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# Two units of instruction for the Spanish language : basic vocabulary development in grades four through seven

Megan Becker

*University of Northern Iowa*

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## Two units of instruction for the Spanish language : basic vocabulary development in grades four through seven

### **Abstract**

The purpose of this research project was to develop two units of instruction for use with Spanish classes in grades four through seven. The research begins by exploring the different types of elementary and middle level foreign language programs. The research also investigates the different types of thematic units and what they should include. Finally, two units are developed for use in grades four through seven: a project-based unit built around Eric Carle's book, *La Oruga Muy Hambrienta (The Very Hungry Caterpillar)*, and a knowledge-based unit built around classroom vocabulary. Both units include a wide variety of activities that will keep students interested.

TWO UNITS OF INSTRUCTION FOR THE SPANISH LANGUAGE:  
BASIC VOCABULARY DEVELOPMENT IN GRADES FOUR THROUGH SEVEN

A Graduate Project  
Submitted to the  
Division of Middle Level Education  
Department of Curriculum and Instruction  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
UNIVERSITY OF NORTHERN IOWA

by  
Megan Becker  
July, 2000

This Research Project by: Megan Becker

Titled: Two Units of Instruction for the Spanish Language:  
Basic Vocabulary Development in Grades Four Through Seven

Has been approved as meeting the research requirement for  
the Degree of Master of Arts in Education.

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Date Approved

8/1/2000  
Date Approved

Donna H. Schumacher-Douglas  
Graduate Faculty Reader

Sharon Smaldino  
Graduate Faculty Reader

Rick C. Traw  
Head, Department of Curriculum and  
Instruction

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**TWO UNITS OF INSTRUCTION FOR THE SPANISH LANGUAGE:  
BASIC VOCABULARY DEVELOPMENT IN GRADES 4-7**

**CHAPTER 1**

**INTRODUCTION**

As a nation, the United States lacks the bilingualism of most first world countries. In February of 1999, U.S. Secretary of Education, Richard W. Riley, stated:

I believe that America's children need to become much more fluent in other languages. We are very far behind other nations when it comes to giving our students a mastery of other languages. I am certain we can do a much better job at giving our students both a mastery of English and fluency in at least one foreign language (U.S. Department of Education, 1999, p.1).

The National Council of State Supervisors of Foreign Languages (1994) writes, "To function in the interdependent world of today and tomorrow, students need to acquire proficiency in foreign languages" (p. 59). In addition, Paul Nikol, a California teacher, believes that "U.S. students are painfully behind where they should be with foreign language competency" (National Education Association, 1999, p. 17). Due to this lack of bilingualism, more foreign language programs need to be

implemented at the elementary and middle levels. This has recently been supported by two federal initiatives: the Foreign Language Education Improvement Amendments of 1999 and the Foreign Language Assistance, Title X, Part I: Educational Excellence for All Children Act of 1999 (McClendon, 2000). These initiatives support the expansion of foreign language education to the elementary and middle levels. The national foreign language standards also recommend such programs, and, while they do not mandate early foreign language instruction, the existence of these standards indicate support of instruction in language acquisition for grade levels Kindergarten through high school (Rosenbusch, 1995).

National reports may urge foreign language instruction earlier than high school, but when is it appropriate to begin offering foreign language courses? According to recent articles in both *Time* and *Newsweek*, the windows of opportunity for second language learning are open as early as one year of age (Marcos, 1997). Knop and Sandrock (1994a) state, "throughout the K-12 curriculum, richer, deeper experiences in various languages and cultures should be provided than is now the case" (p. 75). In the *Standards for Foreign Language Learning: Preparing for the 21st Century* (American Council on the Teaching of Foreign Languages, 1993), four national language organizations (the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American



Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese) recommend that foreign language study "begin in the elementary grades and continue through high school and beyond" (p. 2). While it is important to introduce foreign languages to children as early as possible, foreign language experience is "an essential part of young adolescent education" (NCSSFL, 1994, p. 59). Therefore, foreign languages should be offered at the upper elementary and middle levels. Language experience at the middle level is valuable, and the middle school movement has both allowed and encouraged students to explore various subjects, including foreign languages. "The middle school setting creates a learning environment conducive to enhanced second-language acquisition and attitude" (Verkler, 1994, p. 32). DeLorenzo and Kennedy (1994b) point out that "The exploratory [foreign language] concept is in keeping with the goals of global education for the middle school" (p. 71).

### **Benefits of Foreign Language Learning**

There are many benefits to students studying foreign languages prior to high school. Students who have been involved in elementary and middle level foreign language programs are more likely to "continue into upper levels of foreign language study" (McClendon, 2000, p. 4). In high school language courses, these students are often more successful. DeLorenzo and Kennedy (1994b) explain that elementary and middle level foreign language programs can be

a way of "setting the stage for success" for students (p. 69). Students from elementary and/or middle level foreign language programs are more willing to use the language to communicate and try new combinations of vocabulary and ideas (McClendon, 2000). Students who have had foreign language experiences prior to high school are "more sophisticated in the Level I classroom" (DeLorenzo & Kennedy, 1994a, p. 86). Because they often continue into further language study, these students are more likely to become fluent in the foreign language. This bilingualism can bring social, cultural and economic advantages to these students (National Center for Research on Cultural Diversity and Second Language Learning, 1995).

In addition to the benefits in the foreign language classroom, students with earlier diverse language experiences benefit in other areas as well. After studying various cultures in exploratory language classes, students often have more "positive attitudes towards diversity" (Rosenbusch, 1995, p. 1). In addition, Marcos (1998) points out that "there is now a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society" (p. 1). These students also learn more about the English language and their English vocabularies are enhanced (Marcos, 1997). There are other academic gains as well. Students with elementary or middle school foreign language experience have shown improved overall school performance, superior problem-solving skills, higher

standardized test scores, greater access to career possibilities, and a competitive advantage in the workforce (Marcos, 1997). They are also more creative and gain the opportunity to communicate with more people (Marcos, 1997).

### **Significance of Project**

For the past four years, I have taught Exploratory, Level I, and Level II Spanish at Wood Intermediate School in Davenport, Iowa. Next year, I will have a new position, teaching World Language (Spanish) at Jefferson-Edison Elementary School, also in Davenport. This program is a new program in the building; the 2000-2001 school year will be only the second year Jefferson-Edison Elementary offers this foreign language course. While the school does have two classroom sets of the *Amigos* textbook series (Mesa & Miranda, 1997), no true curriculum exists for the class. After talking to the school's principal and the other World Language teacher in the building, I have come to understand that it is my responsibility to develop a curriculum for the year. As an undergraduate student in Spanish and Elementary Education at the University of Northern Iowa, I developed two units which I will use to start out the school year. This research sets out to develop two additional units to follow those.

**CHAPTER 2****METHODOLOGY**

The purpose of this research is threefold. First, the research sets out to investigate foreign language programs at both elementary and middle levels. Secondly, different ways to set up units of instruction will be researched. Finally, two units for foreign language instruction will be developed for use in beginning Spanish classes in fourth through seventh grades.

When choosing sources for research on elementary and middle level foreign language programs, I began with *The Foreign Language Annals* which devoted an entire edition to middle level programs in 1994. I then searched for more recent articles written by some of the same authors I had read in *The Foreign Language Annals*. That search led me to additional authors that had written articles on similar topics. Finally, I searched for articles written in 1999 and 2000 to ensure that I was using some of the most recent information available.

In developing units, the elementary and middle level foreign language programs existing in the Davenport Community School District of Davenport, Iowa were considered. Only one elementary school in the district offers a foreign language course. Jefferson-Edison Elementary School offers a World Language course in which Spanish is taught to all English-speakers while Spanish-speakers at the school attend English as a Second

Language (ESL) classes. Five of the six intermediate schools in the district offer exploratory foreign language courses in either sixth grade or seventh grade. At all five of these intermediate schools, students are required to explore both Spanish and French.

In addition, the textbooks used at both levels were examined before creating any units. Jefferson-Edison's elementary Spanish program uses the *Amigos* textbook series published by Rei America, Inc. (Mesa & Miranda, 1997). The intermediate schools in the Davenport Community School District use the *Discovering Languages* textbook series published by AMSCO School Publications, Inc. (Ashworth & Robbins, 1995) in the exploratory language classes. Both *Discovering Languages: French* and *Discovering Languages: Spanish* are used by intermediate schools in the district; however, this research focused on Spanish, so only *Discovering Languages: Spanish* was examined. In addition to the *Discovering Languages* series, the intermediate schools in Davenport also use two textbooks for students who take Spanish I and Spanish II at the intermediate level. *¡En Español!* (Gahala, Hamilton-Carlin, Heining-Boynton, Otheguy, & Rupert, 2000) published by McDougal Littell will be used in Spanish I classes during the 2000-2001 school year. *Voces y Vistas* (Reynolds, Rodríguez, & Schonfeld, 1989), published by Scott, Foresman and Company has been used for Spanish I and Spanish II in the past and will

continue to be used for Spanish II during the 2000-2001 school year.

In addition to the Spanish textbooks used in the elementary and intermediate schools in Davenport, this research consulted Level I textbooks from three other publishing companies. These books are: *Paso A Paso* (Met, Sayers & Wargin, 2000), published by Prentice Hall; *¡Ven Conmigo!* (Humbach & Ozete, 2000), published by Holt, Rinehart and Winston; and *¡Ya verás!* (Gutiérrez, Rosser, & Rosso-O'Laughlin, 1999), published by Heinle & Heinle Publishers.

**CHAPTER 3****LITERATURE REVIEW**

In their executive summary, the American Council on the Teaching of Foreign Languages (1993) "support the ideal of extended sequences of study that begin in the elementary grades and continue through high school and beyond" (p. 2). The National Council of State Supervisors of Foreign Languages (1994) has stated, "Because a number of years of study are required to become proficient in a foreign language, school systems should provide the longest possible sequence of foreign language instruction, beginning as early as possible" (p. 60). In addition, Marcos (1997) writes that "foreign languages should be taught to children as early as possible" (p. 1). While research shows that it is important to begin foreign language instruction as early as possible, this paper will focus on programs for fourth, fifth, sixth and seventh grades.

**Developing a Program**

When developing an elementary or middle level program, various factors need to be considered. One of the first things that needs to be selected is the language or languages being taught. Some schools choose to offer only the languages that are options for students at the high school level, making Spanish, French, and German the most frequently taught languages in these programs (Met, 1994). Other schools try to offer students a sampling of languages even though they will not be able to take them sequentially

at the high school level. This ensures that elementary and middle school students "will have had some contact...with languages other than those most commonly taught" (Met, 1994, p.48). Some educators believe it is better to offer just one language, resulting in the possibility for some level of proficiency (Marcos, 1997). Others prefer an exploratory approach which allows students to experience a variety of languages (Met, 1994).

When developing the actual curriculum for an elementary or middle level foreign language program, many factors must be considered. Any program at these levels must ensure that the physical, social and cognitive needs of the adolescents involved are met (Met, 1994). Not only does the curriculum need to be developmentally appropriate, it must be worthwhile to the students. Teaching must permit students to become actively involved in real, authentic situations (Knop & Sandrock, 1994). Because students learn by experience, they must be allowed to experiment with the language. Rather than putting the emphasis on grammar as many high school foreign language courses do, elementary and middle level foreign language programs should focus on communication (Met, 1994). Students should be allowed to hear the target language spoken correctly and should be given opportunities to communicate in the target language. Because "communication is at the heart of second language study" (ACTFL, 1993, p. 2), exploratory foreign language courses should allow students to develop basic survival



skills and acquire the vocabulary necessary to communicate within their environments (DeLorenzo & Kennedy, 1994).

Daily lesson plans within these exploratory foreign language programs should be creative, well-organized, and full of varied activities (DeLorenzo & Kennedy, 1994). Activities and materials should be both relevant and age-appropriate (Met, 1996). They should reflect the various learning styles, interests, abilities, attention spans and backgrounds of a diverse student population (Met, 1996). The activities should allow for hands-on learning and communicative interactions among students (DeLorenzo & Kennedy, 1994). Activities which will physically engage students in their foreign language learning, such as role-plays, skits, projects, games, songs, and Total Physical Response (TPR) should be included (Wilson, 2000). Interviews, journaling, portfolios and cooperative learning are other possible activities (NCSSFL, 1994). In addition, homework should be included in daily lesson plans as often as possible (Kennedy, 1985). The various activities should allow students to develop in all five areas of foreign language learning: listening, speaking, reading, writing, and culture (NCSSFL, 1994).

### **Foreign Language Programs**

Three major types of foreign language programs exist for grades 4-7: Immersion programs, Foreign Language in the Elementary School (FLES) programs, and Foreign Language Exploratory or Foreign Language Experience (FLEX) programs

(Marcos, 1996; NCSSFL & ACTFL, 1987). Each program is unique and has its own individual benefits for the learner.

### ***Immersion Programs***

In Immersion programs, students are completely immersed in the foreign language for all or part of the day (Marcos, 1997; NCSSFL & ACTFL, 1987). Full, or total, immersion courses allow for all subjects to be taught in the foreign language. In partial immersion programs, only some subjects are taught in the foreign language while other subjects are taught in students' primary language. In both types of programs, "the second language is the *medium* for content instruction rather than the *subject* of instruction" (Marcos, 1997, p. 2). Students in an immersion program are usually able to attain a higher degree of proficiency in the foreign language than those in FLES or FLEX programs because these students have more exposure to the foreign language (Marcos, 1997).

