

Explorando a mi Pueblo



por
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Explorando a mi Pueblo

Unit Overview

Introduction

- ⌘ Purpose and description
- ⌘ Unit Goals
- ⌘ A Word About Language Learning
- ⌘ World Languages at the Elementary Level

Mini Units within this unit:

- ⌘ ¿A Dónde Vamos? Vamos a ...
- ⌘ Vamos a la Escuela
 - ⌘ La Escuela
 - ⌘ En el Salón de Clase
 - ⌘ La Hora
 - ⌘ El Alfabeto Español
- ⌘ Vamos al Supermercado
 - ⌘ La Comida en el Supermercado
- ⌘ Vamos al Zoológico
 - ⌘ Los Animales del zoológico

Special Holiday

- ⌘ Columbus Day - "Día de la Raza"
 - ⌘ Celebration
 - ⌘ Language activities
 - ⌘ Songs & Poems
 - ⌘ Activities, Crafts and Games

Spanish Teaching Resources



Introduction

Explorando a mi Pueblo I

¡Bienvenido a "Explorando a mi Pueblo"! This unit has been done to parallel the themes of this year's French unit. Although some of the themes and vocabulary have been included in a previous unit, in this unit it has been expanded to include time telling, zoo animals and foods at the supermarket. Also I have included a higher level of language usage for upper grade levels. This unit has an interactive approach and it is still intended to be used by any teacher who wishes to acquaint his/her students with the Spanish language in a fun and interactive manner. Previous experience in the Spanish language is not needed since the pronunciations for all the vocabulary will be clearly given. The activities and exercises included may be suited for primary grades, as well as higher grades. Use your judgement to determine which activities are best suited for your students.

The unit has been broken down into mini-units of study. Each mini-unit begins with an English/Spanish vocabulary list that will introduce the teacher to the vocabulary that will be covered within that unit. (You may want to copy these and send them home for parents to help their children with practice of their pronunciation.) Each unit includes vocabulary cards with the Spanish vocabulary and the English translation. (This year we will be providing sound files to help with the pronunciation.) These cards can be cut and put into an index file for quick reference or used in games and other types of mentioned activities. You can also use them as a review exercise or assessment.

This new unit contains more worksheets and ideas for instructional activities. The teacher will decide which ones are suitable for the students. These can also be used to create portfolios which the students can keep at the end of the school year.

The themes included in this unit are a continuation of some of the themes covered during a school year. My Spanish classes meet twice a week for thirty minutes. I have included a potpourri of activities from which you can choose according to the time available and age of your students. Remember that "practice makes perfect," and the more your students practice it the better they'll be at it.

The latest research shows compelling evidence that experience with two languages gives rise to mental flexibility, a superiority of concept formation and a more diversified set of mental abilities. It further demonstrates that language acquisition skills are sharpest at an early age. Younger children have a greater capacity for second language acquisition than older children and adults.

My approach to teaching a foreign language to small children is a hands on, experiential approach, based on the principles of fun, interaction and repetition. I have found that in this manner children learn very quickly and begin to use their "new" vocabulary words in their day to day activities.

It is my hope that this unit will continue to enhance your current program as you and your students continue to explore and study the Spanish language. ¡Buena Suerte!



Unit Goals:

Content Goals:

After studying this unit, the students will be able to develop the following essential skills:

1. Read the vocabulary in the target language (using the correct pronunciation through the use of phonics) to identify various places in the community as well as the objects and foods found in these places.

2. Communicate with others using the vocabulary in the target language to express their opinion and personal preferences.

Attitudinal Goals:

After studying the vocabulary and expressions in this unit, the students will demonstrate:

1. Willingness to use the vocabulary and expressions in order to communicate with others in the target language.

2. Feel ease and comfort communicating in a given appropriate setting.

Process Goal:

While learning about places in the community and related vocabulary in this unit, students will :

1. Learn to listen, repeat, pronounce, read, and write vocabulary words and expressions in the target language through the use of drills, Total Physical Response activities, songs, games, short dialogues, partner exercises and written exercises.



A Word About Language Learning

In my teaching experience I have observed that a second language such as Spanish can be learned very much the same way a person learns his or her primary language as a baby. One important factor is that of surrounding your students with the target language. Creating an environment of the Spanish language is easy to do. This in turn will allow your students to acquire vocabulary and a fluency of language with ease. Having a daily routine in which you talk about the calendar, weather, etc., performing set routines such as roll call, asking permission to do things and holding structured conversations in Spanish are also natural tools for teaching students the language.

The main thing is for you and your students to have fun and to enjoy the experience of another language and culture. It is okay to make mistakes and to "catch" yourself making one. What a fun way for them to learn.

Benefits of Being Bilingual

Learning a second language at an early age...

1. Has a positive effect on intellectual growth.
2. Enriches and enhances a child's mental development.
3. Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
4. Improves a child's understanding of his/her native language.
5. Gives a child the ability to communicate with people s/he would otherwise not have the chance to know.
6. Opens the door to other cultures and helps a child understand and appreciate people from other countries.
7. Gives a student a head start in language requirements for college.
8. Increases job opportunities in many careers where knowing another language is a real asset.



