

Spanish/ Waunakee		
Unit Theme: Weather and Climate: Winter and the Changing Seasons		
Lesson: Day 1:		Grade: 2
Concepts: <ul style="list-style-type: none"> The weather in different places during different times of the year Months and seasons Winter activities 	Language Focus: RECEPTIVE <ul style="list-style-type: none"> Understand the differences in weather patterns in the USA and Mexico at different times of the year Understand that some activities can only be done in the wintertime in places where it's cold Match the name of the month with the appropriate season (picture cue) Understand questions about the weather Interpret a weather map of Mexico PRODUCTIVE <ul style="list-style-type: none"> Tell what they like to do in winter (me gusta...) Tell what the weather is like and ask about the weather 	Key Structures and Vocabulary: RECEPTIVE <ul style="list-style-type: none"> Weather Vocabulary: la lluvia, la nieve, el sol, el viento, hace frío, hace calor Seasons vocabulary: la primavera, el verano, el otoño, el invierno Other vocabulary: los deportes, el tiempo PRODUCTIVE <ul style="list-style-type: none"> el tiempo está: Weather vocabulary me gusta, no me gusta
Activities: <ol style="list-style-type: none"> Open with a "Buenos días/buenas tardes" song. Do calendar and weather. Month and season. Review weather clothing using the "shh" game. Group students and assign leaders to direct seasonal dress. Choose a volunteer to dress up with winter weather gear and have students repeat terms out loud as each piece is layered on. End with song. 		
Assessment: <ol style="list-style-type: none"> Intrapersonal & Interim: Students negotiate meaning of weather terminology together, follow direction, and directly demonstrate this understanding via action. 		
Materials: Weather flashcards, seasonal clothing		
Standards: A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes		

Spanish/ Waunakee		
Unit Theme: Maps: Weather Maps		
Lesson: Day 1:		Grade: 3
<p>Concepts:</p> <ul style="list-style-type: none"> • Purpose of maps • Political maps • Physical / topographical maps • Climate maps • Symbolic Maps • Maps with alternative perspectives • Hemispheres 	<p>Language Focus:</p> <p>RECEPTIVE</p> <ul style="list-style-type: none"> • Understand why maps are helpful • Understand different kinds of maps • Understand that maps reflect the culture of the map maker <p>PRODUCTIVE</p> <ul style="list-style-type: none"> • Identify different types of maps 	<p>Key Structures</p> <p>RECEPTIVE</p> <ul style="list-style-type: none"> • ¿Dónde vive? • Informar • Ayudar • Localizar o colocar • Describir • Ser • Estar • Hemisferio • Prepositions • Land forms, features • Climate, weather • Animal Names <p>PRODUCTIVE</p> <ul style="list-style-type: none"> • Vive • Es y está • Político, físico, simbólico, de clima
<p>Activities:</p> <ol style="list-style-type: none"> 1. Open with a “Buenos días/buenas tardes” song. 2. Do calendar and weather. Month and season. 3. Review weather map vocabulary. 4. Student weather map presentations. 5. End with song. 		
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Presentational & Interim: Students present a weather forecast using pictures and correct vocabulary. 		
<p>Materials:</p> <p>Weather flashcards, weather maps</p>		
<p>Standards:</p> <p>A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface</p> <p>A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders</p> <p>A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world</p>		

Nombres:

Las Noticias Meteorológicas



¡Su grupo va a presentar las noticias del tiempo!

1. Usa el mapa de España.
2. Usa los símbolos del tiempo.
3. Habla en español.
4. ¡Gócense!

☺ muy bien

☹ así-así

1. Español		
2. Las palabras		
3. El mapa		
4. Participación		

Spanish		
Unit Theme: Me and You		Week
Lesson 7-10: Formative: Weather		Grade: 6
<p>Concepts:</p> <ul style="list-style-type: none"> • Descriptions: colors, numbers • Calendar and seasons • Day, date, month 	<p>Language Focus:</p> <p>RECEPTIVE</p> <ul style="list-style-type: none"> • Understand color and number words • Understand questions calendar, day, and date. • Understand weather vocabulary <p>PRODUCTIVE</p> <ul style="list-style-type: none"> • State: colors, numbers, and date. • Have a simple dialogue about the date. • Independently use language to create a calendar. 	<p>Key Structures and Vocabulary:</p> <p>RECEPTIVE</p> <ul style="list-style-type: none"> • los colores • los números • día, fecha, mes • preguntas sobre las temas • el tiempo <p>PRODUCTIVE</p> <ul style="list-style-type: none"> • los colores • los números • día, fecha, mes • ¿Cuál es la fecha? • vocabulario del tiempo
<p>Activities:</p> <ol style="list-style-type: none"> 1. Open with hola. 2. Have students greet each other in pairs. 3. Introduce weather vocabulary. Use action miming for memory. 4. Match weather pictures into appropriate term box. 5. Play Weather Memory in small groups 6. Use crossword puzzle if for students that finish early. 7. Use NEW stations. 8. Play find a word. 		
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Interpretative: Weather: formative: simple overview of matching the correct word card to a picture that represents it. 		
<p>Materials:</p> <p>Cuaderno, flashcards, calendars, booklets.</p>		
<p>Standards: A.8.4.a: Read to acquire information: Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals.</p> <p>B.8.3.e: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communication (as compared with Spanish): Employ the conventions of capitalization (as compared with Spanish)</p>		