

**Agenda of Lessons**  
**Heritage Language- Spanish - Grade One**

**Unit Long Term Learning Targets:**

**World Languages and Cultures (WL)**

- Students will engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. World Language Standards 1.1
- Students will understand and interpret written and spoken language on a variety of topics. MPS WL Standards 1.2
- Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. MPS WL Standards 1.3
- Students acquire information through use of authentic materials in the world languages. MPS WL Standard 3.2
- Students use the language both within and beyond the school setting for a variety of purposes. MPS WL Standard 5.1

**Mathematics: Grade One (M)**

- Use counting and comparison skills to create and analyze bar graphs and tally charts. MN Math Standard 1.1.1.7

**Science: Grade One (S)**

- When asked, “How do you know?” students support their answer with observations. MN Science Benchmark 1.1.1.1
- Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors. MN Science Benchmark 1.4.1.1.1
- Recognize that describing things as accurately as possible is important in science because it enables people to compare their observations with those of others. MN Science Benchmark 1.1.1.1.2
- Recognize that animals need space, water, food, shelter and air. MN Science Benchmark 1.4.2.1.1

**Social Studies: Grade One (SS)**

- Create a timeline that identifies at least three events from one’s own life. MN Social Studies benchmark 1.4.1.1.1
- Ask basic historical questions about a past event in one’s family, school or local community. MN Social Studies Benchmark 1.4.1.2.1
- Identify characteristics of effective rules; participate in a process to establish rules. MN Social Studies 1.1.4.8.1
- Compare and contrast family life from earlier times and today. MN Social Studies 1.4.2.4.1

**Literacy: Grade One (L)**

- Ask and answer questions about key details in a text. Common Core Reading Benchmark. 1.1.1.1, 1.2.1.1

- Retell stories, including key details, and demonstrate understanding of their central message or lesson. Common Core Reading Benchmark. 1.1.2.2
- Describe characters, settings and major events in a story, using key details. Common Core Reading Benchmark. Literature. 1.1.3.3.
- Use illustrations and details in a story to describe its characters, setting or events. Common Core Reading Benchmark. Literature. 1.1.7.7.
- Compare and contrast the adventures and experiences of characters in stories. Common Core Reading Benchmark. Literature. 1.1.9.9.
- With prompting and support, read prose of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest and academic tasks. Common Core Reading Benchmark. Literature. 1.1.10.10.
- Ask and answer questions about key details in a text. Common Core Reading Benchmark: Informational Text 1.2.1.1.
- Identify the main topic and retell key details of a text. Common Core Reading Benchmark: Informational Text 1.2.2.2.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Common Core Reading Benchmark: Informational Text. 1.2.4.4.
- Know and use various text features. Common Core Reading Benchmark: Informational Text. 1.2.5.5.
- Use the illustrations and details in a text to describe its key ideas. Common Core Reading Benchmark: Informational Text. 1.2.7.7.
- With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest and academic tasks. Common Core Reading Benchmark: Informational Text. 1.1.10.10 1.2.10.10.
- Know and apply grade-level phonics and word analysis in decoding words. 1.3.0.3
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.1.5.5
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.6.1.1
- Use the illustrations and details in a text to describe its key ideas. 1.2.7.7
- Participate in shared research and writing projects. 1.6.7.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 1.6.8.8
- Compare and contrast the adventures and experiences of characters in stories. 1.1.9.9

- Identify basic similarities in and differences between two texts on the same topic. 1.2.9.9
- Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. 1.1.1.1.1

