

SPANISH - MIRIAM SEGOVIA

PRE K-3

Pre-kindergarten 3 Spanish meets once a week for 20 minutes. Our approach to learning Spanish is oral, aural, visual, and physical. We reinforce what we learn through games, songs, pantomime, physical movement, and mini-conversations with our Spanish-speaking puppets or with each other.

So far pre-kindergarten 3 students have been learning greetings and farewells, such as “Hola!”, “Buenos días”, and “Adios”. They have also learned to say how they feel when they are asked, “¿Cómo estás?” Their responses may include “Muy bien, Muy mal or Asi-Asi.” We have also been working on greetings, to say our names, numbers 1-4, primary colors, family members, and some pets. PK-3 students loved to sing the song about family members. Finally, we learned the name of our facial features and participate in hands on activity to create our faces using paper plates and play-doh.

PRE K-4

Pre-Kindergarten 4 Spanish meets once a week for 30 minutes each day. Our approach to learning Spanish is oral, aural, visual, and physical. We reinforce what we learn through games, songs, pantomime, physical movement, and mini-conversations with each other. So far, pre-4 kindergarten students have been learning greetings and farewells, such as “Hola!” and Adios. They have also learned to say how they feel when they are asked, “¿Cómo estás?” Their responses may include “Muy bien, Muy mal or Asi-Asi.”

We have been working on greetings, to say our names, numbers 1-6, and primary and secondary colors. We have also been working on greetings, to say our names, numbers 1-4, primary colors, family members, and some pets. PK-3 students loved to sing the song about family members. Finally, we learned the name of our facial features. Finally, at the end of this quarter Spanish PK-4 students participate in a sing a long session with our French PK-4. We all loved the show.

SECOND

Second graders have truly enjoyed learning Spanish this quarter. Our Bravo Bravo Spanish program provides activities to develop listening, speaking, reading and writing skills as well as higher thinking skills.

Currently, our focus is not on accuracy; however, the children are encouraged to use the language as much as possible. This quarter, two animal characters with individual characteristics were introduced to second graders: El loro and El perro were introduced to second grade students. El loro provided us opportunities to review vocabulary from last year related to greetings and farewells, colors, to express how we feel, and numbers from 1-30. We have introduced some new material as well. By learning the name of some actions such as hablar, comer, mirar, and volar that el loro can perform. You may ask your child about the

meaning of these actions. We also have learned to tell time to the hour in the morning and in the afternoon. They discovered that telling time can be tricky in Spanish since the way you say the hour changes when it is one o'clock! El perro, which lives at a farm, showed us situations in which we identified and named numbers 1-50, gave personal information, such as home address and phone number, also we named, identified and described farm animals and few others which live in other habitat.

We also learned about Hispanic Heritage Month that began on September 15th and ends on October 15th. As a part of this celebration we had quesadillas tasting activity. They were delicious and second graders just loved them

THIRD

Third graders have truly enjoyed learning Spanish this quarter. Our Bravo Bravo Spanish program provides activities to develop listening, speaking, reading and writing skills as well as higher thinking skills.

Currently, our focus is not on accuracy; however, the children are encouraged to use the language as much as possible. We read stories of Martino and Martina, two friends from Planeta Rueda, who arrived to Earth accidently. Through the story we have reviewed past year vocabulary such numbers, colors, body parts, animals, places in the city, and some actions. Third graders integrated art on this topic by designing and working on their own planeta Rueda. We learned new vocabulary and language structures related to shapes "redondo and cuadrado" we used this words as adjectives to describe objects around us. We learned to distinguish between el and ella and can now recognize and identify different objects in a particular place. Our students can listen to and produce the correct intonation in statements and questions and can recognize constant clusters r and rr by sound and spelling. We have learned many new vocabulary words such as: things you might find in an amusement park, people, some animals, and objects like a balloon, spaceship, house, star car, and tree. We also learned about Hispanic Heritage Month that began on September 15th and ends on October 15th. As a part of this celebration we had quesadillas tasting activity. They were delicious and third graders just loved them.