(Extracted from Center for Applied Linguistics)

World Languages at the Elementary Level: The Optimum Starting Point

Recent scientific research has provided many insights into when and how children best acquire languages. These findings have important implications for educators, policy makers, and parents as they challenge the traditional time framework for beginning language study in schools as well as methodology for teaching languages. Patricia Kuhl, at the University of Washington, reported that by six months infants' perceptual systems are already configured to acquire their native language. With each year of growth, children are less able to filter out distinctions among sounds of other languages. After early childhood, the language acquisition mechanism becomes highly structured creating an interference effect that may account for the difficulty in learning languages at a later time. This indicates that a window of developmental opportunity exists for acquiring other languages. These findings, along with the ease with which children in bilingual families acquire two languages, support the contention that world language instruction should begin as early as preschool age. (Education Commission of the States, 1996)

Dr. Gladys Lipton (1998, p.11), highlights the results of research on children who study a foreign language in elementary school. These students:

- ⌘ achieve expected gains and have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not;
- ⌘ show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills;
- ⌘ have an improved self-concept and sense of achievement in school; and
- ⌘ can transfer their language learning skills in subsequent foreign language study in high school and college.



Lipton notes Boyer's 1995 recommendations for the elementary school of the future, which urged that "foreign language instruction begin early, certainly by third grade, that it be offered daily and be continued through all grades." Lipton, Morgan, and Reed (1996) report that on the 1995 Advanced Placement French Language Examination, students who began their study of French in Grades 1-3 and 4-6 outperformed those who began in Grade 7 or later.

Curtain and Pesola (1994, pp.3-4) identify three powerful arguments for including world languages in the core curriculum of elementary schools in the United States. They are excerpted below.

- ⌘ One of the most important factors influencing the development of language proficiency is the amount of time spent working with the language. When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.
- ⌘ Every skill and outcome that is important to society is introduced through the elementary school curriculum. The lists of curriculum requirements in almost every state attest to the importance of reading, math, social studies, science, music, art and physical education... Only when languages become a secure part of the elementary school curriculum will language learning begin to meet the needs so vividly described in the national reports of the 1980's.
- ⌘ The age of 10 is a crucial time in the development of attitudes toward nations and groups perceived as "other," according to the research of Piaget, Lambert and others (Lambert & Klineberg, 1967). Children are in the process of moving from egocentricity and reciprocity, and information introduced before age 10 is eagerly received . . . The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language.

Excerpt from: The New Jersey World Languages Curriculum Frameworks



Spanish Teaching Resources

Educational Websites

Directory of resources for teachers interested in using computer technology in the foreign language classroom (Excellent website)

<http://www.public.iastate.edu/~egarcia/fles.html>

General Vocabulary for Elementary Schools

<http://www.pthsd.k12.nj.us/main/Drew/gspanishvocabul.htm>

Juegos y Canciones para Niños

(Songs and games for children) (Excellent website)

<http://www.hevanet.com/dshivers/juegos/>

Microsoft Classroom Teacher Network

(Lots of wonderful teaching ideas for all subjects)

<http://www.microsoft.com/education/?ID=InnovativeTeachers>



Teaching Spanish in the Elementary Schools

<http://www.teach.fhu.edu/technology/EDU230/elemspanish.html>

World Languages Resources for Elementary School Spanish teacher

(Teacher resources, assessment, stories, songs and games, publishers and webquests. Excellent website)

http://www.geocities.com/sra_rk/worldlang_resources.htm

Misc. Websites

Schoolnotes.com

(I highly recommend this website if you don't have your own. I use it to post homework, events, and notes for students and parents.)

<http://www.schoolnotes.com>

Learn Spanish-Language.com

<http://www.learn-spanishlanguage.com/webquests.htm>

Spanish for Educators

<http://www.arlington.k12.va.us/departments/IMT/AETV/SFE/participating.htm>

Publishers/ Workbooks and Activity Books

Hayes School Publishing Co., Inc.

Spanish Crossword Puzzles

Grades 3-61-55767-511-2

Spanish Puzzlers Book 1

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Hablo Español con Perico

ISBN # 155767-012-9

Voy A Mexico con Perico

ISBN #0-88313-062-9

Jordan Music Production

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(songbook and cassette)

ISBN # 1-895523-35-4

Languages Alive! Publishing Company

Interactive Spanish/ Lessons for Early Language Learning



Mc Graw-Hill / Children's Publishing

Instructional Fair/ TS Denison

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(Activities for Kindergarten)

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Bit of Everything (Un poco de todo) (K-Primary)

(An Introduction to Spanish)

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Teach Them Spanish (Grades 1-3)

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ISBN# 1-56822-842-2- (Grade 3)

Spanish Elementary/ 100 Reproducible Activities

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National Textbook Company

iViva el Español! / Learning Systems A, B, C

Passport Books

(songbook and cassette)

Let's Sing and Dance in Spanish

ISBN # 0-8442-7079-2

Scholastic Inc./Professional Books

Sight Words in Spanish

ISBN# 0-439-14115-X

15 Reproducible Spanish Write and Read Books

ISBN# 0-439-05176-2

Frank Schaffer Publications

Spanish Elementary Level 1

ISBN#1725723101



Teaching Materials Catalogs

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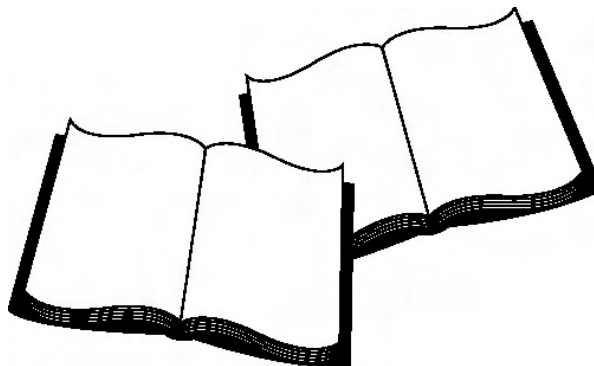
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