Lesson	Duration	Supporting Target(s)	Vocabulary	Assessment	Core Resources
Introduc- tion: <u>Español</u>  pp. 8-13  “Vamos a Conocer- nos”	2 days	I can identify words that start with the same letter as my name. L 1.3.0.3  I can identify and use alphabet letters to spell my name. L 1.3.0.3  I can identify words that begin with the same letter. L 1.3.0.3	<u><b>Academic</b></u> asistir elaborar comentar identificar  <u><b>Content</b></u> letras alfabeto móvil mayúscula minúscula	Formative assessment – observe students and record.	For entire unit: <ul style="list-style-type: none"> <li>• Pictodictionary, Santillana</li> <li>• Collection of books</li> </ul> <u>Español</u> Primer Grado, Secretaría de Educación Pública, México  Observation checklist: Appendix
Block One: <u>Español</u>  Lesson 1	5 days	I can find information from different resources. L	<u><b>Academic</b></u> acudir expositivo literario	Self-assessment pp. 20-21	<u>Español</u> Primer Grado, Secretaría de Educación Pública, México

<p>pp. 14-21</p> <p>“Identifi-car Textos Útiles Para Obtener Información Acerca de un Tema”</p>		<p>1.2.10.10</p> <p>I can orally share information with large and small groups. WL 1.1</p> <p>I can tell the difference between fantasy and reality. L 1.1.5.5</p> <p>I can find the title of a book and the author. L 1.2.5.5</p>	<p>elaborados recursos oral</p> <p><b><u>Content</u></b> tema imaginado real</p>		<p>You will need a large variety of books and other print resources if available (magazines, newspapers, encyclopedias, picture dictionaries, etc.)</p> <p><a href="https://www.pearsonsuccessnet.com/snpapp/login/login.jsp?showLoginPage=true">https://www.pearsonsuccessnet.com/snpapp/login/login.jsp?showLoginPage=true</a></p> <p>Minneapolis teachers have access to Pearson Successnet which has many books available in Spanish.</p> <p><a href="http://www.extremescience.com/animal-kingdom.htm">http://www.extremescience.com/animal-kingdom.htm</a> Facts about animals translated to Spanish.</p> <p><a href="http://asp.tumblebooks.com/library/asp/book_details.asp?category=Language">http://asp.tumblebooks.com/library/asp/book_details.asp?category=Language</a></p> <p>Minneapolis teachers have access to Tumblebooks which has Spanish books online.</p>
<p>Block One: <u>Español</u></p> <p>Lesson 2</p> <p>pp. 22-33</p>	<p>4 days</p>	<p>I can write a written recommendation for a book. L 1.6.1.1</p> <p>I can use</p>	<p><b><u>Academic</u></b> mural escolar recomendar comentar recortar ordenar</p>	<p>Self-evaluation pp. 32-33</p>	<p><u>Español</u> Primer Grado, Secretaría de Educación Pública, México</p> <p>You will need a large selection of classroom books.</p>

<p>“Recomendar por Escrito un Cuento a Otros Alumnos”</p>		<p>illustrations to predict what a story will be about. L 1.2.7.7</p> <p>I can answer questions about details in a text read aloud. L 1.1.1.1, L 1.2.1.1</p> <p>I can use the title and illustrations to choose a book. L 1.1.10.10, L 1.2.10.10</p> <p>I can match two syllable words with the right picture. L 1.3.0.3</p> <p>I can sequence the events in a story. L 1.1.1.1</p>	<p>formar elaborar colocar</p> <p><b><u>Content</u></b> periódico personajes ilustraciones título portadas etiqueta rotafolios</p>		
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		I can give a title to a story. L 1.1.1.1			
Block One: <u>Español</u>  Lesson 3  pp. 34-41  “Establecer y Escribir Las Reglas Para el Comportamiento Escolar”	3 days	I can help write classroom rules. SS 1.1.4.8.1  I can read my classmates names in a game of Lotería. L 1.3.0.3  I can match singular and plural nouns with pictures. L 1.3.0.3  I can make and read posters of our classroom rules. SS 1.1.4.8.1, L 1.3.0.3  I can work in a group with my classmates.	<b><u>Academic</u></b> buena convivencia elaborar mantener agradable cumplir indicar útiles  <b><u>Content</u></b> reglas proyecto se vale no se vale cartel	Self-evaluation pp. 40-41  Self-evaluation pp. 42-43  Oral Presentation Rubric: “Presentación de las Reglas”  Exámen “Primer Año, Primer Bimestre” pp.2-3	<u>Español</u> Primer Grado, Secretaría de Educación Pública, México  Lotería Mexicana – p.17. Español Recortable, Primer Grado, Bloques III, IV, y V
Block Two: <u>Español</u>  Lesson 1	2 days	I can create graphs and tally charts. M 1.1.1.7	<b><u>Academic</u></b> compendios rotafolios datos anotadas	Self-evaluation pp. 52-53	<u>Español</u> Primer Grado, Secretaría de Educación Pública, México