### ***FLES Programs***

In a FLES program, a single language is usually chosen to be taught as a distinct subject (Marcos, 1997). Classes are taught three to five times a week and last from twenty to fifty minutes (Branaman & Rennie, 1998). In their *Statement on the Study of Foreign Languages in Elementary Schools*, the National Council of State Supervisors of Foreign Languages and the American Council on the Teaching of Foreign Languages (1987) explain that FLES programs "work toward proficiency in the four skill areas [speaking,

listening, reading, and writing]" (p. 1). Branaman and Rennie (1998) concur, stating, "Most FLES programs focus on teaching the four communication skills-- listening, speaking, reading, and writing" (p. 20). Because FLES programs focus on communication skills in just one foreign language, students may be able to attain some degree of fluency in that foreign language, depending on the frequency and length of the classes (Marcos, 1997).

### ***FLEX Programs***

FLEX programs allow students to experience, or explore, one or more languages (Branaman & Rennie, 1998; Marcos, 1997). They are "designed to provide limited foreign language experience to presecondary students" (NCSSFL & ACTFL, 1987, p. 1). Rather than focusing on the communicative skills as FLES programs do, FLEX programs focus on culture and language as general concepts (Branaman & Rennie, 1998). These classes are usually taught just once or twice a week for only twenty to thirty minutes (Branaman & Rennie, 1998). Because classes are less frequent and communication is not a major goal, fluency in the foreign language should not be expected (Branaman & Rennie, 1998; Marcos, 1997). Four main classifications of FLEX programs exist: Single Language Offering, General Language, Language Potpourri, and Combination (Kennedy, 1985; Marcos, 1996).

#### *Single Language Offering*

Like FLES programs, the Single Language Offering focuses on just one language. However, this type of program

allows for only "limited introductory exposure to one language" (Marcos, 1996, p.2). Instead of meeting three to five times a week as FLES programs do, the Single Language Offering meets only once or twice a week (Marcos, 1996). The Single Language Offering usually emphasizes the functional language and culture of just the one language; however, since classes meet so rarely, only a very limited proficiency can be achieved (Marcos, 1996).

### *General Language*

General language courses do not focus on language acquisition, but rather "teach basic linguistic concepts" (Marcos, 1996, p. 2). General language courses are taught in the students' native language. They include information on language families, such as Romance or Germanic language families, and they investigate the similarities and differences among languages (Kennedy, 1985, Marcos, 1996). While they do not concentrate on any one language, students may have the opportunity to look at several languages, including, but not limited to: modern and classical languages, artificial languages, computer languages, and sign language (Kennedy, 1985; Marcos, 1996). Because students are not introduced to formal language study, proficiency is not a goal of this type of program (Marcos, 1996).

### *Language Potpourri*

The language potpourri has also been called the "Trial Language Study" (Kennedy, 1985, p. 1) or the "World Language

Study" (Marcos, 1996, p. 2). These are sampler courses in which several languages are introduced (Marcos, 1996). Survival skills and culture are emphasized (Kennedy, 1985). The main purposes of these courses are to "help students decide which language to study in later grades" (Marcos, 1996, p. 2) and build "readiness for more formal study of a foreign language" (Kennedy, 1985, p. 2). Because students are introduced to such a wide variety of languages in the language potpourri, no degree of fluency can be attained in any one language (Marcos, 1996).

#### *Combination*

The combination course usually combines "elements of both general language and language potpourri" (Kennedy, 1985, p. 2). Students are able to learn some general language concepts and are also introduced to a variety of languages. In addition, the roles foreign languages play in different careers are often explored (Kennedy, 1985; Marcos, 1996). Because the combination course combines general language and language potpourri, both of which yield low or no proficiency in any one language, no significant level of proficiency can be expected.

#### **Developing Themes for Units**

Rather than emphasize grammar, elementary and middle level foreign language programs should focus on communication (Everett, 1998). In order to communicate in the foreign language, "basic daily lesson plans should include foreign language...vocabulary building" (Kennedy,

1985, p. 2). One way to build vocabulary is through thematic units (Everett, 1998). "High-interest themes... address the unique needs and interests of young adolescents" (Wilson, 2000, p. vii). An introductory unit may include simple conversation, names, and expressions frequently used in the classroom (Everett, 1998). Other possible themes for units include: family, school, food, clothing, and pastimes (Everett, 1998). Many exploratory and Level I foreign language textbooks introduce numbers, months, days of the week, holidays, and seasons in the early chapters of the book (Ashworth & Robbins, 1995; Brisson, 1995; Gahala, Hamilton-Carlin, Heining-Boynton, Otheguy, Rupert, 2000; Humbach & Ozete, 2000; Met, Sayers & Wargin, 2000; Norwood & Pooley, 2000; Sernett, 1992). These topics can all be combined to form a unit with a calendar theme.

Children's literature can also yield themes for foreign language units. According to DeHouwer (1999), "Book reading is an excellent source to help in the acquisition of vocabulary" (p. 3). He continues by writing that reading books "plays a highly supportive role...in the learning of a language" (p. 3). In addition, Arens and Swaffar (2000) discuss the importance of text and the role of reading in foreign language learning in their article, *Reading Goals and the Standards for Foreign Language Learning*. Schulz (1998) "advocates the use of...authentic texts" (p. 9) in communicative teaching.

### **Types of Thematic Learning Units**

In their book, *Teaching at the Middle Level*, Schurr, Thomason and Thompson (1996) divide thematic units into four categories: Knowledge-Based Units, Project-Based Units, Literacy-Based Units, and Inquiry-Based Units. In a Knowledge-Based Unit, the main focus of the unit is the skills or concepts students are to acquire. Project-Based Units focus on the successful completion of the final student project. Reading and writing skills are integrated into all content areas in Literacy-Based Units. Inquiry-Based Units allow students to work with decision making and problem solving skills. The authors then explain that different aspects from each type of unit can be combined when developing units and add, "Many times this combination unit is a much richer learning experience for students" (Schurr, Thomason & Thompson, 1996, p. 127).

Schurr, Thomason, and Thompson (1996) also share what they believe needs to be included in an exemplary unit. When developing a unit, the designer must be aware "of immediate curriculum goals" (Schurr, Thomason & Thompson, 1996, p. 131). In addition, exemplary units have a theme and a list of objectives. If the unit is to be integrated across the curriculum, a map planning the cross-curricular connections should be drawn up. "Essential questions that frame the choices of learning experiences" (Schurr, Thomason & Thompson, 1996, p. 131) should also be considered. Desired outcomes should be taken into consideration when

developing activities. Activities should include an introductory activity, thinking skills activities and a culminating activity. Finally, various techniques for assessment should be used to determine what students have learned. Schurr, Thomason, and Thompson (1996) also feel that students should be "actively involved in making decisions about objectives, activities, and assessment" (p. 131).



## CHAPTER 4

### CONCLUSIONS AND RECOMMENDATIONS

The initial goal of this research was to determine the different types of elementary and middle level foreign language programs offered in the Davenport Community School District. Both levels were included because I chose to develop units for fourth through seventh grades. In Davenport, fourth and fifth grades are part of the elementary school while sixth and seventh grades are part of the intermediate school.

Jefferson-Edison Elementary School is the only elementary school in the district that has a foreign language program. Jefferson-Edison Elementary offers a single language, Spanish, to students at all grade levels, Kindergarten through fifth grade. Students attend Spanish class two out of every three days for 45 minutes each day. Classes focus on the acquisition of basic vocabulary and allow students to practice basic communicative skills in Spanish. Students are expected to attain a basic proficiency in order to communicate with their Spanish-speaking classmates. In my opinion, the foreign language at Jefferson-Edison Elementary School is a FLES program.

At the intermediate schools, Spanish and French are included in what the school district considers an exploratory wheel. While the class does meet daily, for anywhere from 45 to 70 minutes, it is only over a short period of time. Depending on the intermediate school,

students study each language for three and a half to nine weeks. While basic vocabulary and conversations are introduced, there is also some discussion of language, including a lesson on cognates (words that look or sound similar in two languages and mean the same thing). In addition, some geographical, historical, and cultural information relating to the languages is taught. I believe these courses most closely meet the definition for the FLEX Combination course.

The second goal of this research was to determine how to develop the two units. Because the FLES program at Jefferson-Edison will only be in its second year during the 2000-2001 school year, all students will still be beginning language learners. Therefore, I will choose themes which will include very basic vocabulary. In developing units, I will include a wide variety of activities. The units will also seek to provide students opportunities in all four areas of communication: speaking, listening, reading, and writing.

In developing units for use in the elementary and middle level foreign language classroom, I recommend teachers follow these guidelines, which are written to include the different aspects Schurr, Thomason, and Thompson (1996) include in their description of exemplary units:

1. Review or familiarize yourself with the curriculum in order to know which skills and concepts need to be taught during the year.

2. Choose a theme. In a foreign language, I recommend a vocabulary theme. This gives students a word base, and communicative tasks can be built around the vocabulary. If a book is chosen as a theme, necessary vocabulary is usually in the book. Divide the vocabulary into lists of related words and present these chunks of vocabulary one at a time. Use different activities to reinforce each set of vocabulary.
3. Decide on objectives for the unit. Ask yourself this question: What do I want students know when the unit has been completed?
4. If the unit is to be integrated into the school-wide curriculum, decide how it fits in. I have skipped this step in both of my units because I am starting at a new school next year and I am unfamiliar with the curriculum.
5. Plan activities for the unit. There should be an introductory activity and a culminating activity, in addition to a variety of other activities which help students acquire the skills set forth in the objectives. Include more than one activity each day, if possible. This keeps class more interesting for students.
6. Choose ways to assess students' acquisition of skills and their achievement in the different activities. If alternative assessment is used, rubrics should be developed.

**CHAPTER 5****UNITS FOR INSTRUCTION**

Following are two units I have developed for use in a FLES or FLEX Spanish class. Both units can easily be adapted for use with other languages. While they will be used with beginning language learners at the fourth and fifth grade levels, they can also be used in middle school exploratory programs. In addition, the units can be adapted for use with primary students by simplifying some of the more difficult activities.

The first unit is built around the children's book, *La Oruga Muy Hambrienta (The Very Hungry Caterpillar)* by Eric Carle (1989). It is a project-based unit, because the whole unit builds toward successful completion of the culminating activity, which is the retelling of the story in play or skit form. Because many students are familiar with the story in English, their learning is tied to previous learning in English. This enables students to build on prior knowledge. This is a unit that can be tied into the science curriculum if students are studying the life-cycle of a butterfly. Even if it is not a school-wide unit, the vocabulary and concepts learned in Spanish reinforce those from science.

The second unit is a thematic unit built around the vocabulary theme, "In the Classroom." I felt this was a high-interest theme for students because it reflects their daily environment in any classroom. Jefferson-Edison has a

large Spanish-speaking enrollment, which has led to the existence of at least one bilingual section at each grade level. Knowing basic classroom vocabulary in Spanish will allow English-speakers to help their Spanish-speaking classmates in some situations when the teacher or a bilingual paraprofessional may not be available. This is a knowledge-based unit because it focuses on students attaining the individual vocabulary words presented in the various activities.

### **La Oruga Muy Hambrienta**

**Unit Goal:** Students will acquire the vocabulary necessary to read and understand the book, *La Oruga Muy Hambrienta* (*The Very Hungry Caterpillar*) by Eric Carle (1989). In addition, students will be able to retell the story in Spanish.

**Skill Level:** Beginning Language Learners

**Grade Levels:** 4-7

**Prerequisite Skills:** Colors (red, pink, orange, yellow, green, blue, purple, black, white, grey, and brown), numbers 1-5, and days of the week.

**Length of Unit:** 10-12 days (each activity should take one day, except for the culminating activity, which should take 3-5 days.)

**Length of Class:** 45-minute class periods; two out of every three days.

**Sources Needed:** *La Oruga Muy Hambrienta* by Eric Carle (1989) (Appendix A); *Sábado* (from *Sing, Dance, Laugh, and*

*Eat Tacos* by Barbara MacArthur (1990) (Appendix A).

**Introductory Activity:** Las Comidas (The Foods)

**Objective:** Students will be able to repeat the names of the foods after the teacher with correct pronunciation.

Students will understand the basic idea of the story, *La Oruga Muy Hambrienta* from the pictures.

**Rationale:** This activity introduces students to the story in Spanish and focuses on many of the new vocabulary words.

**Communicative Skills:** Listening, Speaking

**Description of Activity:** The teacher begins by reading the book, *La Oruga Muy Hambrienta* aloud to the students, pointing out pictures that correspond to words as s/he reads. Then, using cut-outs of the different foods the caterpillar eats, the teacher says each word so that students can hear the correct pronunciation, then students repeat each word after the teacher. Finally, students are each given a copy of the food vocabulary worksheet (Appendix A). After going through the pronunciation of each word again, students fill in clues that will help them remember how to pronounce each word correctly in Spanish. Students then take this worksheet home to study for homework.

**Activity 1:** ¿De qué colores son las comidas? (What colors are the foods?)

**Objective:** Students will be able to tell the colors of each of the foods in Spanish.

**Rationale:** This activity gives students another opportunity to practice their new vocabulary words. It also allows them

to draw on prior knowledge, using the colors that they have previously learned.

