

NEW DISCOVERIES LEVEL II

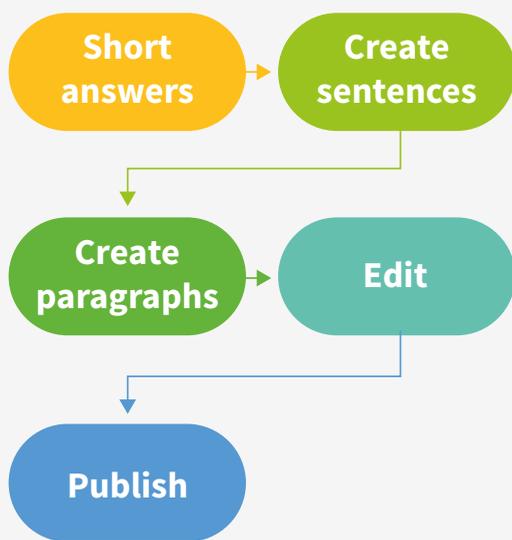
SPANISH LANGUAGE ADVENTURES

UNITS 1 - 2 - 3



Spanish Writing Scaffolding Steps

How to progress from short answers to complete writing projects



1. Short Answers – Answer a series of questions about the topic.

2. Create Sentences – Use those questions and answers to help you create sentences.

3. Create Paragraphs – Use those sentences plus an opening and closing sentence to create a paragraph.

4. Edit – Edit your paragraph for set-up, spelling or any other grammatical issues. Ask questions to clarify. There is no such thing as good writing, only good rewriting. – Robert Graves

5. Publish – Print or send paper to teacher. Present information to class. Describe a visual. Create a video to share with class or to post to school approved media.

Unit

1



Language Proficiency Standards



Comprehension

- **Understand** statements and questions regarding body and activities using jugar/tocar. (1.2, 3.1, 4.1)
- **Listen** to and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1)
- **Read** and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)
- **Associate** body parts with types of activities. (1.2, 2.2, 4.1, 4.2)
- **Understand** when to use singular and plural forms of doler. (1.2, 2.1, 2.3, 3.1, 3.2)
- **Understand** statements and questions regarding body and personal abilities of self and others. (1.2, 2.1, 3.2, 4.1, 4.2)
- **Recognize** and respond to letters of the Spanish alphabet. (1.2, 3.1, 4.1)
- **Recognize** when to use singular and plural forms of gustar. (1.2, 2.1, 3.2, 4.1)
- **Recognize** five senses. (1.2, 2.1, 3.2, 4.1)



Structure & Grammar

- Tengo...
- ¿Cuántos hay/tiene?
- ¿Qué te pasa?
- ¿Qué le pasa?
- Me duele/n...
- Le duele/n
- Me gusta + verb
- Le gusta + verb
- ¿Quién puede...?
- ¿Puedes...?
- Puedo...
- Puede...
- ¿Cómo se deletrea...?
- Se deletrea...
- Tócate



Core Vocabulary

- El ojo, la oreja, la boca, la nariz, la cabeza, el brazo, la pierna, el pie, la mano, la espalda, el estómago.
- Jugar al fútbol, jugar al fútbol americano, jugar videojuegos, tocar el piano, tocar la guitarra, tocar el violín
- 5 sentidos – ver, oler, tocar, saborear, oír
- Poder
- Doler
- a-z



Oral Expression

- **Ask and answer** questions regarding body and personal abilities of self and others. (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1)
- **Ask and answer** questions about regarding what part of the body hurts and the activity leading to an injury. (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1)
- **Ask and answer** questions about likes and dislikes for self and others (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.11)
- **Describe** different body parts and activities using jugar/tocar including injuries and activities causing them. (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1)
- **Spell** known words. (1.2, 3.1, 4.1)
- **Respond** to oral questions about written stories. (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1)
- **Use** affirmative and negative statements (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1)



Written Expression

- **Read and write** words for different body parts and activities. (1.2, 2.1, 3.1, 4.1)
- **Read** short stories including previous and core vocabulary. Respond to questions regarding those stories. (1.2, 2.1, 3.1, 4.1)
- **Describe** in writing different body parts and activities using jugar/tocar including injuries and activities causing them. (1.2, 3.1, 4.1)
- **Describe** likes and dislikes regarding activities. (1.3, 3.1, 3.2, 4.1, 4.2)
- **Spell** known words. (1.2, 3.1, 4.1)
- **Write** a descriptive paragraph based on a visual prompt. (1.3, 3.1, 4.1)
- **Project:** Emergency Room (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)



Unit 1 Objectives

Body and Activities

Students will be able to recognize and use the following vocabulary.