<p>pp. 44-53</p> <p>“Emplear Tablas Para el Registro de Datos”</p>		<p>I can analyze data on a graph and chart. M 1.1.1.7</p> <p>I can play some traditional games of Latin America. WL 3.2</p> <p>I can recognize beginning letter sounds. L 1.3.0.3</p> <p>I can tell the difference between plural and singular nouns. L 1.3.0.3</p> <p>I can write names of games and toys.</p>	<p>anotar logros</p> <p><b>Content</b> saltar la reata avioncito matatena rondas table de registro</p>		<p><i>Videos and song lyrics:</i> <a href="http://www.123teachme.com/learn-spanish/children_songs_lyrics">http://www.123teachme.com/learn-spanish/children_songs_lyrics</a></p> <p><i>Song lyrics:</i> <a href="http://cuidadoinfantil.net/category/ocio-con-ninos/rondas-infantiles-ocio">http://cuidadoinfantil.net/category/ocio-con-ninos/rondas-infantiles-ocio</a></p> <p><i>There are many videos of Spanish children’s games on You Tube. For example:</i> <a href="http://www.youtube.com/watch?v=usqDjuhXnTk">http://www.youtube.com/watch?v=usqDjuhXnTk</a></p>
<p>Block Two: <u>Español</u></p> <p>Lesson 2</p>	<p>2 days</p>	<p>I can identify the title and author of a book. L 1.2.5.5</p>	<p><b>Academic</b> préstamo permitir solicitor</p>	<p>Self-evaluation pp. 60-61, 70-71 (Omit last two questions on</p>	<p><u>Español</u> Primer Grado, Secretaria de Educación Pública, México</p>

<p>pp. 54-61</p> <p>“Emplear el Servicio de Préstamo a Domicilio de Material-es de la Biblioteca del Salón”</p>		<p>I can fill out a form to borrow a book.</p> <p>I can discuss the rules to follow when borrowing books from the classroom library. SS 1.1.4.8.1</p>	<p>devolverlo producto final</p> <p><b><u>Content</u></b> biblioteca editorial</p>	<p>page 71).</p>	
<p>Block Two: <u>Exploración de la Naturaleza y la Sociedad</u></p> <p>Lesson 1: pp. 36-39</p> <p>“La Naturaleza”</p>	<p>2 days</p>	<p>I can observe nature where I live and go to school. S 1.1.1.1.1</p> <p>I can name different plants and animals where I live and go to school. S 1.4.1.1.1</p> <p>I can present the components of nature in a drawing to my classmates. S</p>	<p><b><u>Academic</u></b> parte inferior</p> <p><b><u>Content</u></b> paseo plantas animales ríos plantas suelo sol</p>	<p>Self-evaluation pp. 80-81</p>	<p><u>Exploración de la Naturaleza y la Sociedad</u> Primer Grado, Secretaría de Educación Pública, México</p> <p>Be prepared to take the children outside for a walk around the school neighborhood.</p>



