8:25 - 8:35: Reading: [Sea Otters](#): paper copy for everyone, will read through it together, taking turns reading out loud

8:35 - 8:50: Writing: Did you like the book? Why or why not? Do a shared writing, where everyone writes in their notebook. Luna can model her writing, and Lucca can go around and help others. Remind kids to use their resources.

Closing: Ideas for next time? Ideas about how to make this better? Next club we will make Valentines.

Notes:

- Camila & Roxana were distracted during brainpop, didn't participate in oral discussion. Maybe need to do assigned seats
- Didn't get to the writing

Meeting #3, January 31st

Materials: whiteboard, marker, eraser, pencils, sharpies, notebooks with resources, paper books

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

8:00 - 8:15: Oral Language: name that animal: everyone thinks of an animal and others take turns guessing yes or no questions, until someone guesses the animal. [Instead of this, they chose a mascot and voted](#)

8:15 - 8:25: Notebooks: can use the resources when reading & writing.

8:25 - 8:35: Reading: [Bilingual Fairy Tales: Little Red Riding Hood](#) or [Los Manatíes](#): paper copy for everyone, will read through it together, taking turns reading out loud

8:35 - 8:50: Writing: Did you like the book? Why or why not? Do a shared writing, where everyone writes in their notebook. Luna can model her writing, and Lucca can go around and help others. [Didn't get to the writing.](#)

Closing: Ideas for next time? Ideas about how to make this better?

Notes:

- played Pictionary
- mascot - Arbok - snake Pokeman character
- only speaking in Spanish and giving reminders to each other

Meeting #2, January 26th

Jonathan, Camila, Roxana, Juan de Dios, Diego, Luna, Lucca

Materials: whiteboard, marker, eraser, pencils, sharpies, notebooks with resources, paper books

7:50-8:00: Check-in: get breakfast and tell how you are feeling that morning.

8:00 - 8:15: Oral Language: two truths and one lie: everyone shares, and others guess what the lie is, then you can share a story about the two truths.

8:15 - 8:25: Notebooks: can use the resources when reading & writing.

8:25 - 8:35: Reading: [Bears / Osos](#) paper copy for everyone, will read through it together.

8:35 - 8:50: Writing: Did you like the book? Why or why not? Do a shared writing, where everyone writes in their notebook. Luna can model her writing, and Lucca can go around and help others.

Closing: Ideas for next time? Ideas about how to make this better?

Games with any extra time (superman)

Notes:

- next time read aloud, taking turns, if you want to read.
- remind kids that they can write as much as they want, and you will come around and help them.
- some put downs, but we reminded everyone that the purpose is to build community and we need to make each other feel good about our Spanish.

Meeting #1, January 17, 2024

Lucca, Luna, Juan de Dios, Diego, Roxana, Camila, y Jonathan

Expectations: Mrs. Warshaw will meet us there at 7:50 to go over expectations and purpose of the club (build community, celebrate bilingualism, develop literacy skills - teach & learn). Ms. Kelly & Ms. Christina will be there to supervise and you can ask for help if a problem comes up. Only Spanish will be spoken. Make sure you eat breakfast!

Materials: notebooks, pencils, whiteboard with markers/eraser (Happy First Day of Spanish Club!), computers of Luna & Lucca

Introductions: Name, grade, age, Spanish history - where your family comes from, where did you learn Spanish, any other languages, reading/writing ability?

Oral Language Discussion: Would you rather? Lucca & Luna will go first with a question. Everyone gives their answer with an explanation. Others can ask questions if everyone is having fun.

Reading:

- Go over different sounds and letters in Spanish. Talk about the similarities and differences between reading in English and reading in Spanish (not the language because everyone is a native speaker and knows those rules) - vowels
- [Phoneme similarities and differences in the Spanish and English languages](#)
- [Spanish alphabet](#)
- Read a book together through Sora - Wild Animals series, Bears / Osos (Sp/Eng)

Writing: Did you like the book? Why or why not? Do a shared writing, where everyone writes in their notebook. Luna can model her writing, and Lucca can go around and help others.

Closing: Discuss first impressions of Spanish Club - What did you like? Ideas for how to improve? Ideas for next time?

Notes:

- on a scale from 1-5, kids gave it 4-6.
- Kids want paper copies of books.
- Will provide each with notebook next week with color copies glued in, will do some writing
- maybe need more structure - planned time and follow the agenda
- more games
- consider layout of arrangement
- Will meet with Lucca & Luna again on Thursday after school to plan
- higher whiteboard
- Luna felt proud and Lucca felt good, but thinks we could do better.
- Everyone speaking in Spanish

2024 Fireside Spanish Club

When: Wednesday mornings during late start, 7:50-8:50

Where: Fireside Cafeteria (breakfast included), Spanish Club table

Who: Grade 3-5 Spanish speaking kids at Fireside: Lucca, Luna, Juan de Dios, Diego, Adrian, Roxana, Andras, Camila, and Jonathan will be invited.

Why: to build community, celebrate bilingualism, and improve Spanish language skills (reading, writing, speaking, & listening).

Luna and Lucca will work with Ms. Warshaw to plan each Spanish Club meeting. There will be some fun group discussion in Spanish, then a reading and writing activity, where those students who have more advanced Spanish literacy skills will help others develop those skills. This group will be student led, but supervised by Ms. Kelly & Ms. Christina.

We will share the agendas on this document and everyone can add ideas of what you want to discuss or learn about.

Club de español de Fireside 2024

Cuándo: Miércoles por la mañana durante el inicio tardío, de 7:50 a 8:50

Dónde: Cafetería de Fireside (desayuno incluido), mesa Spanish Club

Quienes asistirán: Niños de 3.º a 5.º grado que hablan español: Estarán invitados Lucca, Luna, Juan de Dios, Diego, Adrian, Roxana, Camila, y Jonathan (Abraham or Kaya may join to watch, listen).

Por qué: para construir una comunidad, celebrar el bilingüismo y mejorar las habilidades del idioma español (lectura, escritura, conversación y comprensión auditiva).

Luna y Lucca trabajarán con Ms. Warshaw para planificar cada reunión del Club de Español. Habrá una discusión grupal divertida en español, luego una actividad de lectura y escritura, donde aquellos estudiantes que tienen habilidades de lecto escritura en español más avanzadas ayudarán a otros a desarrollar esas habilidades. Este grupo estará dirigido por estudiantes, pero supervisado por Ms. Kelly y Ms. Christina.

Compartiremos las agendas en este documento y todos podrán agregar ideas sobre lo que quieran discutir o aprender.