*Communicative Skills:* Listening, Speaking

*Description of Activity:* The teacher begins with a review of the foods, holding up the cut-outs and saying the words. Students repeat after the teacher. The teacher then reviews colors by holding up construction paper and saying the color, which students also repeat. The teacher then holds up a food and asks, "De qué color es ...?" (What color is...?). Students must answer in complete sentences, forcing them to say their new vocabulary words in addition to reviewing their colors. Finally, using the vocabulary sheets from the Introductory Activity, the teacher tells students, in Spanish, what color to color each food. This can be collected to be graded.

**Activity 2:** ¡TENGO TRES! (I HAVE THREE!)

*Objective:* Students will recognize the Spanish words for each food without the use of their notes.

*Rationale:* This activity is used to check understanding. It will let the teacher know how familiar students are with the new words, and it is fun for the students.

*Communicative Skills:* Listening, Reading, Speaking

*Description of Activity:* Students are given TENGO TRES boards (Appendix A) with different foods in each of the nine squares. Tengo Tres is played like BINGO on a 3x3 grid. When a student gets three foods in a row, they call out "¡Tengo tres!," which means, "I have three!" If the student

has all three correct, s/he wins the opportunity to be caller for the next game.

**Activity 3:** ¿Cuántos hay? (How many are there?)

*Objective:* Students will know the Spanish words for the numbers 1-5.

*Rationale:* This gives students another opportunity to review their Spanish food vocabulary, as well as the numbers 1-5 which are included in the story.

*Communicative Skills:* Listening, Speaking, Reading

*Description of Activity:* The teacher reviews the food vocabulary by holding up the food cut-outs one at a time and having students say the word in Spanish without prompting. Numbers are then reviewed, using number cards (Appendix A). Teacher holds up the card and students say the number in Spanish. Teacher then holds up food cards in groups of up to five of the same food, then asks, "¿Cuántos ... hay?" (How many ... are there?). Students must answer in complete sentences, allowing them to practice both the numbers and the foods. Students then get the ¿Cuántos hay? worksheet (Appendix A). The worksheet will be finished as homework.

**Activity 4:** Los Días de la Semana (The Days of the Week)

*Objective:* Students will be able to name the days of the week in Spanish.

*Rationale:* This activity gives students yet another opportunity to work with the food vocabulary, along with a review of the days of the week. Both sets of vocabulary are needed in order to understand the story.



*Communicative Skills:* Listening, Speaking, Reading

*Description of Activity:* The teacher begins by reviewing the days of the week by pointing to them on the calendar. Students say the day in Spanish as the teacher points to it. The teacher then passes out words to the song, *Sábado* (Appendix A), and students follow along as the song is played. The teacher then sings along with the tape and encourages students to join in when they feel comfortable.

The teacher then reads the book aloud to the students. This time, students should recognize most of the words. When the class reaches the section about what the caterpillar eats each day, the teacher passes out cut-outs of the foods to students. The chalkboard or a feltboard is divided into seven columns, each labeled with a day of the week. When the teacher reads, "On Monday, she ate through one apple," in Spanish, the student with an apple would take it to the board and put it in under the correct column. Students then get a similar worksheet (Appendix A) for homework. Instead of pictures, though, students write the correct word under each column.

**Activity 5:** La Vida de una Mariposa (The Life-Cycle of a Butterfly)

*Objective:* Students will understand the life-cycle of a butterfly. Students will understand the Spanish words that describe the butterfly's life-cycle.

*Rationale:* This activity allows students to understand the basics of a butterfly's life-cycle in Spanish.

*Communicative Skills:* Listening, Speaking, Reading, Writing

*Description of Activity:* The teacher begins by leading students in a review of all vocabulary learned so far. This can be done using the same chalkboard/feltboard from Activity 4. Students are then given a worksheet with the life-cycle of a butterfly drawn out on it (Appendix A). As the teacher goes through the life-cycle on the chalkboard, students fill in the Spanish words for egg, caterpillar, cocoon, and butterfly. On the back, they fill in the English translations for other important vocabulary words that are needed to understand the story.

**Activity 6:** *La Oruga Muy Hambrienta*

*Objective:* Students will be able to understand the entire story in Spanish. Students will be able to read the entire story in Spanish.

*Rationale:* Understanding and reading the story in Spanish will be important for the culminating activity, a retelling of the story in Spanish.

*Communicative Skills:* Listening, Speaking, Reading

*Description of Activity:* Teacher begins by leading class in an oral review of all vocabulary important to the story.

Pictures or words are held up and students repeat them after the teacher. Teacher then reads the entire book to students. At the end of each page, students give an English summary of what happened on the page. The teacher then reads the story aloud again, one phrase at a time. Students repeat each phrase after the teacher. The students then

read the story chorally.

**Culminating Activity:** La Obra De Teatro (The Play)

**Objective:** Students will demonstrate their understanding of their new Spanish vocabulary. Students will retell the story in Spanish.

**Rationale:** This shows students' understanding of their new vocabulary. It also allows the teacher to check for correct pronunciation of Spanish vocabulary words.

**Communicative Skills:** Listening, Speaking, Reading, Writing

**Description of Activity:** In small groups, students put together plays or skits to demonstrate their ability to retell the story in Spanish. Each student in the group must have a speaking part of some sort; there can be narrators, the caterpillar, the foods, the butterfly, etc. Allow students to use any variety of materials and their imaginations to create their props. Caterpillar puppets can be made out of socks and pipe cleaners or egg cartons. Foods can be cut from construction paper. Cocoons can be made from paper bags. Beautiful wings can be attached to the caterpillar to make a butterfly. Encourage students to use their imaginations. After preparation and practice, each group will present their play/skit to the class in Spanish.

### **Grading**

The play/skit is graded using a rubric (Appendix A). A final unit grade can be assessed by combining the project grade with a homework grade and a participation grade. The

homework grade is based on the student's completion of any homework assignments, and the participation grade is based on student's participation in all in-class activities. I recommend the final project be worth 50% of the grade, while homework and participation should be worth 25% each.

**En la Clase**

**Unit Goal:** The goal of this unit is to familiarize students with the Spanish vocabulary for various items in the classroom.

**Skill Level:** Beginning Language Learners

**Grade Levels:** 4-7

**Prerequisite Knowledge:** Colors (red, pink, orange, yellow, green, blue, purple, black, white, grey, brown), Numbers 0-39, Basic TPR commands (touch, find, write, draw, etc.)

**Length of Unit:** 12-16 days (anywhere from 1-3 activities can be included in each day's lesson plan)

**Length of Class:** 45-minute class periods, two out of every three days

**Sources Needed:** *Paso A Paso Vocabulary Clip Art CD-ROM* (2000); *Foreign Language Teacher's Guide to Active Learning* (1999); <http://www.puzzlemaker.school.discovery.com>

**Introductory Activity:** El Primer Día de la Escuela (The First Day of School)

**Objective:** Students will be able to understand the Spanish words for the classroom vocabulary.

**Rationale:** This activity introduces the new vocabulary to students in a way that allows them to see the classroom

objects and hear the vocabulary words in Spanish at the same time.

*Communicative Skills:* Listening

*Description of Activity:* Using Total Physical Response Storytelling (TPRS), the teacher tells a story in Spanish about packing a backpack and going to school. As the teacher puts things into the backpack, s/he names each item, and upon arrival in the classroom, s/he names other items in the classroom. For a possible vocabulary list, see Appendix B.

**Activity 1:** Picture Cards

*Objective:* Students will be able to pronounce the new vocabulary words correctly when repeating after the teacher.

*Rationale:* This gives students an opportunity to practice saying their new vocabulary words.

*Communicative Skills:* Listening, Speaking, Reading

*Description of Activity:* Using cards with the pictures of each classroom object and the Spanish word for each object, the teacher again presents the new words to students.

Pictures for most of the vocabulary words can be found on the *Paso A Paso Vocabulary Clip Art CD-ROM* (2000). This time, in addition to hearing the word in Spanish, students are also able to see it written in Spanish. The teacher also has students repeat the words after s/he says them. This gives students the opportunity to speak in the foreign language and practice their pronunciation of the new words.

**Activity 2:** Vocabulary Worksheet

*Objective:* Students will be able to correctly copy the Spanish spelling for each of the new vocabulary words. Students will be able to write their own cues for the pronunciation of each word for later study.

*Rationale:* This activity gives students a study guide to use for both the spelling and the pronunciation of each of their vocabulary words.

*Communicative Skills:* Listening, Speaking, Reading, Writing

*Description of Activity:* Each student receives a worksheet with pictures of the different classroom objects on it (Appendix B). As the teacher goes through the picture cards again, students fill in the Spanish word for each picture. They then repeat the word after the teacher, and write some sort of cue that will help them remember the correct pronunciation of the word in Spanish. The teacher should walk around the room and check students spelling for accuracy.

**Activity 3:** Word Card TPR

*Objective:* Given labels, students will be able to correctly label the various classroom objects.

*Rationale:* This activity gives students the opportunity to match the Spanish words to the correct classroom objects.

*Communicative Skills:* Reading

*Description of Activity:* Each student is given a card with one of the new vocabulary words on it. The cards should be laminated for longer life, and they each have tape on the

back. The students then move around the room, sticking their cards to the correct classroom objects. After all the items are labeled, the teacher leads the class in checking the labels to be sure they are on the appropriate objects. Any error are corrected. If time allows, this activity can be repeated with students each getting a different word.

**Activity 4:** ¿Cuántos hay? (How many are there?)

*Objective:* Students will be able to tell how many of a certain object there are in the classroom.

*Rationale:* This activity gives students the opportunity to hear, say, read, and write the new vocabulary words in Spanish, along with reviewing the numbers 0-39.

*Communicative Skills:* Listening, Speaking, Reading, Writing

*Description of Activity:* The teacher begins by using number cards, with the number and the Spanish word for the number, to review the numbers 0-39. As the teacher holds up a number card, students say the number in Spanish. The teacher can give prompts if necessary. After the review, the teacher asks students how many of certain objects there are in the classroom. Students must answer the question in complete sentences, forcing them to use the new vocabulary words and review the numbers. After students have had sufficient oral practice with this question and answer format, they do the accompanying worksheet (Appendix B). This worksheet allows students to practice reading and writing the new words.

**Activity 5:** TPR

*Objective:* Students are able to follow simple commands using the new vocabulary.

*Rationale:* This activity allows students to hear the new vocabulary words and respond to simple commands in Spanish.

*Communicative Skills:* Listening

*Description of Activity:* The teacher begins by reviewing simple commands in Spanish, such as touch, find, write, draw, etc. Then the teacher gives simple commands, such as "Touch the chalkboard" to students in Spanish. Students move about the room, following the teacher's instructions.

**Activity 6:** Hear and Circle (Blaz, 1999, p. 113)

*Objective:* Students will be able to recognize Spanish and English equivalents of the new vocabulary words.

*Rationale:* This activity allows students to translate the new vocabulary words both from English to Spanish and from Spanish to English.

*Communicative Skills:* Listening, Reading

*Description of Activity:* Students are given a piece of paper with new vocabulary words written on it in both English and Spanish (Appendix B). The teacher begins to read words. If the word is read in Spanish, students must find and circle the English equivalent. If the word is read in English, students must find and circle the Spanish equivalent. At the end of the activity, the worksheet can be collected and corrected for a grade.



**Activity 7:** ¡Caramba! (Darn!) (Blaz, 1999, p. 114)

*Objective:* Students will be able to correctly translate the new vocabulary words from English to Spanish and from Spanish to English.

*Rationale:* In this activity, students are able to practice translating vocabulary words from one language to the other.

*Communicative Skills:* Speaking, Reading

*Description of Activity:* This is a game played by two teams. In an envelope held by the teacher are cards. Each card has a new vocabulary word written on it (English on one side, Spanish on the other). For every four or five vocabulary words, there is a card that says ¡Caramba! (Darn!) on it. The teacher pulls cards from the envelope, one at a time, and Team A is allowed to give the definition of the word on the card. If Team A is correct, they keep the card and go on to the next. If they are incorrect, Team B can steal that card and another by correctly translating the word. Team B then has control of the envelope. Each time control of the envelope changes hands, a round is completed. If the ¡Caramba! card is drawn, the other team not only loses control of the envelope, they also lose all the cards they have accumulated in that round. However, a team can decide to pass control of the envelope at any time, ensuring that they keep the cards they have accumulated in that round. Whichever team has the most cards at the end of the game wins.

**Activity 8:** ¿De qué color es...? (What color is...?)

*Objective:* Students will be able to tell the colors of different classroom objects.

*Rationale:* Students are again able to hear and say the new words in Spanish, in addition to reviewing colors.

*Communicative Skills:* Listening, Speaking

*Description of Activity:* The teacher begins by reviewing colors using color cards. S/He holds up construction paper of different colors, and students say the color in Spanish. The teacher can give prompts if necessary. The teacher then asks students what color various objects in the classroom are. If there is more than one of the object in the classroom, the teacher may choose to point to the one s/he is referring to or may clarify by adding "de..." The word "de" is used in Spanish to indicate possession. For example, "¿De qué color es el cuaderno de Amy?" is asking "What color is Amy's notebook?" Students then answer the question the teacher is asking, using complete sentences in order to practice both the new vocabulary and the colors.

**Activity 9:** Draw What I Say (Blaz, 1999, p. 119)

*Objective:* At the teacher's command, students will draw classroom objects, using the correct colors.

*Rationale:* This activity gives students another opportunity to practice understanding the new vocabulary words and the colors.

