

Overview. In this unit, students learn about the country of Chile and what it is like to go to school there. Students learn vocabulary for school supplies, playground games, academic subjects and telling time.

Essential Questions:

- What do we find in school? (week 1)
- What games do we play at school? (week 2)
- How do you tell the time of day? (week 3)
- What do we learn in school? (week 4)

Enduring Understandings:

- Chile has several geographical features (mountains, glaciers and big cities).
- Chilean schools are similar to and different from schools in the United States.
- There are necessary supplies needed for students and teachers.
- Chilean students play games that are similar to and different from students in the United States.

CURRICULUM STANDARDS / STUDENT OUTCOMES**Communication****1.1 Interpersonal - Students will:**

- Ask and answer questions about games played in school.
- Discuss with a classmate what the teacher is doing.
- Ask and answer questions about school supplies.

1.2 Interpretive Reading and Listening - Students will:

- Identify and count school supplies.
- Identify the days of the week in Spanish.
- Predict and retell events.
- Recognize the sounds of *l*, *m*, and *p* in Spanish.
- Recognize prepositional phrases.
- Read and listen to information about games and school supplies; read a picture-based story.
- Listen to and watch a video about games played in Chile.
- Read about and classroom procedures.

1.3 Presentational Speaking and Writing - Students will:

- Explain activities conducted on different days of the week.
- Tell the time on the hour.
- Differentiate between activities and done in the morning and the afternoon.

Culture**2.1 Practices and Perspectives - Students will:**

- Examine a class schedule in Chile.

2.2 Products and Perspectives - Students will:

- Name academic subjects studied by children in Chile.

Connections**3.1 Cross-curricular - Students will:**

- Count up to 12 in Spanish.
- Tell the time on the hour in Spanish.

3.2 Target Culture - Students will:

- Recognize different forms of media by looking at a website detailing a class schedule.

Comparisons**4.1 Language - Students will:**

- Compare the verb *to have* in Spanish and English.
- Compare words for classroom supplies between Spanish and English.

4.2 Culture - Students will:

- Compare games played by Chilean children with games of their own culture.

Communities**5.1 Beyond the School - Students will:**

- Participate in simulations that replicate authentic conversations about school and games.

5.2 Lifelong Learner - Students will:

- Utilize the language to experience news and entertainment available through print and electronic Spanish language media.

FUNCTIONS • VOCABULARY • STRUCTURES

LANGUAGE FUNCTION	CONTENT VOCABULARY	LANGUAGE STRUCTURE
Identify days of the week.	• hoy • semana • fin de semana Días: • lunes • martes • miércoles • jueves • viernes • sábado	• ¿Qué día es hoy? • Hoy es . . . • En el fin de semana • ¿Qué días vas a la escuela? • El domingo vamos a . . . • El sábado vamos a . . .

	domingo	
Identify and describe activities at school.	Clases: - ciencias - matemáticas - música - arte - español - inglés Adjetivos: - aburrido(a) - divertido(a) - difícil - fácil Lugares: - escuela - salón de clase - patio - biblioteca - cafetería Juegos: - ajedrez (chess) - damas (checkers) - cuerda (jumping rope) - juego de la mesa (table game) - fútbol (soccer) - luche (hopscotch) - escondidas (hide and seek)	¿Qué estudias tú? - Yo estudio (clase). ¿Dónde está (person)? ¿Dónde estás tú? - Yo estoy . . . ¿A dónde vas? - Yo voy a/al/a la (lugar). ¿A dónde vas por la mañana/tarde? - Yo voy a/al/a la (lugar) por la mañana/tarde. ¿Qué es divertido? ¿Qué es aburrido? ¿Qué es fácil? ¿Qué es difícil? ¿Qué juegas en la escuela? ¿Qué juegas tú? - Yo juego . . ¿Dónde juegas tú? - Yo juego en ¿Qué juego te gusta más? - Me gusta (juego) más.
Identify people and things at school.	Gente: - maestro(a) Útiles: - crayón/crayones - lápiz/lápices - libro - horario - tijeras - reloj	¿Qué útiles tienes tú? - Yo tengo (item). - Yo tengo (number) (item). - La maestra tiene . . . ¿Qué tenemos? - Nosotros tenemos . . . ¿Qué tiene (persona)? - El/Ella tiene (number) (útil). - Mis amigos tienen. . .

Tell the time on the hour.	• uno • dos • tres • cuatro • cinco • seis • siete • ocho • nueve • diez • once • doce	• ¿Qué hora es? • Son las . . . • ¿Cuándo estudian los niños (clase)? • Los niños estudian (clase) por la mañana/por la tarde. • ¿A qué hora estudian los niños (clase)? • A las (hora) los niños estudian (clase).