Level II, Unit 1 introduces and practices:

- Likes and dislikes with verbs
- Abilities using “poder”
- Describing where something hurts using “doler”
- Spelling & Alphabet
- Five senses
- Quantifying with numbers
- Recycle Level I vocabulary

El cuerpo	Body
la boca	mouth
el brazo	arm
la cabeza	head
la espalda	back
el estómago	stomach
la mano	hand
la nariz	nose
el ojo	eye
la oreja	ear
el pie	foot
la pierna	leg

Jugar/tocar	To play
jugar a los videojuegos	to play video games
jugar al fútbol	
jugar al fútbol	to play soccer
americano	to play American football
tocar el piano	to play the piano
tocar la guitarra	to play the guitar

5 sentidos	5 senses
oír	hear
oler	smell
saborear	taste
tocar	touch
ver	see

Habilidades	Abilities
andar/caminar	to walk
correr	to run
doler	to hurt
nadar	to swim
poder	to be able to (can)
saltar	to jump
volar	to fly

- ¡Ojo! What do you notice about the words “tocar/jugar” in Spanish?

*Use “o” endings when describing males or masculine objects.

*Use “a” endings when describing females or feminine objects.



Students will be able to recognize and use the following Structures.

Frases	Phrases/Sentences	Ejemplos	Examples
Tengo...	I have...	Tengo dos ojos.	I have two eyes.
¿Cuántos hay?	How many are there?	Hay cinco estudiantes.	There are five students.
¿Qué te pasa?	What happened to you?		
Me duele/n...	My _____ hurts.	Me duele el brazo. Me duelen las manos.	My arm hurts. My hands hurt.
Te duele/n...	Your _____ hurts.	Te duele el estómago. Te duelen los pies.	Your stomach hurts. Your feet hurt.
Le duele/n...	His/her _____ hurts.	Le duele la cabeza. Le duelen las piernas.	His head hurts. Her legs hurt.
Me gusta...	I like...	Me gusta tocar la guitarra.	I like to play the guitar.
Te gusta...	You like...	Te gusta jugar al fútbol.	You like to play soccer.
Le gusta...	He/she	Le gusta jugar a los videojuegos.	He likes to play video games.
¿Quién puede...?	Who can...?	¿Quién puede nadar?	Who can swim?
¿Puedes...?	Can you...?	¿Puedes volar?	Can you swim?
Puedo...	I can...	Puedo nadar. No puedo volar.	I can swim. I cannot fly.
¿Cómo se deletrea...?	How do you spell _____? It is spelled...	¿Cómo se deletrea “pato”?	How do you spell “pato”? It is spelled P-A-T-O.
Se deletrea...		Se deletrea P-A-T-O.	



Focus Verbs - Students will be able to recognize and use the following verbs.

Poder – to be able to (can)

Singular			
Yo puedo	I can	Yo puedo correr rápidamente.	I can run fast.
Tú puedes	You can (familiar)	Tú puedes comer mucho.	You can eat a lot.
Él, Ella, Usted puede	He, She can	Ella puede nadar.	She can swim.
	You can (formal)	Usted puede oír muy bien.	You can hear very well.
Plural			
Nosotros/Nosotras podemos	We can	Nosotros podemos hablar español.	We can speak Spanish.
	You can (familiar)		
Vosotros/as podéis	They can	Vosotros podéis escribir bien.	You all can write well.
Ellos, Ellas, Ustedes pueden	You can (formal)	Ellos pueden tocar la guitarra.	They can play the guitar.
		Ustedes pueden ver la tele.	You all can see the T.V.

Gustar + infinitive verb – to be pleased by something (like)

Hacer		Estar	
(Yo) Me gusta...	I like	Me gusta tocar el piano.	I like to play the piano.
(Tú) Te gusta...	You like	Te gusta jugar al fútbol americano.	You like to play football.
(Él, Ella, Usted) Le gusta...	He, she, you (formal) like	Le gusta saborear comidas nuevas.	He likes to taste new foods.



Date Formation Formula

el cuatro de julio, 1776 = the Fourth of July, 1776
el (day) de (month), (year)

Accentuation in Spanish is very helpful.

