

Darketa L. Green
2nd and 3rd grade Spanish
Zachary Elementary School/Zachary Community School District
Zachary, Louisiana

1) Nature/Focus of FFT fellowship

In June 2010, I traveled to playa del Carmen, Mexico for one week for a language and cultural immersion experience. I attended private Spanish classes at Academia Columbus, a school that teaches Spanish to non-native speakers from all over the world. I was also able to experience the local cuisine, visit a nature preserve on horseback, see Mayan ruins at Chichen – Itza, and visit the beach and popular shopping areas.

2) Relation to teaching assignment

I teach Spanish to young children, most who are experiencing their initial exposure to a foreign language in a school setting. Most students have not traveled abroad, and this was my first trip abroad. Students were excited for me, and happy that through my travels to Mexico, they would be able to learn more about Mexico's history, language, and culture.

3) Student Goals

I wanted to create a knowledge base of the Mayan culture and its history.
I wanted to educate students the basics of traveling abroad.
I also want students to be able to share the information they learn with their families at home.
I seek to create an understanding of the animal base in Mexico as well as create an understanding (and hopefully an appreciation) of Mexican music and art.
I hope to instill a desire to travel abroad and gain their own experiences first hand.

4) Community needs, issues, interests

As our community grows, our school district is becoming more culturally diverse. I am hoping to teach cultural acceptance and understanding, as well as establish a relationship with our Hispanic families, encouraging the school and local community to become involved in their children's language learning. This is achieved through the monthly school newsletter.

5) Student Project Ideas/Descriptions

A) Pen Pals with students in Mexico and Spain – some third grade classes will write to pen pals abroad. I am working with the school in Mexico to establish a firm arrangement (mendez1973@yahoo.com) and some third grade teachers have signed up their classes to write to students in Spain. I will help students write their letters during their Spanish classes or go to the regular education classes to assist. We are still making determinations about exactly how this will work.

B) Various art activities – throughout the school year, students will participate in art activities, some coordinated by the school's art teacher ([Daryl Allello@zacharyschools.org](mailto:Daryl.Allello@zacharyschools.org)) and myself. Because we have so many students, we will work to gather materials and create a schedule

for all students to participate in at least one art activity that involves more than coloring. The school's curriculum Specialist (Mike Cottongim@zacharyschools.org) has also offered assistance.

C) Souvenir Show and Tell – Through the school newsletter and website, students and parents have been invited by me to share souvenirs and pictures with their classmates on their scheduled day of Spanish classes. They are already bringing in great things! Parents and family members have also been invited to speak to their child's class about a trip to a Spanish speaking country. So far, students have brought in pictures, newspaper articles (locations are tracked on maps), magazines, dolls, money, cookies and more!

D) Additional Event Recognition - I will also tie in information about Mexico throughout the school year as local Mexican events happen, such as the Turtle Festival in October, Dia de Los Muertos (Day of the Dead), popular Christmas traditions, etc. We are already studying famous Mexicans and other Hispanics as part of Hispanic Heritage month, which is celebrated yearly from September 15 to October 15.

E) Reading Stories - Some stories in the 2nd and 3rd grade reading textbooks are related to the Spanish language, history, and culture. We will also do enrichment/extension activities related to the stories as they are taught in reading classes throughout the school year. 3rd graders have already had an additional lesson on Ellen Ochoa, the first Hispanic astronaut.

Project Objectives & Learning Outcomes

Explain cultural aspects of Mexico
Perform an authentic dance
Summarize the Mayan Ruins at Chichen Itza
Justify the purpose of nature preserves
State relation of Spanish to grade level stories
Name famous Hispanics
Name an endangered Species of animal in Mexico

Louisiana Foreign Language Standards:

Communications

CM-1-B3 demonstrating comprehension of brief spoken and/or written messages on familiar topics, such as personal preferences, family, school events, and celebrations ;

CM-1-B4 identifying familiar people, events, places, animals, and things based on oral and/or simple written descriptions;

CM-1-B5 demonstrating comprehension of simple oral and/or written statements using numbers, time, and weather;

CM-1-B6 demonstrating comprehension of the main idea contained in various media, such as simple announcements, illustrated texts, posters, or advertisements;

CM-2-B3 exchanging basic information about people, events, places, animals, and things through description or by asking and answering simple questions;

CM-2-B4 exchanging opinions and preferences about people, events, places, animals, and things

CM-2-B7 using age-appropriate greetings, gestures, and introductions to exchange essential information;

CM-3-B3 giving short oral and/or written messages about people, events, places, animals, and things;

CM-3-B5 preparing illustrated stories, posters, or advertisements about activities or events in the native environment;

CM-3-B6 telling or retelling simple stories orally or in writing;

CM-3-B7 telling simple facts about products and/or practices of the target cultures;

Cultures

CL-1-B1 identifying and reacting to cultural perspectives and practices in the culture studied, such as greetings, leave-takings, and common social interactions;

CL-1-B3 participating in age-appropriate cultural activities, such as music, rhythm, dance, games, and/or celebrations;

CL-1-B4 identifying social and geographic factors that impact cultural practices;

CL-1-B5 demonstrating a comprehension of common words, phrases, and idioms that reflect the target cultures;

CL-1-B7 demonstrating an awareness of social customs related to religion, school, family life, folklore, and holidays.