*Communicative Skills:* Listening, Reading, Writing

*Description of Activity:* Students are divided into teams of

about five. Each team is given a whiteboard and a box of crayons or dry-erase markers. In Spanish, the teacher tells students to draw an object in a certain color, for example, "Draw a green marker." One student draws that object and holds the whiteboard up in the air as soon as s/he has completed the drawing. Whichever team holds up the correct drawing first receives a point, then each drawer passes the whiteboard to the next person on their team, and a new object and color are given. Whichever team has the most points at the end of the game wins. Once students have had sufficient practice with the game, they are given the accompanying worksheet (Appendix B) as homework.

**Activity 10:** Matamoscas (Flyswatter) (Blaz, 1999, p. 116)

*Objective:* Students will be able to identify the written Spanish form of vocabulary words after they hear them in English.

*Rationale:* This gives students the opportunity to hear a vocabulary word in English, and be able to translate to Spanish and find the word written in Spanish.

*Communicative Skills:* Reading

*Description of Activity:* Students are divided into two teams. Vocabulary words are written on the chalkboard or a piece of butcher paper in Spanish. One student from each team is given a flyswatter and "a stern lecture on what will happen if they use the flyswatters on each other" (Blaz, 1999, p. 116). The teacher then reads a word in English and the first student to swat the Spanish on the board with the

flyswatter gets a point for the team.

**Activity 11:** BINGO

*Objective:* Students will be able to recognize the spoken form of new vocabulary words and identify a picture of the object.

*Rationale:* Playing BINGO can give students opportunities to practice all four of the communicative skills.

*Communicative Skills:* Listening, Speaking, Reading, Writing

*Description of Activity:* Each student gets a BINGO board with 16 squares (4x4). The teacher can have the boards prepared with a word or picture in each box or students can choose the words to put in each box. If students fill in the boxes on their BINGO boards, they have another opportunity to practice writing some of their words. The teacher can call objects or have a students come up to call objects. When someone has four in a row, they call out "BINGO!" or "¡Lo Tengo!" ("I have it!"). Because students often want to be callers, the prize for winning can be the opportunity to call for the next game. A small treat can also be given to the winners.

**Activity 12:** Casino (Blaz, 1999, p. 114-115)

*Objective:* Students will be able to spell the new vocabulary words correctly in Spanish.

*Rationale:* It is important for students to practice spelling of words, and this is more fun than a spelling test.

*Communicative Skills:* Listening, Writing

*Description of Activity:* Students make three columns on a piece of paper. Columns are labeled Wager, Answer and Total. They begin with 100 pesos at the top of the paper. They chose an amount between 1 and 10 to wager, and write that amount in the Wager column. The teacher then reads a vocabulary word in Spanish. Students then write the word in the Answer column. After giving the students sufficient time to write the word, the teacher shows students the correct spelling of the word. If students have the correct spelling, they add their wager to 100 and put that amount in the Total column. If the answer is incorrect, the wager is subtracted from 100 and the new amount put in the Total column. Students can never bet more than they have, and if they run out of pesos to bet, they lose their participation points for the day.

**Activity 13:** Whiteboard Add-ons (Blaz, 1999, p. 120)

*Objective:* Students will be able to label drawings of classroom objects with correct spelling.

*Rationale:* This gives students another opportunity to practice the spelling of their new words.

*Communicative Skills:* Writing

*Description of Activity:* Each row or table of students is a team. The first person draws a picture on the whiteboard and passes it on to the next person. That person labels the first picture with a word in Spanish, then draws a new picture and passes the board on. This continues for a set amount of time. When the teacher calls time, the row with

the most correct labels wins.

**Activity 14:** Classroom Crossword Puzzle

*Objective:* Given vocabulary words in English as clues, students will be able to complete a crossword puzzle with the correct spellings of the words in Spanish.

*Rationale:* Students are able to practice translation and the correct spelling of their new vocabulary words in Spanish.

*Communicative Skills:* Writing

*Description of Activity:* Students complete a crossword puzzle with vocabulary words for objects in the classroom.

The puzzle has been created at the website:

<http://www.puzzlemaker.school.discovery.com> (Appendix B).

This can be used as an in-class assignment or as homework.

If used in class, students can work in pairs, competing to see which pair can finish first.

**Activity 15:** Family Feud

*Objective:* Given a category, students will be able to list as many new vocabulary words as possible that fit that category.

*Rationale:* Students are given another opportunity to practice writing their vocabulary words.

*Communicative Skills:* Listening, Speaking, Reading, Writing

*Description of Activity:* Students are divided into two teams. Each person is given a whiteboard and a dry-erase marker. The teacher calls out a category in English or Spanish, such as "Things you can write with" or "Objects in

this room that are azul (blue).” Students then get a set amount of time to write as many words that fit the category as possible in the allotted time. At the end of time, the teacher chooses one student at random to read his/her list. Each person that has an answer the same as the reader gets a point for the team. The team with the most points at the end of the game wins.

**Activity 16:** Matamoscas II (Human Flyswatter) (Blaz, 1999, p. 116).

*Objective:* Students will be able to identify pictures when they hear the corresponding word in Spanish.

*Rationale:* This gives students an opportunity to hear and pronounce the vocabulary words in Spanish.

*Communicative Skills:* Listening, Speaking

*Description of Activity:* Students form a large circle with their desks. A picture representing a vocabulary word is taped to the front of each desk and one person is sent to the center with a flyswatter (Blaz recommends using a sponge baseball bat instead to avoid injury). The teacher begins by calling out a word in Spanish. If the center person can hit the correct picture before the person in that seat calls out another word in Spanish, the two change places. If the person in the seat calls out a new word first, that is the new picture the center person is looking for. This game can be made more difficult by not allowing students to repeat a word that has been said in the last three rounds (or any other pre-determined number of rounds). In addition, a

limit on time spent in the center can be set so that no one student hogs the time in the center or is embarrassed by not being able to find any picture soon enough.

**Activity 17:** Whiteboard Pass Along (Blaz, 1999, p. 120)

*Objective:* Students will be able to correctly spell a list of vocabulary words in Spanish.

*Rationale:* This is another fun activity that allows students to practice their spelling of the vocabulary words.

*Communicative Skills:* Reading, Writing

*Description of Activity:* The teacher hangs or draws seven pictures representing vocabulary words on the chalkboard. Each row or table of students is a team, and each team has a whiteboard. The first person writes the word for the first picture in Spanish on the whiteboard, then passes it on to the next person. The second person can either write the second word or correct the spelling of the first word if it is spelled incorrectly, but s/he cannot do both. S/he then passes the board to the third person who can either write the next word or correct one of the previous words. This continues until the team feels they have all seven words spelled correctly. They then hold up the whiteboard to signal the teacher. The first team to spell all seven words correctly wins.

**Activity 18:** Classroom Word Find

*Objective:* Students are able to find vocabulary words spelled correctly in a word find.

*Rationale:* This gives students another opportunity to



translate words from English to Spanish.

*Communicative Skills:* Reading

*Description of Activity:* Students complete a word search with the vocabulary words for the different classroom objects. This puzzle has been created at the website:

<http://www.puzzlemaker.school.discovery.com> (Appendix B).

Like the crossword puzzle, this can be used as either a homework assignment or as an in-class activity.

**Activity 19:** Memory/Concentration

*Objective:* Students are able to match the Spanish vocabulary to the matching picture.

*Rationale:* This can be a fun way to review the words for a quiz or a test.

*Communicative Skills:* Reading

*Description of Activity:* Students are divided into groups of 3-6. Each group gets a deck of cards, made up of card pairs for each vocabulary word. One card has a picture on it and the other has the Spanish word on it. Cards are shuffled and laid out, face down, on the floor, a table, or a desk. Students flip cards over, trying to make a match. If they make a match, they keep it and get an extra turn. If they do not make a match, they put the cards back and the next person gets a turn. After all cards have been matched, the person with the most matches wins.

**Activity 20:** ¡Pesca! (Go Fish!)

*Objective:* Students are able to ask for the vocabulary words they want.

*Rationale:* This is another fun game that can be used to review for a quiz or a test.

*Communicative Skills:* Listening, Speaking, Reading

*Description of Activity:* The deck of cards from Memory/Concentration can also be used for this game. A new deck with all picture cards can also be made to make the game more difficult. Students can again be divided into groups of 3-6 to play this game. Each group gets a deck of cards, and deals seven cards to each player. The remaining cards are spread out on the game surface. Students try making pairs by asking for a word they need in Spanish. If the person asked has the card, s/he must give it up, but if not, s/he says, "¡Pesca!" and the person asking chooses a card from the pile in the center. The first person to make enough pairs to run out of cards wins.

**Activity 21:** Básquetbol (Basketball)

*Objective:* Students will be able to give the Spanish vocabulary word when shown an object.

*Rationale:* This is a fun way to review words before a quiz or a test.

*Communicative Skills:* Speaking

*Description of Activity:* Students are divided into two teams, and a wastebasket is placed on a chair or a stool at the front of the room. The teacher calls out a vocabulary word in English or points to an object. The first student to raise his/her hand is allowed to give the Spanish translation for that word. If the translation is correct,

the student is given the opportunity to shoot from the one-, two-, or three-point line. If the student makes the basket, s/he earns that number of points for the team. If the answer is incorrect, they have turned the ball over to the other team. The other team is then given the opportunity to give the correct Spanish translation in order to shoot a basket. This is a game I learned from my cooperating teacher, Ramón Reyes, while student teaching at Marshalltown High School in Marshalltown, Iowa.

***Culminating Activity 1:*** Test

*Objective:* Students will be able to achieve at least an 80% on a test over the vocabulary.

*Rationale:* I believe it is important to evaluate student learning at the end of a unit.

*Communicative Skills:* Listening, Speaking, Reading, Writing

*Description of Activity:* Students are given a test over classroom vocabulary words in order to evaluate their learning (Appendix B). The test consists of varied sections, so that all four communicative skills can be evaluated.

***Culminating Activity 2:*** Final Project

*Objective:* Students will be able to label a minimum of 20 classroom objects with 100% accuracy.

*Rationale:* This gives students who are not necessarily good test-takers an opportunity to show that they do know their classroom vocabulary.

*Communicative Skills:* Writing

*Description of Activity:* Students choose to do either a mobile or a collage. Either project can be graded using the same rubric (Appendix B).

For the mobile, students choose a minimum of 20 words from the unit. On notecards, they glue or draw a picture of the object on one side and label the object in Spanish on the other side. They then make an X-shaped hanger from a sturdy material, such as rulers or dowels. Each of their pictures is then hung by string at different levels from the hanger.

Students choosing to do the collage also choose a minimum of 20 vocabulary words from the unit. They cut pictures of various classroom objects out of magazines or print them off the Internet. These pictures are then arranged on a piece of posterboard or construction paper and labeled in Spanish.

### ***Grading***

Grading for this unit includes the test grade, the final project grade, a homework grade, and a participation grade. The homework grade includes any worksheet given to be completed as homework. The participation grade reflects each student's participation in the in-class activities. These four grades are averaged to give students a final unit grade. I recommend each individual grade account for 25% of the final unit grade.

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APPENDIX A

"LA ORUGA MUY HAMBRIENTA"

Carle, E. (1989). *La oruga muy hambrienta*. New York: Scholastic, Inc.

Bajo la luz de la luna, encima de una hoja, había un huevecillo.

Un domingo por la mañana, el sol caliente salió y; pum! del huevecillo una oruga pequeñita y muy hambrienta salió.

Ella empezó a buscar comida.

El lunes, comió y comió y atravesó una manzana. Pero todavía tenía hambre.

El martes, comió y comió y atrevesó dos peras, pero todavía tenía hambre.

El miércoles, comió y comió y atrevesó tres ciruelas, pero todavía tenía hambre.

El jueves, comió y comió y atrevesó cuatro fresas, pero todavía tenía hambre.

El viernes, comió y comió y atrevesó cinco naranjas, pero todavía tenía hambre.

El sábado, se comió un pedazo de pastel de chocolate, un barquillo de helado, un pepino, una rebanada de queso suizo, una rebanada de salame, una paleta, un pedazo de pastel, una salchicha, un panecillo, y un pedazo de sandía. Aquella noche tuvo dolor de estómago.

El día siguiente fue domingo otra vez. La oruga se comió una hoja verde buena y después se sintió mucho mejor.

Ahora ya no tenía hambre--y ya no era una pequeña oruguita. Era una orugota grande y gorda.

Se construyó una casita, llamada capullo, alrededor de

ella. Se quedó dentro durante de dos semanas. Luego  
mordisqueó un hoyo en el capullo, se salió a empujones y...  
era una hermosa mariposa!

Carle, E. (1969). *La oruga muy hambrienta*. New York: Scholastic, Inc.

In the light of the moon a little egg lay on a leaf.

One Sunday morning the warm sun came up and--pop!--out of the egg came a tiny and very hungry caterpillar.

He started to look for some food.

On Monday he ate through one apple. But he was still hungry.

On Tuesday he ate through two pears, but he was still hungry.

On Wednesday he ate through three plums, but he was still hungry.

On Thursday he ate through four strawberries, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.

On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon. That night he had a stomachache.

The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better.

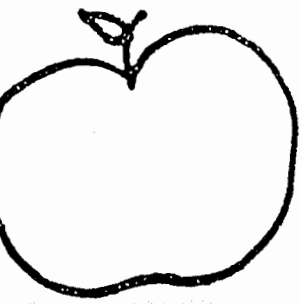
Now he wasn't hungry any more--and he wasn't a little caterpillar any more. He was a big, fat caterpillar.

