

# MOVING THROUGH TIME

## A UNIT PLAN



WRITTEN BY:  
RYAN ZARO  
FALL 2010

## **Table of Contents:**

<u>Introduction</u>	<u>Page 3</u>
<u>Curriculum Standards</u>	<u>Page 4</u>
<u>Curriculum Grid</u>	<u>Page 5</u>
<u>Grading Rationale</u>	<u>Page 6</u>
<u>Grade Tracker</u>	<u>Page 7</u>
<u>Lesson Plan 1 – Telling Time</u>	<u>Page 8</u>
<u>Lesson Plan 2 – Days of the week and Numbers 0-30</u>	<u>Page 10</u>
<u>Lesson Plan 3 – Months/Seasons/Weather</u>	<u>Page 12</u>
<u>Lesson Plan 4 – Holidays</u>	<u>Page 14</u>
<u>Lesson Plan 5 – Día de los Muertos</u>	<u>Page 16</u>
<u>Appendices:</u>	
<u>Appendix 1-1: “Mini” Quiz</u>	<u>Page 18</u>
<u>Appendix 1-2: Homework: Telling Time</u>	<u>Page 19</u>
<u>Appendix 2-1: “Mini” Quiz</u>	<u>Page 21</u>
<u>Appendix 2-2: El horario</u>	<u>Page 22</u>
<u>Appendix 2-3: Homework</u>	<u>Page 23</u>
<u>Appendix 3-1: “Mini” Quiz</u>	<u>Page 25</u>
<u>Appendix 4-1: Holiday Worksheet</u>	<u>Page 26</u>
<u>Appendix 4-2: Dia de los muertos articles</u>	<u>Page 27</u>
<u>Appendix 5-1: “Mini” Quiz</u>	<u>Page 30</u>
<u>Appendix 5-2: Pan de Muerto</u>	<u>Page 31</u>
<u>References:</u>	<u>Page 32</u>

## **Introduction:**

The concept of moving through time is something that is fundamental when learning any language. It is especially important when learning a foreign one. This unit focuses on all of concepts of time and helps students express those aspects in Spanish. The importance of learning numbers, days, times, months, holidays, and seasons is essential for students when learning a foreign language. By knowing these bits of information, students are able to clearly communicate about daily essentials in life. Without this information, students would not be able to function in today's society that is reliant upon time and money. By knowing the information, students will be able to tell time, indicate days of the week and months of the year, and discover holidays and seasons all in Spanish.

Through my lectures and activities, students will be able to practice the above listed routines. They will be able to put to use their Spanish skills in a fun and interacting way. There will be quizzes, projects, and fun activities to help engage the students and motivate them to practice and learn Spanish.

The students will be quite surprised how truly fun it is learning Spanish.

## **Curricular Standards:**

**1.1 Students will effectively talk and write about activities of daily life relying on memorized phrases, short sentence, numbers, dates, times, and other basic thematic vocabulary.**

2. Effectively give and follow simple oral and written instructions and commands on familiar topics, utilizing visual cues when appropriate.
5. Clearly tell and write a simple narrative about a personal experience or event in the present tense.
7. Skillfully use the standard rules of usage and grammar.
8. Demonstrate accuracy in the imitation of modeled words.
9. Appropriately ask and respond to basic questions.

**1.2 Students can systematically recognize a sound with its corresponding letter or symbol.**

2. Consistently comprehend written spoken numbers, dates, times, and other basic thematic vocabulary.
3. Accurately read and comprehend phrases, short sentences, brief written directions, and simple narratives.
4. Correctly write numbers, dates, times, and other basic thematic vocabulary.

**1.4 Students can correctly identify the manner in which important traditions, holidays, and events are celebrated.**

**1.9 Students frequently report about the use of the foreign language outside of classroom.**

## Curriculum Grid:

Content Standard	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
1.1.1. Effectively talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary.	X	X	X	X	X
1.1.2. Effectively give and follow simple oral and written instructions and commands on familiar topics, utilizing visual cues when appropriate.	X	X	X	X	X
1.1.5. Clearly tell and write a simple narrative about a personal experience or event in the present tense.	X	X	X	X	X
1.1.7. Skillfully use the standard rules of usage and grammar.	X	X	X	X	X
1.1.8. Demonstrate accuracy in the imitation of modeled words.	X	X	X	X	X
1.1.9. Appropriately ask and respond to basic questions.	X	X	X	X	X
1.2.1. Systematically recognize a sound with its corresponding letter or symbol.	X	X	X	X	X
1.2.2. Consistently comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary.	X	X	X	X	X
1.2.3. Accurately read and comprehend phrases, short sentences, brief written directions, and simple narratives.	X	X	X	X	X
1.2.4. Correctly write numbers, dates, times, and other basic thematic vocabulary.	X	X	X	X	X
1.4.1. Correctly identify the manner in which important traditions, holidays, and events are celebrated.				X	X
1.9.1 Frequently report about the use of the foreign language outside of classroom.	X	X	X	X	X

## **Grading Rationale:**

The process of learning a foreign language is very difficult, so a caring, welcoming environment is what I want my students to have. This is what I strive for in my classroom for my students. My goal is for students to learn in a positive, up-beat environment where they can feel free to express themselves and be on the same page as everyone in the room. Learning foreign languages are difficult for some, while easy for others. As a Spanish teacher, my goal is for **EVERYONE** in the classroom to help each other and learn together.

