

Bienvenidos to Term dos in español!

Year Levels: PREP, Grades 1 and 2, Grades 3 and 4.

Queridos padres, cuidadores y familias,
Dear parents, carers and families,

Can you believe we are already in Term 2! Easter holidays have been and gone. Over the holidays, apart from enjoying a wonderful trip to Adelaide and eating a lot of Easter chocolate eggs (which is different to what I do in Spain), I have been preparing lots of new and exciting activities for the students for Term 2.

This term, Grade Prep students will explore the topic of *'Mi familia'* (My family). The activities will be based on the book *"Pequeño azul y pequeño amarillo"* ("Little Blue and Little Yellow"), which is a great illustration to explore vocabulary about family and colours, but also understand important values, such as, inclusion and friendship. The activities will culminate with students making puppets of the characters of the book using paper bags. Grades 1 and 2 will be exploring the topic of *'Mi escuela'* (My school) by observing their school environment and comparing it to a Spanish one. Towards the end of the term, the students work will also involve playing school traditional Spanish games and going on an investigative tour of the school. Grades 3 and 4 students will delve into the topic of *'El mundo Hispano Latino'* (The Hispanic-Latino World). Students, in groups of three, will explore about different aspects of a specific Spanish speaking country (landmarks, food, traditional dances and costumes, wildlife and some basic information and vocabulary needed to travel to that country). Then, students will present their final project to the class.

Also, I have some very exciting news for you all! We have officially our very own Sister School from Spain. The name of our Spanish school is **'Menéndez y Pelayo'** from Valverde del Camino, in the province of Huelva, Spain. The Spanish program will be sharing with our Sister School different activities and language experiences. We have recently created a blog in common where you can see what students in Spain and students in Sunshine Heights are doing in their classes. Please, check it out! I am really excited to start this new adventure with our students!

<http://intercambiosescolares1720.blogspot.com.au/>

And also, the students participating in the CLUB ESPAÑOL will also continue coming every Friday at lunch time to assist their growth in the Spanish language and help encourage others. This term we might be working on making a video of presentation for our Spanish Sister School, in English and Spanish language. I can't wait to have more fun with the Club Español this term!

What students can expect to learn this term (Essential Learnings by grade groupings):

Preps:

- Introduce self and family members using visual supports such as photos or pictures.
- Participate in shared reading using the book *"Pequeño azul y pequeño amarillo"* ("Little blue and Little Yellow") to acquire vocabulary about primary colours and main family members.
- Demonstrate comprehension of individual words in simple spoken and written texts by actions such as labelling, drawing, miming or pointing.
- Participate in songs and chants, such as *'La Familia'* (The Family) song or *'Mi cara'* (My Face) song, by singing and performing actions.

- Participate in tasks involving pointing, grabbing and classifying objects and attributes such as colours and numbers, using simple question forms.
- Recognise that Spanish is one of many languages spoken around the world and in Australia.

Grades 1 & 2:

- Describe classroom objects and favourite things using oral and visual supports, for example, *'Me gusta el azul'* (I like blue) or *'El lápiz azul'* (the blue pencil).
- Participate in Spanish games or activities that involve taking turns or making choices, such as *'El escondite inglés'* (Hide and Seek), *'Simón dice...'* (Simon says...), Spanish Hopscotch, *'Piedra, Tijeras, Papel'* (Rock, scissors and paper), *'Matamoscas'* (Fly swatter)...
- Contribute to class activities or projects that involve naming, illustrating and labelling, such as labelling the classroom objects or different school rooms.
- Perform songs, rhymes and action stories using verbal and non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning. For example, singing and acting *'Mi Mochila'* (My School Bag) song.
- Use classroom resources such as word wall charts and pictures to translate the meaning of single words and common expressions.
- Compare aspects of the school lives of children in Australian and Spanish-speaking countries, for example, ways of playing games, school lunch boxes, or interacting at school.

Grades 3 & 4:

- Collect information from media and print resources about aspects of the Spanish-speaking world (basic information of the country, landmarks, food, traditional dances and costumes or wildlife), presenting it to others in new ways such as creating a spoken, print or visual presentation with names, descriptions and captions.
- Identify the variety of languages represented in the school, by creating a language map with greetings in each language.
- Notice and apply elements of Spanish grammar such as the use of gender, singular/plural forms, adjectives to describe, conjunctions to link ideas (*y, o*), or common verbs (*ser, estar*) in simple spoken, written and digital texts.
- Participate in collaborative tasks and experiences.

Saludos,

Regards,

Señorita Irene.