He built a small house, called a cocoon, around

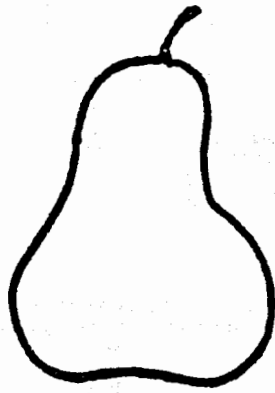
himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and...

he was a beautiful butterfly!

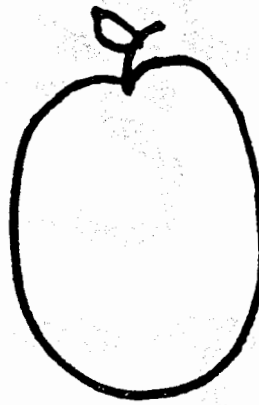




una manzana  
an apple



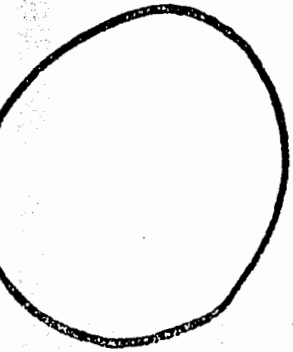
una pera  
a pear



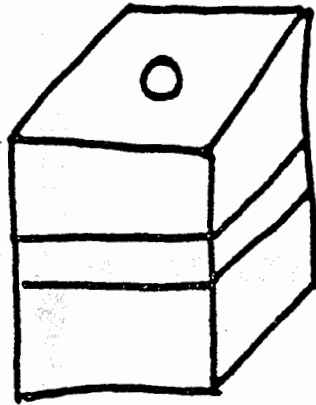
una ciruela  
a plum



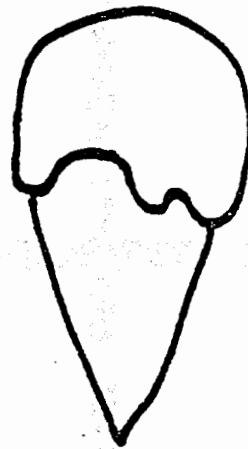
una fresa  
a strawberry



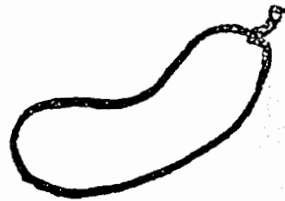
una naranja  
an orange



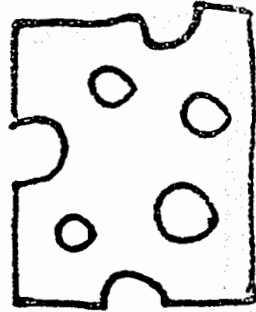
un pedazo de  
pastel de chocolate  
a piece of  
chocolate cake



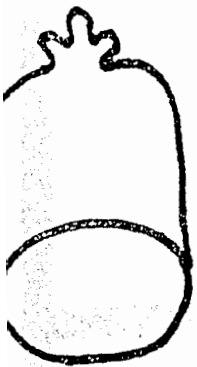
un barquillo  
de helado  
an ice cream cone



un pepino  
a pickle



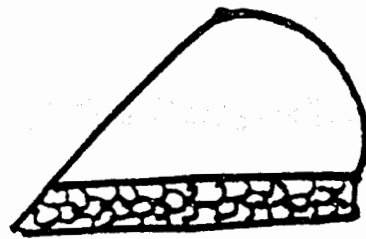
una rebanada  
de queso suizo  
a slice of  
Swiss cheese



una rebanada  
de salame  
slice of salami



una paleta  
a lollipop



un pedazo de pastel  
a piece of cherry pie



una salchicha  
a sausage



un panecillo  
a cupcake



un pedazo  
de sandía  
a slice of  
watermelon

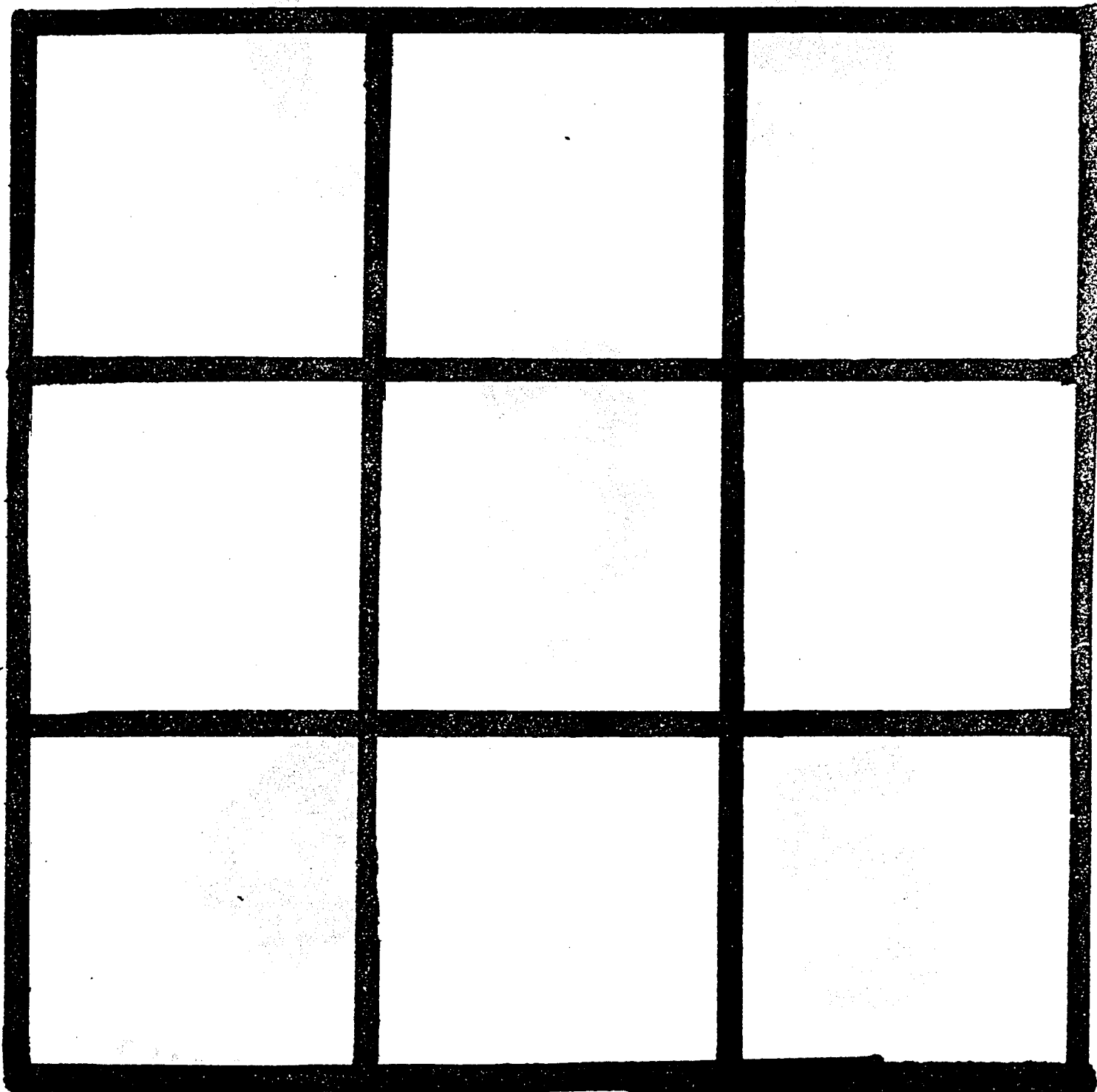


una hoja verde  
a green leaf



# TENGO TRES

Spanish 59



A large, bold, black number '1' with a slightly irregular, hand-drawn appearance.

uno

A large, bold, black number '2' with a slightly irregular, hand-drawn appearance.

dos

A large, bold, black number '3' with a slightly irregular, hand-drawn appearance.

tres

A large, bold, black number '4' with a slightly irregular, hand-drawn appearance.

cuatro

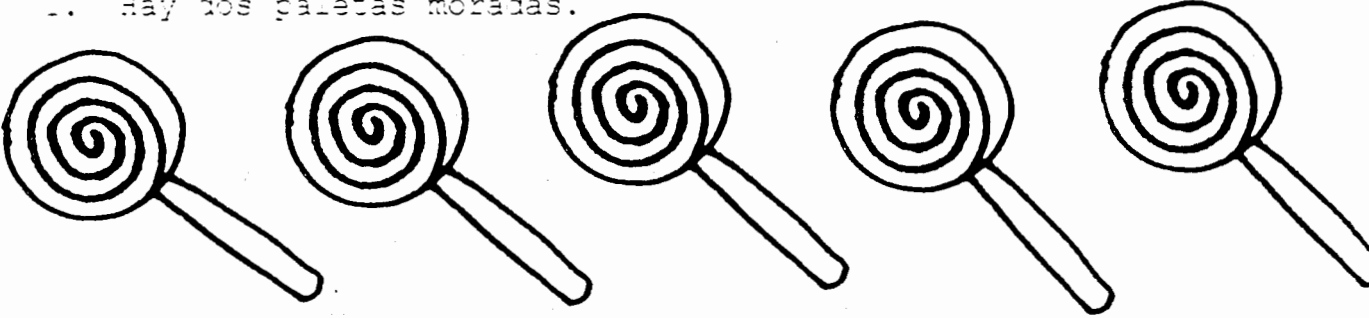
A large, bold, black number '5' with a slightly irregular, hand-drawn appearance.

cinco

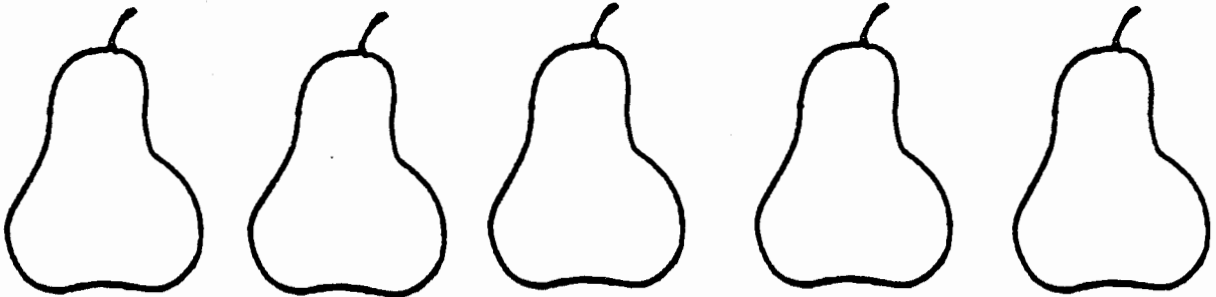
Name: \_\_\_\_\_

Using the correct color, color the correct number of each object.

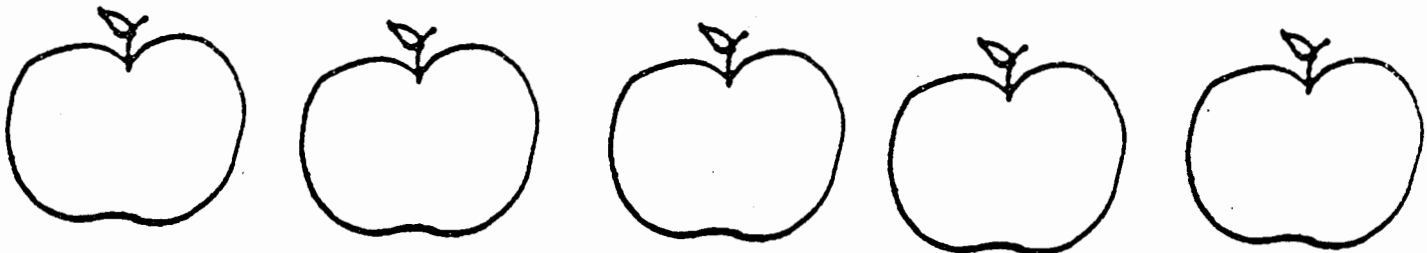
1. Hay dos paletas moradas.



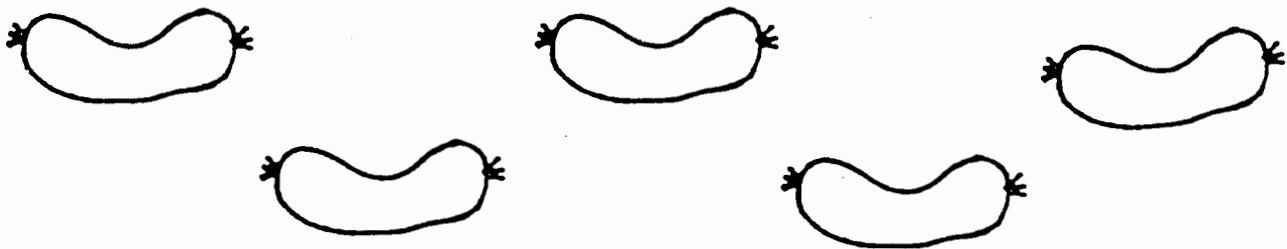
2. Hay cinco peras amarillas



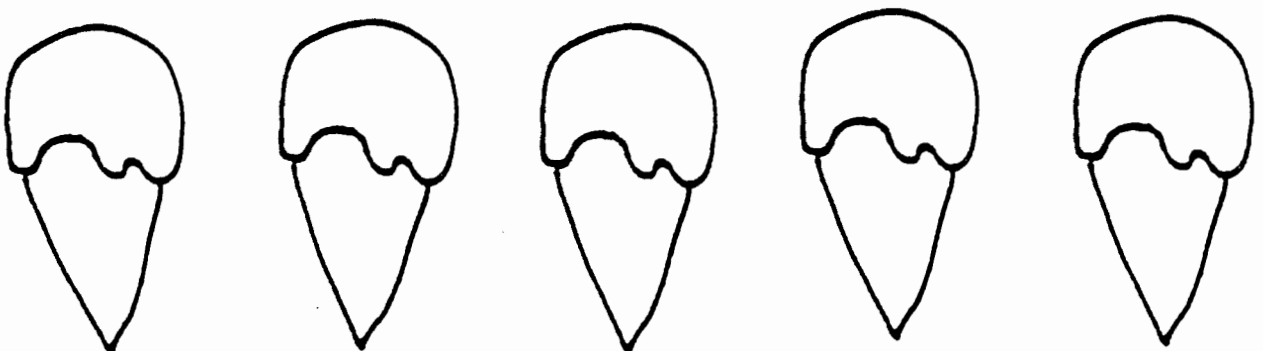
3. Hay una manzana verde.



