

Bienvenidos to term cuatro 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 that we are already in our last term? What a year it has been!

Our **highlight for this term** will be our very first Spanish Fiesta Day 2017, on Friday the 3rd of November. Get excited because I have planned a range of Spanish activities focusing on the culture of México, and the entire school community (students, teachers and families) will have the opportunity to partake in these throughout the day. There will be music, dancing, cooking, craft activities, soccer and some delicious Spanish food. Please don't forget to hand in your child's food order form for the special snack ('Churros con chocolate') and lunch meal ('Paella'). The purpose of Spanish Day is for the whole school community to enjoy learning about a variety of Spanish activities and to have fun. I am very excited and I can't wait to see everyone immersed for a day in the Spanish language and culture!

Now to this term in Spanish. Prep students will explore the topic of "Animales" (Animals). The activities will be based on the book 'La Ratita Presumida' (Little Miss Mouse), which is a fun traditional Spanish story with repetitive language patterns. They will be singing and dancing 'La Ratita Presumida' rap and making animals masks to perform the story and the song. They will also be doing some activities involving sorting **colores** and **números**, for which each student will be asked to bring an empty egg carton (12 egg size) to school. Grades 1 and 2 will be exploring the topic of "Mi Cuerpo" (My Body) by learning vocabulary with action songs, such as 'Cabeza, hombros, rodillas, pies' (Head, shoulders, knees and toes) and "Chu Chu A". Later in the term, students will create a Spanish book about their imaginative monster, with different parts of the body. Grades 3 and 4 will delve head first into the topic of "Mi Rutina" (My Routine). Students will be viewing and listening to examples of texts (oral, print and digital) to explore daily routines, and undertaking some vocabulary building and speaking activities. They will also be encouraged to comment on and compare the daily routines of students in Spain and in Australia. As a final project, students will create simple illustrated bilingual comics presenting key information about their daily routines.

Club Español will of course be continuing with its great work this term. The club has students from Grades 3 and 4 who use their lunchtime every Friday to further grow their Spanish language skills and help to promote the Spanish language and culture around the school and at school events. This term they will focus on the Spanish Day and learning a dance for the school final concert.

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

Preps:

- Listen to the traditional Spanish story "La Ratita Presumida" and respond through acting, mime and drawing.

- Recognise and name vocabulary related to animals that appear in the tale “La Ratita Presumida”, including: *un ratón (a mouse)*, *un gato (a cat)*, *un perro (a dog)*, *un gallo (a rooster)*, *un cerdo (a pig)*, and *un burro (a donkey)*.
- Sort animals by colour and number, for example, *¿Es un perro marrón? Sí-No (Is it a brown dog? Yes-No)*, *¿Cuántos perros? Dos perros (How many dogs? Two dogs)*.
- Sing and dance “La Ratita” rap, learning the repetitive patterns, for example, *¿Qué es? Es un perro. (What is it? It is a dog)*.

Grades 1 & 2:

- Describe parts of the body of themselves and an imaginary monster, for example, *tengo dos ojos (I have two eyes)*, and *Mi monstruo tiene cinco ojos (My monster has five eyes)*.
- Contribute to class activities or projects that involve naming, illustrating and labelling the body parts and numbers up to 50.
- Participate in songs such as ‘Cabeza, hombros, rodillas, pies’ (Head, shoulders, knees and toes) or ‘Chu Chu A’ by singing and performing associated actions.
- Compose an original short story with labels using modelled language.

Grades 3 & 4:

- Interact with the teacher and peers to describe their daily routines, such as ‘*Me levanto*’ (I get up) or ‘*Voy a la escuela*’ (I go to school).
- Read, view and listen to a range of print, digital and oral texts about ‘*Rutinas*’ through guided participation, for example, by responding to questions about the text and by illustrating and labelling aspects of the texts.
- Experiment with voice and gestures to act out events in imaginative texts, for example, assuming a character from a text or participating in a dialogue.
- Create simple illustrated bilingual texts that can be used by young learners of either English or Spanish, presenting key information on a topic of interest such as *Daily Routines*.
- Comment on culturally specific elements of stories about Spanish daily routines and compare it with Australian ones.

I am very much looking forward to lots of fun Spanish lessons this term with your children, and I welcome you all to share in and enjoy the new Spanish they will be learning this term. If you have any queries, suggestions, or comments about the Spanish programs above, please feel free to ask for me at Reception, or alternatively you can contact me via email at: Toscano.mejias.irene.t@edumail.vic.gov.au

Saludos (Regards),

Señorita Irene