		<p>1.1.1.1.1, S 1.4.1.1.1</p> <p>I can write recommendations for caring for nature. S 1.1.1.1.1, L 1.6.7.7</p>			
<p>Block Two: <u>Exploración de la Naturaleza y la Sociedad</u></p> <p>Lesson 2: pp. 40-47</p> <p>“Plantas y Animal-es”</p>	2 days	<p>I can name the characteristics of plants and animals where I live and go to school. S 1.1.1.1.1, S 1.1.1.1.2</p> <p>I can classify plants and animals. S 1.4.1.1.1 I can tell why plants and animals are important where I live. S 1.1.1.1.1</p>	<p><b><u>Academic</u></b> existir convivir ser humano identificar poseer convivir componentes unas de otras</p> <p><b><u>Content</u></b> pelo plumas escamas espinas frutos flores plaga insectos chango</p>		<p><u>Exploración de la Naturaleza y la Sociedad</u> Primer Grado, Secretaría de Educación Pública, México</p> <p>Be prepared to take the children outside to observe plants and animals.</p> <p>The children need to collect leaves.</p> <p>Minnesota animal and plant photos and facts <a href="http://www.dnr.state.mn.us/animals/index.html">http://www.dnr.state.mn.us/animals/index.html</a> <a href="http://www.pbase.com/dholm/mammals">http://www.pbase.com/dholm/mammals</a></p>

			perro pájaro		<a href="https://www.dnr.state.mn.us/wildflowers/index.html">https://www.dnr.state.mn.us/wildflowers/index.html</a>  <a href="http://www.dnr.state.mn.us/plants/index.html">http://www.dnr.state.mn.us/plants/index.html</a>  Create a “Living Corner” with plants and/or animals to observe.  For the experiment on p. 45: seeds, glass jar, cotton balls.
Block Two: <u>Exploración de la Naturaleza y la Sociedad</u>  Lesson 3:  pp. 48-56  “Cambios en la Naturaleza”	2 days	I can tell what a plant or animal needs to survive. S 1.4.2.1.1  I can describe changes in nature during the year. S 1.1.1.1.1, S 1.1.1.1.2  I can observe temperature	<b>Academic</b> numerar imagines sentir frío ocasiones temperatura florecer influir resistirlos estar en movimiento imitar mencionar	Exámen: “Primer Año, Segundo Bimestre” pp. 12-14	<u>Exploración de la Naturaleza y la Sociedad</u> Primer Grado, Secretaría de Educación Pública, México  Prepare to take the class outside twice a day for a week to measure the temperature.

		<p>changes throughout the day. S 1.1.1.1.2</p> <p>I can describe what things “move” in nature and what makes them move. S 1.1.1.1.1, S 1.1.1.1.2</p>	<p><b><u>Content</u></b></p> <p>pollo tortuga ahuehuete colibrí girasol pecera piel lunes martes miércoles jueves viernes sábado domingo primavera verano otoño invierno nubes cielo</p>		<p>There are numerous video clips of nature, objects and people moving on the internet.</p> <p>Time lapse of a windy day: <a href="http://www.fossweb.com/modulesK-2/AirandWeather/index.html">http://www.fossweb.com/modulesK-2/AirandWeather/index.html</a></p> <p>Video of fish swimming in pool: <a href="http://www.youtube.com/watch?v=6iLuzBo0h8k">http://www.youtube.com/watch?v=6iLuzBo0h8k</a></p>
<p>Block Two: <u>Exploración de la Naturaleza y la Sociedad</u></p>	<p>One day</p>	<p>I can identify two people who participated in the Mexican Revolution and</p>	<p><b><u>Academic</u></b></p> <p>significado sufragio efectivo no reelección laborar</p>		<p><u>Exploración de la Naturaleza y la Sociedad</u> Primer Grado, Secretaría de Educación Pública, México</p>