4. Hay cuatro salchichas marrones.



5. Hay tres barquillos de helado rosado.



MacArthur, B. (1990). *Sábado. Sing, dance, laugh, and eat tacos!*, p. 34

Hoy es lunes, lunes, lunes (2 veces)

Hoy es lunes. Es lunes hoy.

Hoy es martes, martes, martes (2 veces)

Hoy es martes. Es martes hoy.

Hoy es miércoles, miércoles, miércoles (2 veces)

Hoy es miércoles. Es miércoles hoy.

Hoy es jueves, jueves, jueves (2 veces)

Hoy es jueves. Es jueves hoy.

Hoy es viernes, viernes, viernes (2 veces)

Hoy es viernes. Es viernes hoy.

¡Hoy es sábado! ¡Mi día favorito!

¡No hay escuela! No tengo que estudiar.

¡Quiero ir a una fiesta! ¡Me gusta bailar!

¡Hoy es sábado!

¡Fiesta! ¡Bailen! ¡Sábado! ¡Qué bien!

Hoy es domingo, domingo, domingo (2 veces)

Hoy es domingo. Es domingo hoy.

MacArthur, B. (1990). *Saturday! Sing, dance, laugh, and eat tacos*, p. 34.

Today is Monday, Monday, Monday (2 times)

Today is Monday. It's Monday today.

Today is Tuesday, Tuesday, Tuesday (2 times)

Today is Tuesday. It's Tuesday today.

Today is Wednesday, Wednesday, Wednesday (2 times)

Today is Wednesday. It's Wednesday today.

Today is Thursday, Thursday, Thursday (2 times)

Today is Thursday. It's Thursday today.

Today is Friday, Friday, Friday (2 times)

Today is Friday. It's Friday today.

Today is Saturday! My favorite day!

No school! No studying to do!

I want to go to a party! I like to dance!

Today is Saturday!

Party! Dance! Saturday! Great!

Today is Sunday, Sunday, Sunday (2 times)

Today is Sunday. It's Sunday today.

Name: \_\_\_\_\_

Under each day, write the Spanish word(s) for each of the foods the caterpillar ate.

domingo

sábado

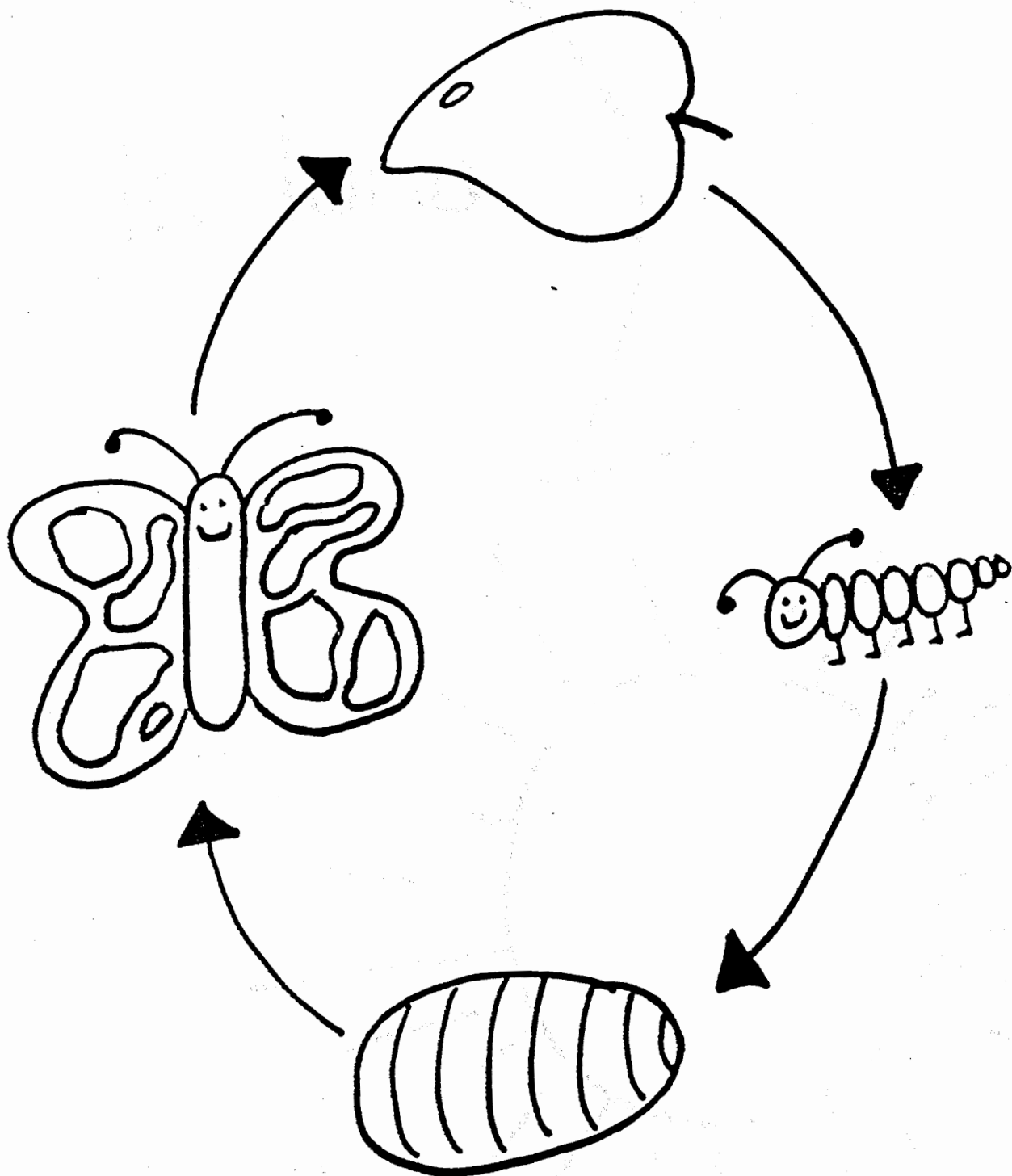
viernes

jueves

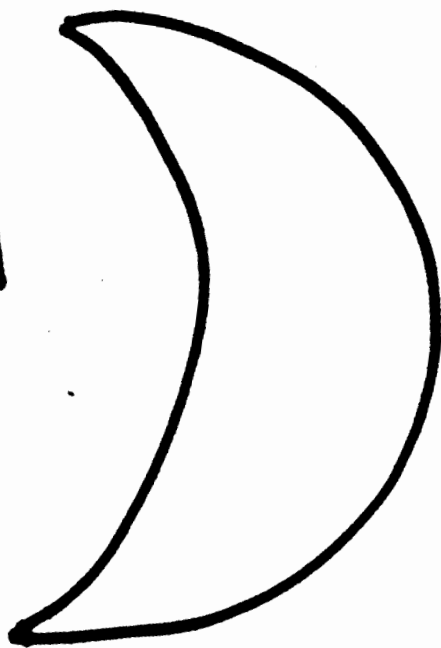
miércoles

martes

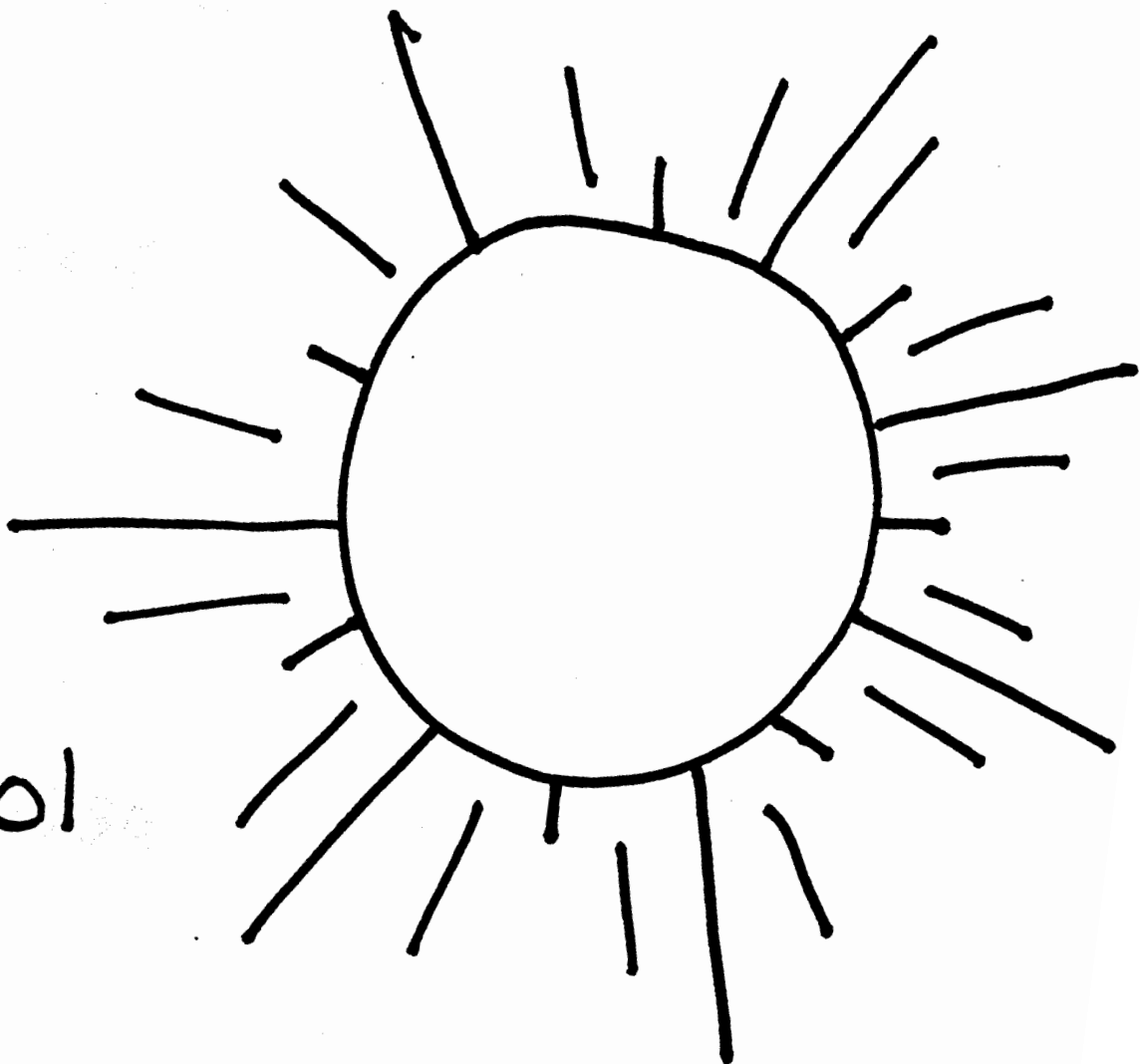
lunes



la luna



el sol





**pequeñita**

**hambrienta**

**pequeña**

**grande**

**gorda**

**hermosa**

Play/Skit Rubric

Name: \_\_\_\_\_

Other group members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grading:

Retelling      10    9    8    7    6    5    4    3    2    1

Pronunciation 10    9    8    7    6    5    4    3    2    1

Creativity      10    9    8    7    6    5    4    3    2    1

Props/  
costumes      10    9    8    7    6    5    4    3    2    1

Cooperation 10    9    8    7    6    5    4    3    2    1

Total points for play/skit      \_\_\_\_\_/50

Homework points                      \_\_\_\_\_/25

Participation points                  \_\_\_\_\_/25

**Total Unit Points                      \_\_\_\_\_/100**

APPENDIX B  
EN LA CLASE

## Vocabulary List

la bandera = flag  
el borrador = eraser  
la calculadora = calculator  
la carpeta = folder  
el cartel = poster  
el cesto = wastebasket  
la computadora = computer  
el cuaderno = notebook  
el escritorio = teacher's desk  
el estudiante = male student  
la estudiante = female student  
el lápiz = pencil  
el libro = book  
el maestro = male teacher  
la maestra = female teacher  
el mapa = map  
el marcador = marker  
la mesa = table  
la mochila = backpack  
el papel = paper  
la pizarra = chalkboard  
la pluma = pen  
la puerta = door  
el pupitre = student's desk  
la regla = ruler  
el sacapuntas = pencil sharpener

la silla = chair

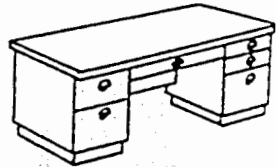
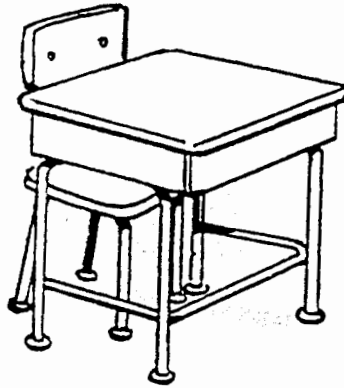
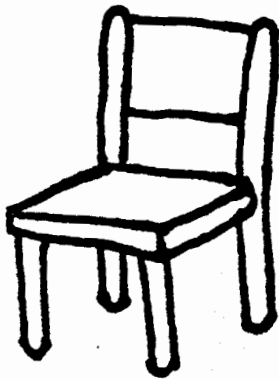
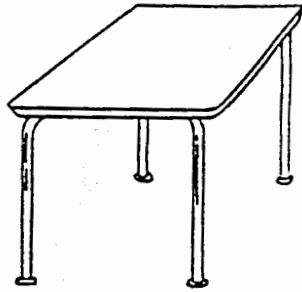
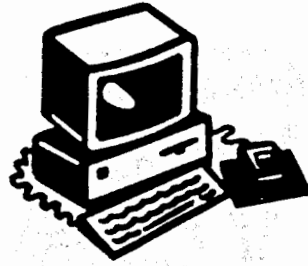
el teléfono = telephone