The stress in Spanish naturally falls on

the **last** syllable if it ends in a **consonant** other than “s” or “n”

pa-**pel**

me-**tal**

the **second to last** syllable of a word that ends in a **vowel**

man-**za**-na

ver-de

the **second to last** syllable when ending in “**s**” or “**n**”.

mar-tes

gus-tan

Use a written accent when the stress is different than normal

NOT the **last** syllable if it ends in a **consonant** other than “s” or “n”

lá-piz

ár-bol

NOT the **second to last** syllable of a word that ends in a **vowel**

nú-me-ro

pe-**lí**-cu-la

NOT the **second to last** syllable when ending in “**s**” or “**n**”.

le-**ón**

mi-**ér**-co-les

Accent marks can be used to show the difference between two words that are spelled and pronounced the same way to help the reader understand better.

Interrogatives and conjunctions

¿Qué? – que (What? – that)

¿Por qué? – porque (Why? – because)

Notice that “porque”(because) does not have a space.

Common words

sí – si (yes – if)

el – él (the – he)



Lesson 1 · Body and Activities

Lesson Objectives

- **Become familiar with body vocabulary.**
- **Become familiar with expressing pain.**
- **Become familiar with letters of Spanish alphabet.**
- **Recycle questions from previous units.**

Nombre: _____ Fecha: _____
Clase/Periodo: _____ Profesor: _____

Actividad - ¿Qué te pasa?

Responde a la pregunta "¿Qué te pasa?" con frases completas que corresponden a las ilustraciones.

el estómago	la cabeza	la boca	la espalda
el pie	la mano	la oreja	la nariz
la pierna	el ojo	el brazo	

Ejemplo:  Me duele el ojo _____

-  _____
-  _____
-  _____
-  _____
-  _____
-  _____
-  _____
-  _____
-  _____
-  _____

Vocabulary

el ojo, la oreja, la boca, la nariz, la cabeza, el brazo, la pierna, el pie, la mano, la espalda, el estómago, el alfabeto

Structure and Functional Language

¿Qué le pasa?

¿Qué te pasa?

Me duele...

TLP Materials

Music, Flashcards – body parts, alphabet
Share unit music with students so they can put it on their phones or devices.

Teacher Materials

Ball, timer

Preparation

Listen to the songs used in this lesson multiple times before class so you can be a good leader.

Teacher Tip

“A teacher affects eternity; he can never tell where his influence stops.”

—Henry Brooks Adams



LESSON 1



Opening

Greeting - As students arrive, greet them in the target language, ask how they are doing, use their names, etc.

Opening song – [Empieza la clase de español](#) Play in the background as students arrive.



Unit Objectives (5 minutes)

- Open activity book to Unit 1 Objectives page.
- Help students to look over the Objectives by asking them questions about it.
 - Use Spanish as much as possible.
 - *¿Qué vamos a estudiar en la primera unidad?*
 - *¿Estudiamos el cuerpo?*
 - *¿Estudiamos el cuerpo o los animales?*
 - *¿Hay nuevas acciones y verbos?*
 - *¿Qué más estudiamos? etc.*
- Remind students that this is a reference sheet they can use at home or in class. It is a set of tools they can use. They should be able to recognize and respond to this information by the end of lesson 12.



Song – [Alfabeto](#) (5 minutes)

- Hold up the flashcards of each letter or point to them on a big screen so everyone can see.
- Open activity book to Lección 1 – El alfabeto. Students point to each letter as they listen to song.



Circle Time (5 minutes) - Questions and Conversation **¿De quién hablo? (10 minutes)**

- Ask the class: *¿De quién hablo?* Start off by giving a clue and then spell their name.
 - *Su animal favorito es el unicornio y se llama J-E-S-S-I-C-A. ¿De quién hablo? etc.*
 - Model back good sentence structure: **Sí, hablo de Jessica. Sí, es Jessica.**
 - Encourage students to use complete sentences by putting your hand to your ear, say what they should say and give lots of praise for saying it correctly:

Student: Jessica.

Teacher (Hand to ear leaning toward student): **(Usted) Habla de Jessica.**



LESSON 1

Student: (Usted) *Habla de Jessica.*

Teacher: *¡Muy bien hecho, Michael!*

- Give a clue about as many students as you can in time allotted and involve as many students as possible in guessing who the student is.

TPR (5 minutes)

- Get-up chant – **Manos Arriba** Use this chant anytime you want to gather kids together and get them on their feet. It is vital that you do all actions with the kids.
- Review and practice - **corre, salta, anda, tócate... y las partes del cuerpo**
- Be creative & have fun! – Try making funny or unusual combinations. **Tócate los pies. Tócate la nariz. ¡Tócate la nariz con los pies!**
- Remember lots of fun and motion in this section!