<p>Lesson 4: pp. 57-58</p> <p>“La Revolución Mexicana”</p>		<p>tell why they were important. WL 3.2</p>	<p><b><u>Content</u></b> Revolución Mexicana Francisco Villa Venustiano Carranza Francisco Madero Emiliano Zapata</p>		<p><a href="http://www.ninos2010.gob.mx">http://www.ninos2010.gob.mx</a> <b>Mexican Bicentennial site with games, books, and other activities.</b></p>
<p>Block Two: <u>Exploración de la Naturaleza y la Sociedad</u></p> <p>Lesson 5 p.59</p> <p>Evaluation pp. 60-62</p>	<p>Two days</p>	<p>I can make a poster that shows what I have learned about nature where I live and go to school. WL 1.1, WL 1.3</p>	<p><b><u>Academic</u></b> elaborar elementos</p> <p><b><u>Content</u></b> título encabezado imagen naturaleza</p>	<p>Evaluation pp. 60-61</p> <p>Self-evaluation p. 62</p>	<p><u>Exploración de la Naturaleza y la Sociedad</u> Primer Grado, Secretaría de Educación Pública, México</p>
<p>Block Four: <u>Español</u></p> <p>Lesson 1: pp.103-113</p>	<p>5 days</p>	<p>I can name and classify zoo animals. S 1.4.1.1.1</p> <p>I can ask questions about a</p>	<p><b><u>Academic</u></b> comenta fijar fichero temático revistas monográficas papel cascarón</p>	<p>Self-evaluation. pp. 112-113.</p>	<p><u>Español</u> Primer Grado, Secretaría de Educación Pública, México</p> <p>If possible, arrange for a field trip to the zoo.</p>

<p>“Elaborar un Fichero Temá-tico”</p>		<p>topic and find resources to answer them. L 1.1.1.1.1</p> <p>I can work with a group to write and share information sheets and illustrations. L 1.6.8.8</p> <p>I can work with a group to organize our information sheets into a subject file to share with others. L 1.6.8.8</p>	<p>bicentenario rastreros voladores terrestres anfibia cautiverio obtener verificar realizar</p> <p><b>Content</b> zoológico museo exposición independencia víbora lagarto mariposa pájaro oso conejo rana ajolote medios de transporte camello labios colgantes jorobas</p>		<p>You will need to plan a trip to the library and/or have lots of informational texts available in Spanish.  <a href="https://www.pearsonsuccessnet.com/snpapp/login/login.jsp?showLoginPage=true">https://www.pearsonsuccessnet.com/snpapp/login/login.jsp?showLoginPage=true</a>          Minneapolis teachers have access to Pearson Successnet which has many books available in Spanish.    <a href="http://www.extremescience.com/animal-kingdom.htm">http://www.extremescience.com/animal-kingdom.htm</a> Facts about animals translated to Spanish.    <a href="http://asp.tumblebooks.com/library/asp/book_details.asp?category=Language">http://asp.tumblebooks.com/library/asp/book_details.asp?category=Language</a>          Minneapolis teachers have access to Tumblebooks which has Spanish books online.            You will need popsicle sticks.            Bloque 11,11,1V zoo animal cutouts</p>
<p>Block Four: <u>Español</u></p>	<p>5 days</p>	<p>I can compare two texts on the same</p>	<p><b>Academic</b> versiones</p>	<p>Self-evaluation pp. 124-125</p>	<p><u>Español</u> Primer Grado, Secretaría de</p>

<p>Lesson 2: pp.114-125</p> <p>“Reescri-bir Cuentos”</p>		<p>topic telling how they are alike and different. L 1.1.9.9, L 1.2.9.9</p> <p>I can read familiar words. L 1.3.0.3</p> <p>I can rewrite a fairy tale with my group. L 1.6.7.7</p> <p>I can present a story to my class. WL 1.1,</p>	<p>intervener relatos tras huir empollar vagar hojar</p> <p><b>Content</b> patito corral cerdos pavos cisnes campaña granja estanque</p>		<p>Educación Pública, México</p> <p>You will need different versions of fairy tales and other children’s stories.</p> <p><a href="https://www.pearsonsuccessnet.com/snpapp/login/login.jsp?showLoginPage=true">https://www.pearsonsuccessnet.com/snpapp/login/login.jsp?showLoginPage=true</a></p> <p>Minneapolis teachers have access to Pearson Successnet which has many books available in Spanish.</p> <p><a href="http://asp.tumblebooks.com/library/asp/book_details.asp?category=Language">http://asp.tumblebooks.com/library/asp/book_details.asp?category=Language</a></p> <p>Minneapolis teachers have access to Tumblebooks which has Spanish books online.</p>
<p>Block Four: <u>Español</u></p> <p>Lesson 3: pp.126-135</p>	<p>3 days</p>	<p>I can identify the materials needed in a procedure. L 1.6.7.7</p>	<p><b>Academic</b> instructivas simples materiales indicados procedimiento</p>	<p>Self-evaluation pp. 134-135</p> <p>Evaluation of Block Four: pp. 136-137.</p>	<p><u>Español</u> Primer Grado, Secretaría de Educación Pública, México</p> <p>Sequence map Appendix</p>