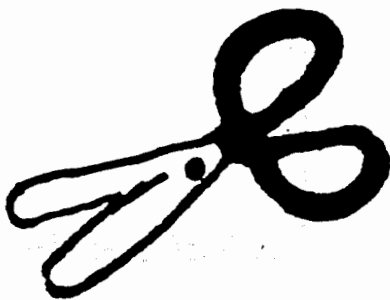
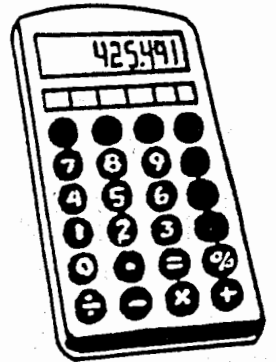
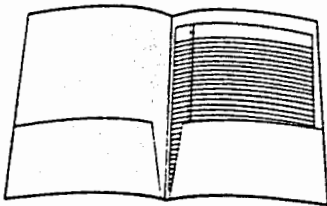
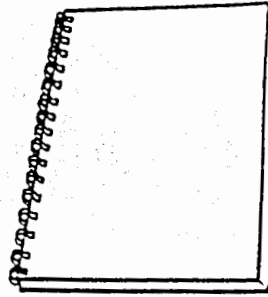
la televisión = television

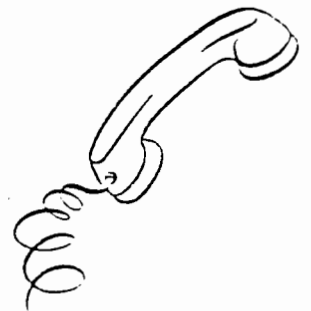
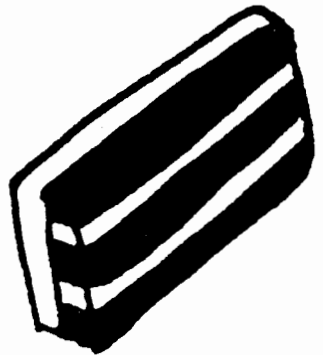
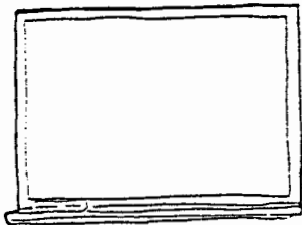
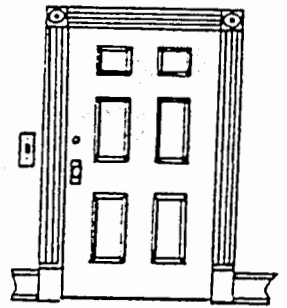
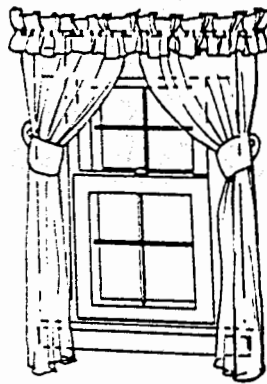
las tijeras = scissors

la tiza = chalk

la ventana = window









Name: \_\_\_\_\_



Answer the following questions in complete sentences in Spanish.

1. ¿Cuántos libros hay? \_\_\_\_\_
2. ¿Cuántos mapas hay? \_\_\_\_\_
3. ¿Cuántos pupitres hay? \_\_\_\_\_
4. ¿Cuántas sillas hay? \_\_\_\_\_
5. ¿Cuántas banderas hay? \_\_\_\_\_
6. ¿Cuántos cuadernos hay? \_\_\_\_\_
7. ¿Cuántos lápices hay? \_\_\_\_\_
8. ¿Cuántas plumas hay? \_\_\_\_\_
9. ¿Cuántos carteles hay? \_\_\_\_\_
10. ¿Cuántas pizarras hay? \_\_\_\_\_

Name: \_\_\_\_\_

wastebasket

escritorio

book

pen

tiza

borrador

lápiz

table

window

computadora

maestro

poster

paper

telephone

backpack

silla

pizarra

sacapuntas

mapa

televisión

door

flag

scissors

cuaderno

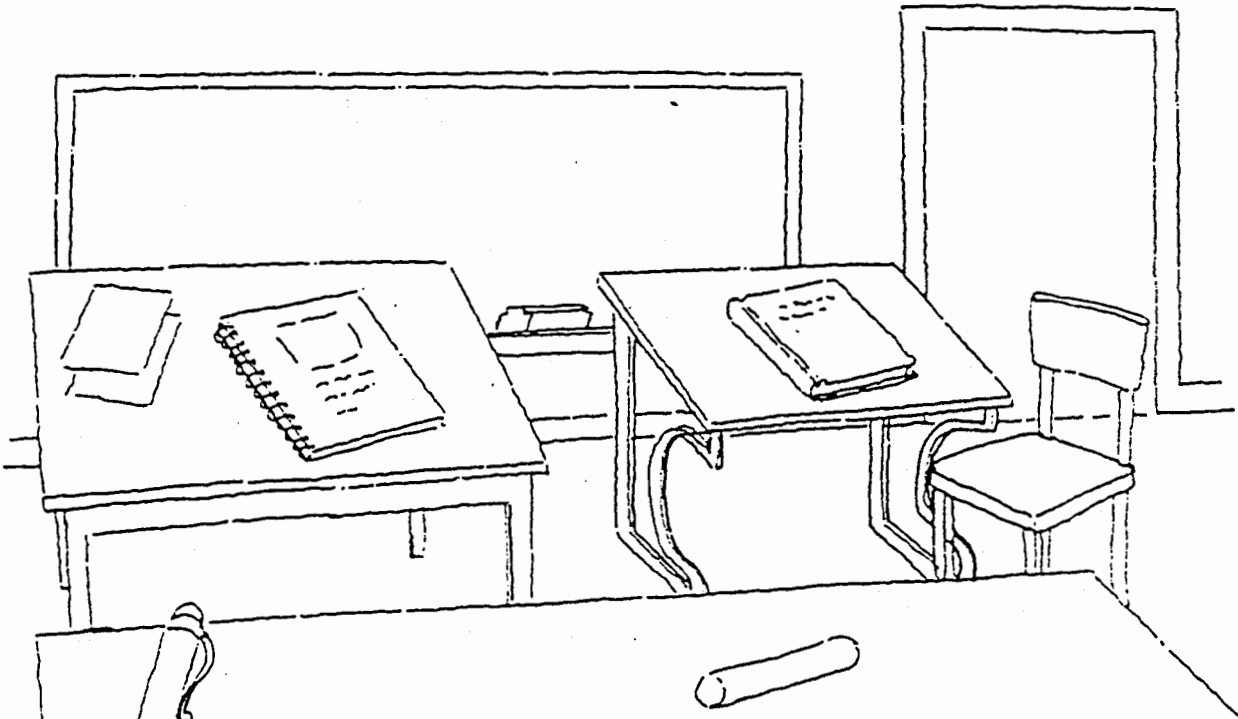
female student

folder

marcador

pupitre

Name: \_\_\_\_\_

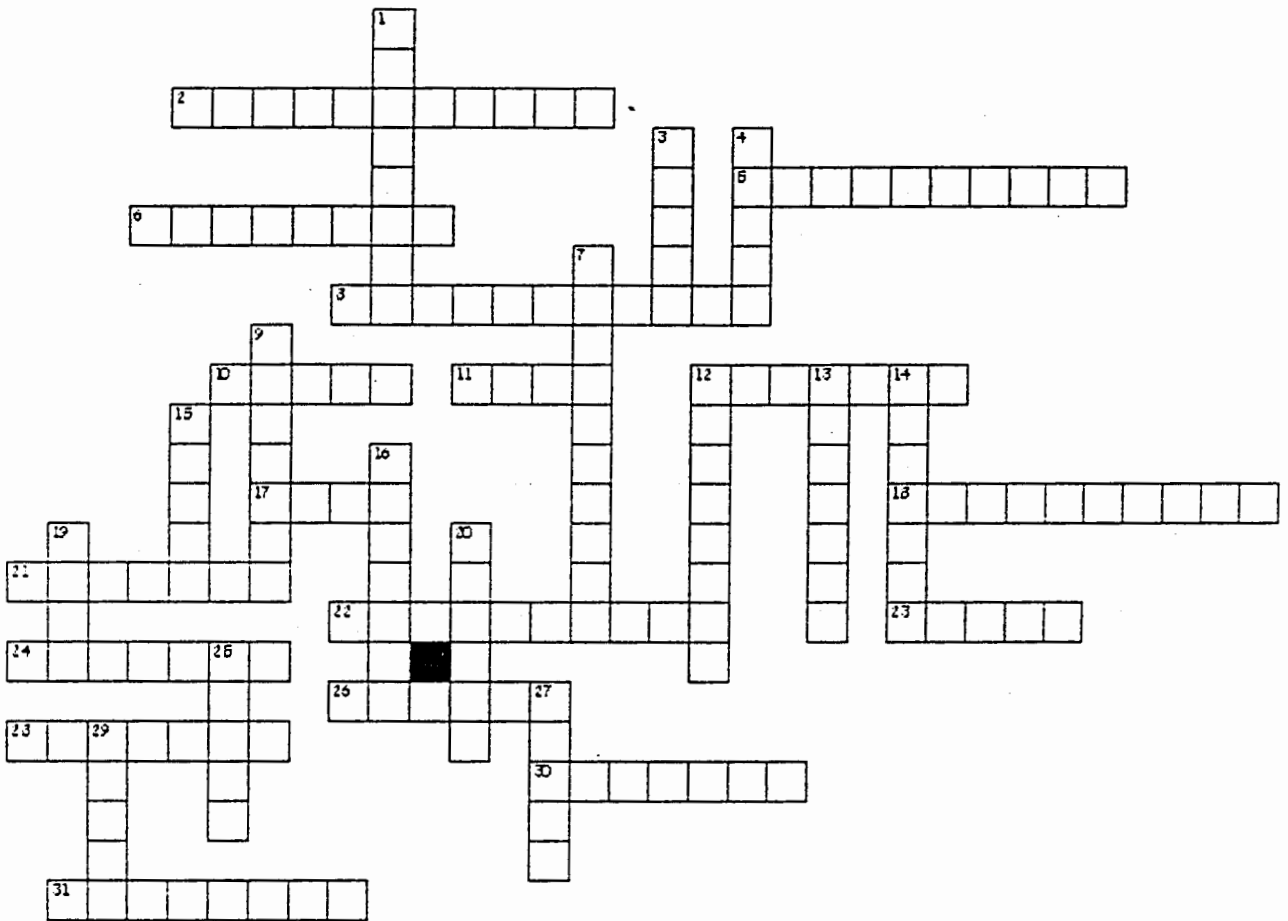


Find the following objects in the picture and color them the correct colors.