My classroom is as a safe, open environment, meant for learning, developing and expressing. There is a support system set up for everyone to learn, develop as human beings, and express themselves in whatever way they need to. I just ask a few things from my students to achieve these wonderful goals. First, students should respect themselves and everyone around them. They should also respect their environment! In this classroom, there is a zero-tolerance policy for any bully or mocking in my classroom. My class is difficult and challenging, so we must all support and help each other. Second, I ask that students treat others, as they'd like to be treated. We are all equal in this space! The third thing I ask is that the students and the teacher to come to class prepared and on-time everyday, ready to learn/grow. All appropriate material should be out and ready before the class begins. The last and final thing I ask is that students be responsible for their choices, their work, and their sense of humor. It is their responsibility to do work and be prepared for class. It is their responsibility to come and me for need help. My classroom door is always open and I will do whatever is necessary for them to succeed!

Students will be challenged in my class. They will be expected to be prepared for all the lessons, and hope to master their knowledge of Spanish 1 by the end of the year. Students will have projects, assignments, tests, and quizzes that correlate with the material taught. There will also be numerous extra credit opportunities within the class!

My last little bit of advice for my classroom is: HAVE AN OPEN MIND! Be prepared to have fun and learn fun, new, exciting things! We will have an amazing year if all of us can be there and support each other.

## **Grade Tracker:**

Grades will be based on homework assignments, daily “mini-quizzes” (can drop 5 lowest scores), class assignments, your Lexicon, listening/oral quizzes, a cultural project, and tests. There will also be numerous Extra Credit opportunities throughout the year with plenty of notice given. There will be information given about the cultural project one month prior to the actual due date. Also, the students will receive rubrics on what they are to be expected of. There will also be study guides and study sessions available before all tests/quizzes. I will be grading on a points system. The following table is what the class is broken down to in percentage points:

Homework assignments	15%
“Mini-quizzes”	10%
Classroom assignments	10%
Lexicon	10%
Listening/Oral Quizzes	15%
Cultural Project	20%
Final Exam	20%
<b>Total</b>	<b>100%</b>

Grades are broken down as follows:

A: 100-95	C: 79-75	F: 60 or below
A-: 94-90	C-: 74-70	
B: 89-85	D: 69-65	
B-: 84-80	D-: 64-60	

## **Lesson #1:**

**Teacher:** Mr. Zaro

**Subject Area:** Spanish 1

**Grade Level:** 9-12

**Lesson Title:** Telling Time

**Overview:** In this lesson, students will learn how to correctly tell and ask the time in Spanish. The students will make clocks out of paper plates and practice asking and responding in Spanish with a partner.

**Connection to the Curriculum:** Any subject. Spanish in particular

**Connection to Standards:** 1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.9.1

**Multiple Intelligences/Modalities:** Interpersonal, Bodily/Kinesthetic, Spatial, Linguistic

**Technology:** Computer for role/grading, whiteboard, materials for paper plate clocks, worksheets, Textbook: *Sol y Viento*

**Teacher Roles:** I will lead the class discussion, teach the proper vocabulary, model the Spanish vocabulary, and explain the craft activity. The students will teach each other when they work in partners.

**Time:** 90 Minutes

**Objectives:** The learner will be able to:

1. Express time in Spanish
2. Formulate questions about time in Spanish
3. Apply their knowledge of time to a partner in Spanish

**Suggested Procedure:**

**Opening:** I will begin the class with a “mini” quiz on numbers from the previous classes. Once we finish the quizzes, we will review numbers (0-30) since they are the prime numbers when telling time in Spanish. I will then review the homework/reading from the night before (pre-reading of telling time in the Textbook). I will then go on to explain the craft portion of the day. The materials needed for the paper plate clock are: paper plates, markers, construction paper, scissors, and brads. I will distribute the materials to the students and have them go back to their seats. We will construct the clocks and then start the lesson on telling time. I will introduce the appropriate vocabulary, have the students repeat after me, and practice telling time with the clocks. Once I feel the students are ready, I will have them work with a partner to practice asking and telling time.



**Development:** The paper plate clock will be used as an activity for the students to learn how to tell time in Spanish. First, the students will number the plate as if it is a clock (I will point to the clock in the classroom as a reference). I will then have the class cut out arrows that point to the numbers. One should be shorter and when placed in the middle of the clock, they should not cover the numbers on the clock. The students will then attach the arrows to the clock with the brads. Make sure not to have them put it through the arrow side, but the straight side. Once attached, I will have the students demonstrate that their clocks work. After this is complete, I will teach how to tell and ask time in Spanish. I will introduce the appropriate vocabulary, as well as model with the clocks. After the vocabulary, I will ask the students a time and have them show me on the clocks. After a few minutes of this, I will have them turn to their partners and have them practice with them.