Core Activities

Vocabulary Introduction – ¿Qué le pasa? (10 minutes)

Materials: Body Flashcards, Magic Box

- Hold your stack of cards against your chest and have the students ask you: ¿Qué le pasa?
- Respond: Me duele... _____. Reveal a card and say what is hurting based on the card you selected. Repeat with all cards setting up a rhythm as you go.
- Song using vocabulary Doctor, Doctor
 - Get students doing the action for each body part.
 - If some students are not doing the actions
 - Stop the music.
 - Model the behavior.
 - Start the song over.
 - If they jump in with actions give thumbs up. If not, repeat the steps above and make eye contact with any individuals not participating until they join in.
 - Singing is not mandatory, actions are.



LESSON 1

 **Activity Page (5 minutes)**

Take out your activity book and model Actividad 1.

- Have students identify each of the body parts with you along with you. Project onto screen if available for better visibility.
- Model creating sentences for each body part.
- Work together to make sentences.
- Monitor individual progress.
- Go over page together or collect for grade.

 **Closing Activities (5 minutes)**
Share unit music with students

- Students who have the unit music on their phones or devices can listen outside of class and increase their exposure to the language.
- Years later, it is the music that students can recall most easily from their language classes.
- Music engages the right hemisphere of the brain, giving students whole new ways to use and retain language.

Recognition – Before each student leaves, look him or her in the eye and tell them one good thing, they did that day in Spanish class. Give the compliment to the student in English so that they fully understand. For example: **I really like how you yelled out the vocabulary today.**

What a great job you did in the game today. I like how you look at me when I am speaking, etc. Every child has done something well no matter how difficult the day was. Students who are praised for their positive behaviors will seek positive approval. If you don't have time to tell every student, make a note of the students who received positive feedback in your teacher's book and then reach a few more students in each class.

 **Blast-off Activities** - Use to supplement lesson plans or substitute for Vocabulary Enrichment activities.



LESSON 1

Vocabulary Enrichment – ¿Qué te pasa? (10 minutes)

Materials: Body Flashcards

Everyone stands, and you will reverse the roles of the previous activity.

- Hold your stack of cards against your chest and ask the students: ¿Qué te pasa?
- Reveal a card and everyone responds: Me duele _____.
 - Everyone holds the body part that is in pain. It is important at this time that the teacher is responding with the students. They have not had enough exposure yet to produce this on their own. This is an easy activity to do daily. Soon they will be responding on their own.
- Repeat with all cards using the rhythm you established before. Say the card at least twice during the activity.

Vocabulary Enrichment – Vocabulary Relay (10 minutes)

Materials: Flashcards – Body words and pictures

- Ask students to go to the opposite wall or area that you designate. Touch the wall, for example, and say **A la pared, a la pared, a la pared**. Divide them into two teams.
- Form each team into a line with a table or chair at both ends of the lines.
- Place two equal piles of flashcards face down at one end of the line. (Include equal numbers of picture and word cards in each team's pile.)
- Model how to play game: First student on each team picks up one card and makes a sentence saying that body part hurts. **¡OJO!** Every child must say the sentence before the next card can start. If the card "**brazo**" is selected. Each child in the line must hold the card, say **Me duele el brazo**, and then pass the card to the next student who repeats the steps.
- When the last person says Me duele _____, they put the card on the chair at the end of the line, run to the front of the line, select a new card and repeat the process with each child saying the phrase.
- After you model the game, check for understanding with a thumb up/down: ¿Entienden?
- Then the game begins! First team to complete their cards wins.



LESSON 1

Nombre: _____ Fecha: _____

Clase/Periodo: _____ Profesor: _____



Actividad - ¿Qué te pasa?

Responde a la pregunta “¿Qué te pasa?” con frases completas que corresponden a las ilustraciones.

el estómago

la cabeza

la boca

la espalda

el pie

la mano

la oreja

la nariz

la pierna

el ojo

el brazo

Ejemplo:



Me duele el ojo

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.





LESSON 1



Clave · Actividad - ¿Qué te pasa?

Responde a la pregunta “¿Qué te pasa?” con frases completas que corresponden a las ilustraciones.

el estómago

la cabeza

la boca

la espalda

el pie

la mano

la oreja

la nariz

la pierna

el ojo

el brazo

Ejemplo:



Me duele el ojo

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



TLP KIDS
FOREIGN LANGUAGE ADVENTURES

NEW DISCOVERY



IMMERSION LANGUAGE PROGRAMS

the **LANGUAGE**
PROJECT