- |                         |                        |
|-------------------------|------------------------|
| 1. la tiza roja         | 7. el pupitre morado   |
| 2. el lápiz rosado      | 8. el libro anaranjado |
| 3. el cuaderno amarillo | 9. el escritorio negro |
| 4. la pluma azul        | 10. la puerta marrón   |
| 5. la pizarra verde     | 11. la mesa blanca     |
| 6. la silla gris        | 12. el borrador negro  |

Name: \_\_\_\_\_

## En la clase de español



Across

- 2. calculator
- 5. student
- 6. marker
- 8. computer
- 10. paper
- 11. map
- 12. folder
- 17. chalk
- 16. teacher's desk
- 21. window
- 22. television
- 23. chair
- 24. male teacher
- 26. poster
- 28. backpack
- 30. student's desk
- 31. eraser

Down

- 1. telephone
- 3. book
- 4. ruler
- 7. pencil sharpener
- 9. female teacher
- 12. notebook
- 13. chalkboard
- 14. scissors
- 15. pen
- 16. flag
- 19. table
- 20. door
- 25. clock
- 27. pencil
- 29. wastebasket

Name: \_\_\_\_\_

## En la clase de español

R O R E B B M C V S A T E Y A G Y L P A P J Z  
 O R U J A A A O A R M E R S G Z I T R A U J C  
 D T I L W R N C O D U Ñ E T T B I R A S E V E  
 A S G B T P A D A M L E L Z R U A T R E R S P  
 R E N E A P A M E R P V O O G Z D X O M T F R  
 R A L G U T R P W R T I J X I C P I D I A C A  
 O M N N U Q I O E D A S E P Z O T T A R Y S M  
 B N T P A F F J D L O I E P V I D O L N C M O  
 L A M D A T E P R A C Ó F A J E N Q U X T F C  
 S O F A R G Í L O B C N Z E M R N U C R X E H  
 C T E L É F O N O G A R R I E H A T L W E Y I  
 P U P I T R E S I L L A A D P Y W I A N S M L  
 Y O T S E C L S F Y S F A M O Á R S C N P L A  
 E S C R I T O R I O X U N W Q S L G O F A L D  
 Z A X Z S D R P N E C J H I F L A O P F F V M

BACKPACK  
 BOOK  
 CALCULATOR  
 CHAIR  
 CHALK  
 CHALKBOARD  
 CLOCK  
 COMPUTER  
 DOOR  
 ERASER  
 FLAG

FOLDER  
 MAP  
 MARKER  
 NOTEBOOK  
 PAPER  
 PEN  
 PENCIL  
 PENCIL SHARPENER  
 POSTER  
 RULER

SCISSORS  
 STUDENT  
 STUDENT'S DESK  
 TABLE  
 TEACHER (FEMALE)  
 TEACHER (MALE)  
 TEACHER'S DESK  
 TELEPHONE  
 TELEVISION  
 WASTEBASKET  
 WINDOW

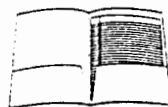
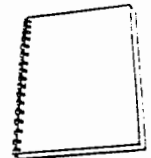
Name: \_\_\_\_\_

**Test--En la clase**

I. **Reading** For each number, I will hold up a card with one of your vocabulary words on it. Circle the correct word for each number.

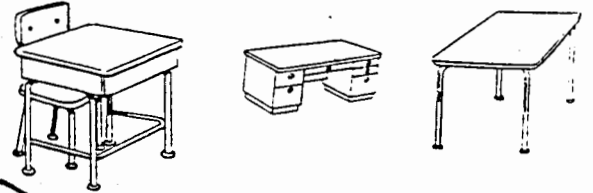
- |                   |                |               |
|-------------------|----------------|---------------|
| 1. el estudiante  | el escritorio  | la estudiante |
| 2. la computadora | la calculadora | la carpeta    |
| 3. la regla       | la silla       | el reloj      |
| 4. la televisión  | el teléfono    | las tijeras   |
| 5. el lápiz       | la pluma       | el marcador   |
| 6. el borrador    | la tiza        | la pizarra    |
| 7. el profesor    | la puerta      | la profesora  |
| 8. la mesa        | el pupitre     | el escritorio |
| 9. el cuaderno    | la carpeta     | el libro      |
| 10. la mochila    | el sacapuntas  | el borrador   |

II. **Listening** I will read a paragraph about packing my backpack for school. As I read, circle the items I put in my backpack.



III. Reading Circle the picture that matches the underlined word in each sentence.

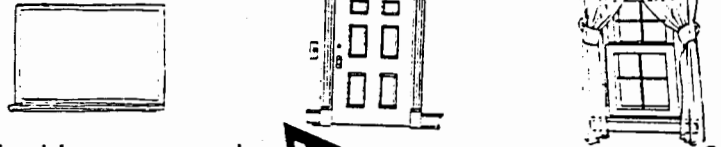
1. Me siento en el pupitre a las nueve.



2. Borro la pizarra por la mañana.



3. Cierra la puerta, por favor.



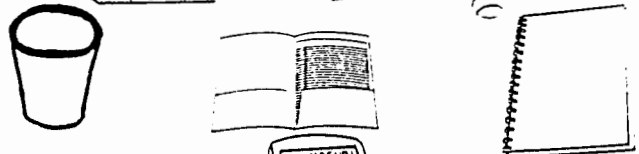
4. La bandera de Mexico es roja, blanca, y verde.



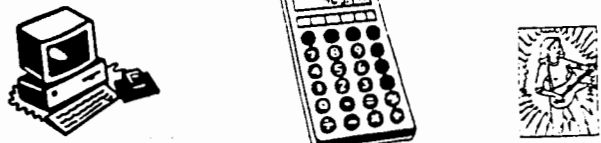
5. Hablo con tu mamá por teléfono.



6. Pongo el papel en el cesto.



7. El cartel está en la pared.



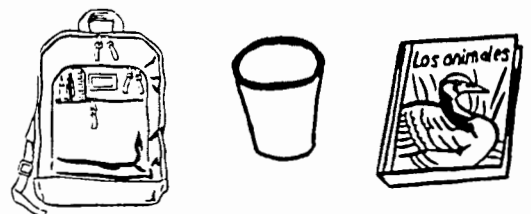
8. Corto el pelo con las tijeras.



9. Escribo con un marcador.



10. Pongo muchas cosas en mi mochila.



IV. Writing Write the Spanish word for each of the following objects.

1.



---

2.



---

3.



---

4.



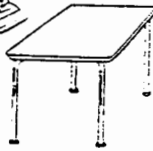
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5.



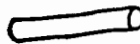
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6.



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7.



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8.



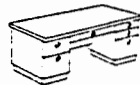
---

9.



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10.



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V. **Speaking** I will call you up to my desk one at a time. When it is your turn, please bring this with you. I will show you ten cards and you will tell me the Spanish word for each card.

1. ☺ ☹
2. ☺ ☹
3. ☺ ☹
4. ☺ ☹
5. ☺ ☹
6. ☺ ☹
7. ☺ ☹
8. ☺ ☹
9. ☺ ☹
10. ☺ ☹

Name: \_\_\_\_\_

**Test--En la clase**

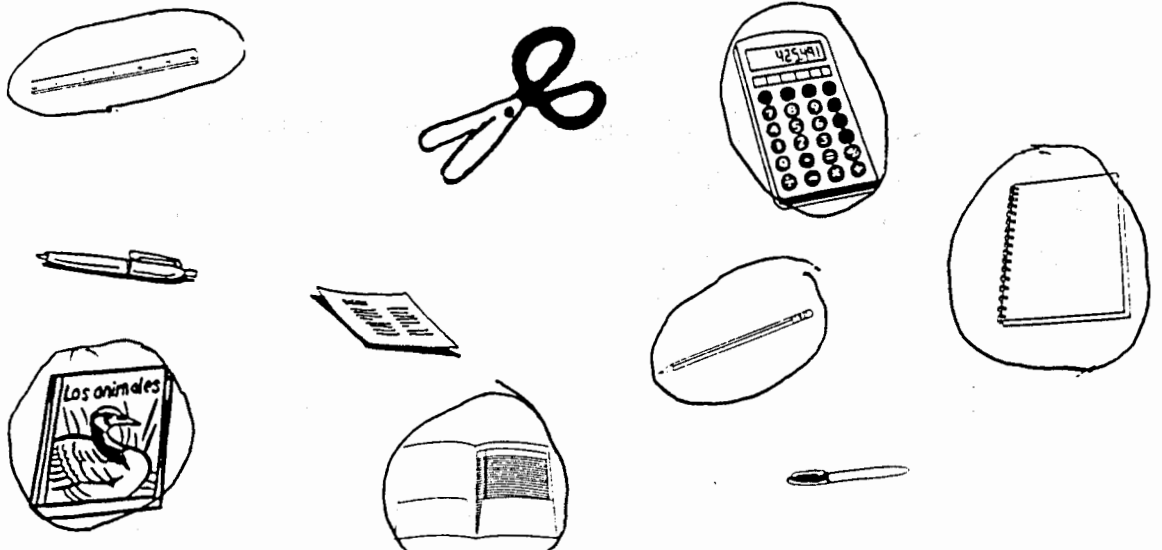
**I. Reading** For each number, I will hold up a card with one of your vocabulary words on it. Circle the correct word for each number.

- |                   |                |               |
|-------------------|----------------|---------------|
| 1. el estudiante  | el escritorio  | la estudiante |
| 2. la computadora | la calculadora | la carpeta    |
| 3. la regla       | la silla       | el reloj      |
| 4. la televisión  | el teléfono    | las tijeras   |
| 5. el lápiz       | la pluma       | el marcador   |
| 6. el borrador    | la tiza        | la pizarra    |
| 7. el profesor    | la puerta      | la profesora  |
| 8. la mesa        | el pupitre     | el escritorio |
| 9. el cuaderno    | la carpeta     | el libro      |
| 10. la mochila    | el sacapuntas  | el borrador   |

**II. Listening** I will read a paragraph about packing my backpack for school. As I read, circle the items I put in my backpack.

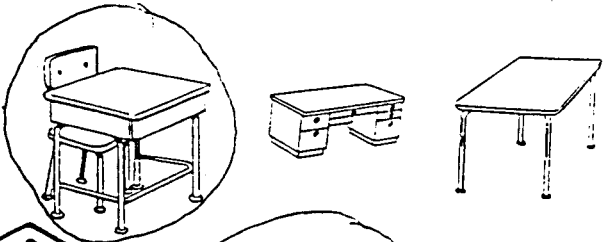
Paragraph to read to students:

Primero, necesito un lápiz. También, tengo un libro y un cuaderno. Pongo mi calculadora y una regla en mi mochila, también. Finalmente, necesito mi carpeta para las matemáticas.

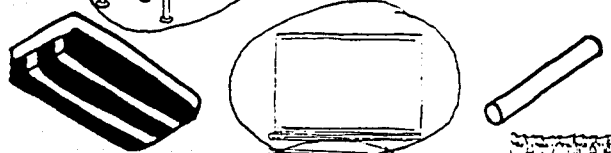


III. Reading Circle the picture that matches the underlined word in each sentence.

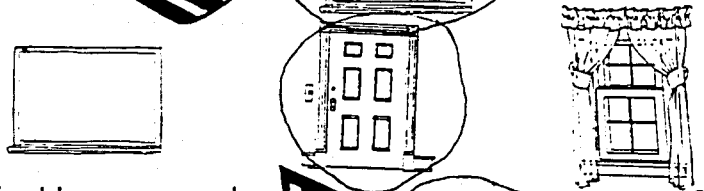
1. Me siento en el pupitre a las nueve.



2. Borro la pizarra por la mañana.



3. Cierra la puerta, por favor.



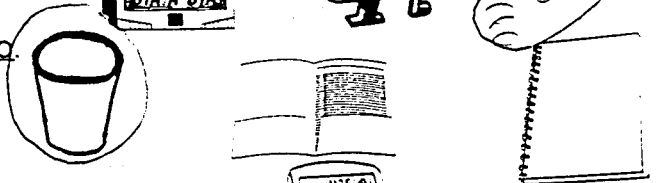
4. La bandera de Mexico es roja, blanca, y verde.



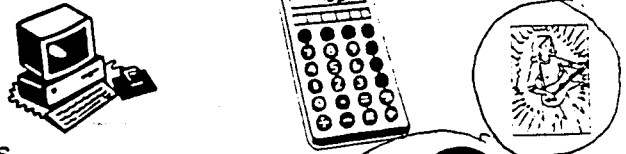
5. Hablo con tu mamá por teléfono.



6. Pongo el papel en el cesto.



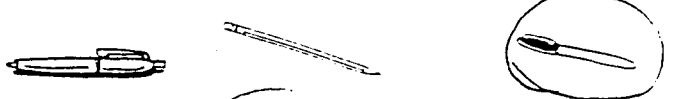
7. El cartel está en la pared.



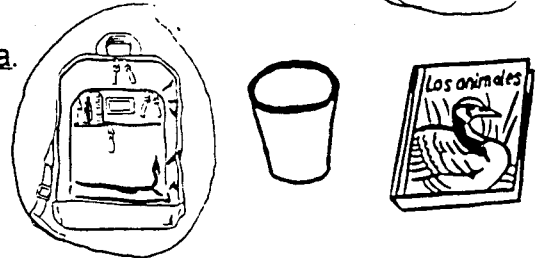
8. Corto el pelo con las tijeras.



9. Escribo con un marcador.



10. Pongo muchas cosas en mi mochila.



IV. Writing Write the Spanish word for each of the following objects.

1.



la televisión

2.



el mapa

3.



la computadora

4.



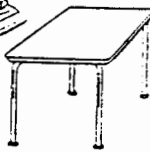
el profesor

5.



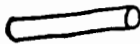
la estudiante

6.



la mesa

7.



la tiza

8.



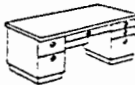
la silla

9.



el reloj

10.



el escritorio

**V. Speaking** I will call you up to my desk one at a time. When it is your turn, please bring this with you. I will show you ten cards and you will tell me the Spanish word for each card.

1. ☺ ☹ 2. ☺ ☹ 3. ☺ ☹ 4. ☺ ☹ 5. ☺ ☹  
6. ☺ ☹ 7. ☺ ☹ 8. ☺ ☹ 9. ☺ ☹ 10. ☺ ☹

## Project Rubric--En la Clase

Name: \_\_\_\_\_

Grading:

Spelling	5	4	3	2	1
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Correct labels	5	4	3	2	1
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Neatness	5	4	3	2	1
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Creativity	5	4	3	2	1
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Colorfulness	5	4	3	2	1
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Total project points \_\_\_\_\_/25

Homework points \_\_\_\_\_/25

Participation points \_\_\_\_\_/25

Test points \_\_\_\_\_ ÷ 2 = \_\_\_\_\_/25

Total Unit Points \_\_\_\_\_/100