

Spanish/ Mandy Madderom		
Unit Theme: Home and Away: Easter and Semana Santa		Week 27
Lesson: Day 6 of 6 Evaluación		Grade: 1st
Concepts: <ul style="list-style-type: none"> When and to where people travel during vacations and how they get there People celebrate holidays differently Easter observations in the USA and in Honduras Honduran “alfombras” as they relate to Semana Santa observations 	Language Focus: RECEPTIVE <ul style="list-style-type: none"> Understand questions about where they go for vacation and how they get there Understand what the Honduran custom of creating “alfombras” is and why it’s done Understand how Easter celebrations in the USA and Honduras are similar and how they are different PRODUCTIVE <ul style="list-style-type: none"> Tell where they go for vacation Identify modes of transportation Identify colors and shapes Sort Easter symbols on a Venn diagram labeled U.S. and Honduras 	Key Structures and Vocabulary: RECEPTIVE <ul style="list-style-type: none"> ¿Adónde vas de vacaciones? Alfombras de aserrín, la procesión, la iglesia, el conejo, los huevos, los dulces, la canasta de Pascua Color/shape vocabulary El carro, el avión, el barco, la pasapore, la playa, las montañas, el parque de atracción PRODUCTIVE <ul style="list-style-type: none"> Yo voy Color/shape vocabulary (Los círculos son rojos. El triángulo es azul...) El carro, el avión, el barco, la pasapore, la playa, las montañas, el parque de atracción
Activities: <ol style="list-style-type: none"> Greet students. Sing a song to start class. Do calendar and weather. Review Easter flashcards. Introduce Pascua flashcards—procesión, alfombra, iglesia... Discuss similarities and differences between Easter in the US vs. in Honduras/Guatemala with a Venn diagram on the white board (if time allows). Hand out worksheets with Easter symbols. Give directions to cut out and glue each symbol in the correct place: under U.S., under Honduras, or in the middle for both. Close with a song. 		
Assessment: <ol style="list-style-type: none"> Interpretive assessment: Venn diagram sort 		
Materials: Calendar, Easter symbol flashcards, white board, Venn diagrams		
Social Studies Standards: E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures		
World Language Standards: Beginning Level D2: Cultural Activities E1: Objects and Symbols E4: Geography I: Comparisons of Culture		

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Unit Theme: Diversity: Famous Leaders		Week 20
Lesson: Day 6 of 6 Evaluación		Grade: 2nd
<p>Concepts:</p> <ul style="list-style-type: none"> Learn about famous people and their contributions through non-fiction writing Understand the lives of extraordinary people and place them in time and context Compare the lives and the work of César Chávez and Martin Luther King Jr. 	<p>RECEPTIVE</p> <ul style="list-style-type: none"> Understand the simple biographies of the two men Understand the question “Who is...?” Identify from a verbal description who is being described – Chávez or King Identify to which person a particular event applies Put events in sequence on a time line <p>PRODUCTIVE</p> <ul style="list-style-type: none"> Ask each other questions about the famous leaders using a list of possible questions 	<p>Key Structures and Vocabulary:</p> <p>RECEPTIVE</p> <ul style="list-style-type: none"> vocabulario: una marcha, un discurso, protestar terms: justo y injusto un derecho ¿Quién es? ¿Cuándo? ¿Porqué? <p>PRODUCTIVE</p> <ul style="list-style-type: none"> una marcha, un discurso, protestar justo y injusto él fue. ¿Quién es? ¿Cuándo? ¿Porqué?
<p>Activities:</p> <ol style="list-style-type: none"> Greet students in Spanish. Have students greet one another in round robin, asking how they feel. Review MLK/Chávez flashcard set. Compare vocabulary sets using Venn diagram on white board. Pass out Venn diagram worksheets with attached phrases/pictures from the flashcard set. Collect for assessment at the end of class. 		
<p>Assessment:</p> <ol style="list-style-type: none"> Interpretive: vocabulary comprehension Assessment of Venn diagram 		
<p>Materials:</p> <p>Flash cards, photos of Martin Luther King and César Chávez, Venn diagram worksheets</p>		
<p>Social Studies Standards:</p> <p>C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity</p> <p>E.4.9 Explain how people learn about others who are different from themselves</p> <p>World Language Standards:</p> <p>Beginning Level</p> <p>D4: Historical Influences</p> <p>E2: Contributions</p> <p>E3: Mutual Influences</p>		