

Libros de Ninos

SUBJECT AREAS: Spanish One

AUTHORS: Elizabeth Chacon

OVERVIEW: In this project, students are given the opportunity to learn about the cultures of Spanish-speaking nations around the world, to learn basics of the language, and to practice their pronunciation of their early endeavors in the Spanish language. It is meant to be done at the beginning of the year with a class of students that have little/no prior knowledge of the Spanish language and Latino/Hispanic culture.

This particular project is introduced with a letter from the graduate students in Sonoma State's Reading and Language Program, in which they ask the beginning Spanish students to create culturally-significant texts that can be used in their classrooms. In order to do this, students must first develop a working knowledge of a particular country. Then, they must learn the alphabet, numbers, colors, days of the week, months of the year; and discover how culture can be represented in text. These ideas are then integrated together and put into their texts. For example, an alphabet book about Spain would not have T-Tamales (because they are not Spanish food), but may have P-Paella.

Groups of students work together to create these texts, and they are sent to a publishing company in order to create the final copies. When the final copies are returned, the students work together to put their best foot forward during their elementary-school presentations. Students must know the pronunciation of the Spanish words in their books, and understand the connections the books have to the countries.

PROJECT INFORMATION

Entry ⁽¹⁾
Document:

Years In Use: 2 year(s) at NNTHS

Length 3
(Weeks):

Grade Levels: 9, 10, 11, 12

Date 01/25/2006
Published:

Quarter Used: 1st

General Goals and Big Ideas (What are the learning objectives?)

Students will know the vocabulary and pronunciation of days of the week, months of the year, alphabet, numbers, and colors. In addition, students will be aware of the different countries that use Spanish as their main language, and simple cultural differences between these countries.

Learning Outcomes

A. Content Standards Addressed (California)

The Five C's

Communication

1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Connections

3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Communities

5.2: Students use Spanish both within and beyond the school setting.

Language Learning Continuum

Stage I and II

Function

Students develop the ability to begin to provide information.

Context

Students can perform these functions when reading using authentic materials, e.g. short narratives; and when writing short guided compositions.

Text Type

Students can use short sentences, learned words and phrases... when speaking and writing.

Content

Stages I and II can include the following topics:

- beyond self - symbols, cultural and historical figures, colors, numbers, days, dates, months

B. S.C.A.N.S. or 21st Century Skills

Workplace Skills

Resources

They know how to allocate time and materials

Interpersonal Skills

They can work on teams, teach others, and work with people from culturally diverse backgrounds.

Information

They can interpret and communicate

Systems

They understand social and organizational systems and they can monitor and correct performances.

Foundation Competencies

Basic Skills

Reading, writing, speaking and listening

Thinking Skills

The ability to learn, think creatively and make decisions.

Personal Qualities

Sociability

Driving Question and/or Problem Statement

How can students create and explain a culturally-significant children's book that can be used in the elementary-school classrooms and make sense to children of varying Spanish-speaking cultures?

Scaffolding Activities And Assignments (sorted in order of occurrence)

1. Students write a journal dealing with their favorite children's book, to get them thinking about important characteristics of children's books.
2. Put the class together into groups of three. As the first class project, assign groups to work together, so that students have the opportunity to get to know one another.
3. Pass out field-trip permission slips forms, so that the students know the project will be used in the "real world", and so that they have plenty of time to get them signed and returned.

4. The groups of three will pick a country they want to center their story around. Choose groups at random to tell you what country they will be studying. No two groups in the class should choose the same country.
5. Every student in the class needs to find five facts about their country that they think will fit into the children's book (i.e. - popular foods, sports, flag colors, etc.). There should be 15 *different* facts per group!
6. Group Contract - Students create their own group contracts and decide the criteria for the hiring and firing of group members. In the contracts, they also assign group roles, ensuring individual work accountability (i.e. - group leader, illustrator, "story" writer). Because this may be one of the first group contracts for some students, it is a good idea to show an good example and a bad example and discuss.
7. Read the following books to the students and discuss how culture can be represented through ideas and illustrations:
8. **Children's Books**
Gathering the Sun: an Alphabet in Spanish and English by Alma Flor Ada
Azul y Verde by Alma Flor Ada and F. Isabel Campoy
Uno, Dos, Tres: One, Two, Three by Pat Mora
Just a Minute: A Trickster Tale and Counting Book by Yuyi Morales
8. Allow the students time to write.
9. Do one-on-one teacher/group editing
10. When the books are complete, before going to the elementary school, have partners read together, read to another group, and read in front of the class (teacher assessment).
11. Teach the students how to write a business letter.
12. Check student letters to classroom teachers (for wherever the books are going)

Final Products and Assessment Methods

Children's Book
Field Trip to Elementary School
Letter to Classroom Teacher

Project Resources (books, movies, web links, materials and supplies)

Children's Books

Gathering the Sun: an Alphabet in Spanish and English by Alma Flor Ada
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Books written by student's from previous years

Materials

If you need publisher information, contact:
Division of Nationwide Learning Resources Inc.
P.O. Box19244
Topeka, Kansas 66619

They will supply the needed materials for creating the text.

Web-links

Countries:

<http://www.worldatlas.com/aatlas/world.htm>

Supplies

If your students are not going to create their pictures on the computer, make markers, paints, etc. available to your students for illustrations. Also, if you choose not to use a publisher, it is best to provide students with some sort of standard format (8 folded papers).