CL-2-B1 identifying tangible products and symbols of the culture (e.g., toys, dress, types of buildings, and foods) using authentic materials;

CL-2-B2 identifying and reacting to expressive products of the target cultures, such as children's songs, children's literature, and types of art work;

CL-2-B3 recognizing major contributions or products of the target cultures;

Connections

CN-1-B1 demonstrating comprehension of oral messages related to topics studied in other classes;

CN-1-B2 explaining in simple terms basic concepts from other subject areas, including weather, measurements, animals, insects, and geography;

CN-2-B1 finding information in authentic materials;

Comparisons

CP-1-B1 citing and using words borrowed from the target language;

CP-1-B7 demonstrating awareness of a variety of ways to express ideas;

CP-2-B1 comparing simple patterns of verbal and nonverbal behavior or interaction in various cultural settings (e.g., table manners, greetings);

CP-2-B2 comparing tangible products of the native and target cultures, using authentic materials (e.g., toys, food, clothing);

CP-2-B3 comparing intangible products of the native and target cultures, using authentic materials (e.g., rhymes, songs, folktales);

CP-2-B4 identifying contributions of the target cultures to the native culture (e.g., food, architecture, clothing, arts).

Communities

CT-1-B1 communicating on a personal level with speakers of the target language either face-to-face or via notes, electronic mail, and/or audio or video recordings;

CT-1-B2 interacting with members of the local community using the target language;

CT-1-B3 sharing knowledge about languages and culture with others in the community;

CT-2-B1 reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment;

CT-2-B4 listening to music, singing songs, or playing musical instruments from the target Cultures

Assessment/Assessment Activities

- Possible Skype meetings with pen pals
- Writing letters that incorporate language learning
- Creation of an assigned art activity
- Participation in related discussions
- Display of listening, reading, writing, and speaking skills, as appropriate

Student Involvement

Students will create a list of questions to ask pen pals about school, family life, food, etc. Students will have some choice in some of the art activities, depending on availability of materials.

Students confer with family before bringing in a souvenir, picture or other artifact to share with their class.

Technology

- Use of internet and camera system via computer/projector in class
- Flickr
- Google maps and wall map
- Presentation software
- Various music players

Project Timeline and Documentation

To ensure every students participates in something meaningful, activities will be staggered throughout the school year. Some lessons will be taught to all students or an entire grade level (see attached lesson plans for examples). The budget for planned art activities is undetermined at this time, but will be kept minimal, as I do not currently have a yearly classroom funding source. Regular Education teachers have an account funded by generation of student supply fees.

Teacher: D. Green		Subject: Spanish									
Grade: 2nd/3rd		Week of: September 20, 2010									
	Curriculum Learning Objective(s): The Learner(s) will be able to:	Student-Centered Activities from Binder/New or Modified Activity	Accommodations	Materials Needed	Evaluation: (Maintained on file)						
Monday - Friday	State greetings Summarize Main events Write statements Identify numbers	A) The teacher will review greetings and pass around news articles pertaining to Spanish Speaking countries before adding them to our news board. B) The teacher will explain Hispanic Heritage Month (Sept. 15 to October 15) and how several countries gained their independence from Spain in 1810. 3 rd grade – The teacher will show students more information about Ellen Ochoa, the astronaut they are reading about in regular classes. The students will watch a PBS video from the series <i>Latinos in 60 seconds</i> . The teacher will show pictures of Ellen Ochoa, as well as her NASA page. The students will color space pictures after writing a sentence about something they learned about Ellen. C) We will count together from 1-10. The teacher will call on students to identify numbers to 20 and a few higher numbers. We will count again together 1-20.	Extended time Repeat/modify/model directions Extra Response Time Visual/audio instruction Preferential seating	Projector/screen Maya & Miguel Heritage explanation Computer Ochoa information		M	T	W	T	F	
					Informal Observation	X	X	X	X	X	
					Oral Discussion	X	X	X	X	X	
					Rubric/Checklist						