<p>“Seguir Instructivos Simples”</p>		<p>I can follow directions in order in a procedure. 1.6.7.7</p> <p>With a group I can sequence instructions.1.6.7.7</p> <p>I can read and follow simple commands. WL 1.2</p>	<p><b>Content</b></p> <p>pasta cepillo vaso muelas dientes escupir enjuagar tallar</p>		<p>You will need the supplies listed for making masks (p.128)</p>
<p>Block Three: <u>Exploración de la Naturaleza y la Sociedad</u></p> <p>pp. 63-84</p> <p>“Mi Historia Personal y Familiar”</p>	<p>4 days</p>	<p>I can find my birthday on a calendar.</p> <p>I can record important events in my life in order on a timeline. SS 1.4.1.1.1</p> <p>I can share a family story about my life with my classmates. SS 1.4.1.1.1, SS 1.4.2.4.1</p>	<p><b>Academic</b></p> <p>realizer cumplir años recordar acontecimientos haber sucedido macer casarse ser festejar promulgación mencionar salud alimentación vivienda digna recreación conforme a</p>	<p>Summary and self-evaluation pp.82-84</p>	<p>Calendar</p> <p><a href="http://kevin-peter.hubpages.com/hub/Mexican-Culture-Festivals-and-Celebrations-of-Mexico">http://kevin-peter.hubpages.com/hub/Mexican-Culture-Festivals-and-Celebrations-of-Mexico</a></p> <p><a href="http://www.diputados.gob.mx/cedia/biblio/virtual/dip/const/02_garan.pdf">http://www.diputados.gob.mx/cedia/biblio/virtual/dip/const/02_garan.pdf</a></p> <p>Timeline Template: Appendix</p> <p><a href="http://www.chapala.com/chapala/magnificentmexico/toys/toys.html">http://www.chapala.com/chapala/magnificentmexico/toys/toys.html</a></p>

		<p>I can identify similarities and differences between families. SS 1.4.2.4.1</p> <p>I can record and discuss how my family changes over time. SS 1.4.2.4.1</p> <p>I can record and discuss how games and toys have changed over time. SS 1.4.2.4.1</p> <p>I can discuss and compare holidays and celebrations in Mexico and where I live. WL1.1, WL 1.3</p> <p>I can state why February 5 is an important date for Mexicans. WL 1.1</p>	<p>lograr (logros)</p> <p><b><u>Content</u></b></p> <p>baúl cumpleaños cartulina pastel diente caminar escuela familia abuelos hermanos antes ahora diferencias similitudes escondidillas víbora de la mar gallinita ciega costumbres dia de los muertos fiestas patrias constitución política obligaciones derechos deberes</p>		<p>Family Tree Template: Appendix</p>
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		I can record my rights and responsibilities. SS 1.1.1.1.1			
Block Five: <u>Español</u>  pp. 138-149  "Editar un Cancion-ero"	5 days	I can identify words that end the same. (rhyme)  I can identify the chorus in familiar songs. L 1.1.10.10  With a group I can write song lyrics and put them in a book. L 1.6.7.7  With a group I can organize the song book with an index and illustrations. L 1.6.7.7	<b><u>Academic</u></b> compilación musicalidad naranja limón dulce marcha estribillo rima incluir  <b><u>Content</u></b> cancionero corrido renglones compositor víbora mar chabacano ciruela melon sandía verbena sierra	Self-evaluation pp. 148-149	<u>Español</u> Primer Grado, Secretaría de Educación Pública, México  You will need song lyrics, from Internet sites, books, magazines, etc.  Canciones y Cuentos Audio CD and books

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