**Closing:** Once the students finish with their partners, I will have them go back to their seats and give another “mini” quiz, that will serve as their exit slip. This will be non-graded and used as an informal assessment of the lesson.

**Student Assessment:** The daily “mini” quiz will be used to assess previous knowledge. I will review numbers. I will also use the clocks to see if they understand the concept of telling time.

**Extending the Lesson:** I will have the students complete a time worksheet and read about what we are going to do the next class. Read pages 28-19, 56-57, and 80 in the textbook. This will prepare the students for the next day.

**Additional Resources:** Foreign Languages for Traveler is a great website that says words out loud in Spanish. <http://www.travlang.com/languages/>

**Adaptations for Diverse Learners:** Since these are FLL (Foreign Language Learners) the lesson is developed for students learning a foreign language.

**Teaching Materials:** See Appendix 1-1 and Appendix 1-2

**Reference:** *Sol y Viento* textbook, [http://www.eduref.org/cgi-bin/lessons.cgi/Foreign\\_Language/Spanish](http://www.eduref.org/cgi-bin/lessons.cgi/Foreign_Language/Spanish)

## **Lesson #2:**

**Teacher:** Mr. Zaro

**Subject Area:** Spanish 1

**Grade Level:** 9-12

**Lesson Title:** Days of the week and numbers 30-100

**Overview:** In this lesson, students will learn how to correctly say, remember, and express days of the week and schedules in Spanish. Students will also be able to count from 0-30 in Spanish. The students will be able to give their schedules, express the days of the week, and count in Spanish.

**Connection to the Curriculum:** Any subject. Spanish in particular

**Connection to Standards:** 1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.9.1

**Multiple Intelligences/Modalities:** Interpersonal, Intrapersonal, Spatial, Mathematical-Logical

**Technology:** Computer for role/grading, whiteboard, materials for schedules, worksheets, Calendars, Textbook: *Sol y Viento*

**Teacher Roles:** I will lead the class discussion, teach the proper vocabulary, model the Spanish vocabulary, and explain the activity for the day. The students will work in partners to share their schedules.

**Time:** 90 Minutes

**Objectives:** The learner will be able to:

1. Identify days of the week in Spanish
2. Compare/contrast schedules in Spanish
3. Calculate numbers in Spanish

**Suggested Procedure:**

**Opening:** I will begin the class with a “mini” quiz on material covered from the previous class, homework, and reading. Once we are done doing this, I will ask the students about noticias (news) from the previous day. We will discuss time and see if everyone is okay with it, and then I will move on to the lesson of days of the week, months of the year, and then finally numbers 0-30. Once this is done, we will do an activity, which will involve the students making their daily schedules, and then we will share them as a class.

**Development:** Once finished with the lesson, I will pass around schedules for the students to begin working on. I will give them about twenty minutes to complete (I will do one too!). I will then have the students compare them with their classmates, and we

will come up with similarities and differences. Once they have completed the discussion, I will show a video that will model what I'd like them to do for their homework.

**Closing:** I will show this video clip from YouTube (<http://www.youtube.com/watch?v=xkTP5RD5HG4>) to transition them into one of their homework assignments. I will have them turn in the schedules to me as they leave class as an exit slip.

**Student Assessment:** The schedule assignment will assess what they learned and didn't learn. It will be a participation grade.

**Extending the Lesson:** I will have the students write out a daily routine schedule just like the video I showed the class. It will be a short writing assignment that has to include at least 7 daily activities they do. They must include the time. I will also have them do a worksheet and read pages 56-57.

**Additional Resources:** There are many great resources including the textbook, on-line dictionaries (wordreference.com), and the Internet.

**Adaptations for Diverse Learners:** Since these are FLL (Foreign Language Learners) the lesson is developed for students learning a foreign language.

**Teaching Materials:** Appendix 2-1, Appendix 2-2, Appendix 2-3

**Resources:** *Sol y Viento* textbook, YouTube video: <http://www.youtube.com/watch?v=xkTP5RD5HG4>, studyspanish.com

## **Lesson #3:**

**Teacher:** Mr. Zaro

**Subject Area:** Spanish 1

**Grade Level:** 9-12

**Lesson Title:** Months/Seasons/Weather

**Overview:** In this lesson, students will learn correctly learn the months/seasons of the year in Spanish. Students will also be able to describe the weather in Spanish.

**Connection to the Curriculum:** Any subject. Spanish in particular

**Connection to Standards:** 1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.9.1

**Multiple Intelligences/Modalities:** Interpersonal, Linguistic, Spatial, Mathematical-Logical

**Technology:** Computer for role/grading, whiteboard, thermometer, worksheets, pictures of the seasons, magazines, Textbook: *Sol y Viento*

**Teacher Roles:** I will lead the class discussion, teach the proper vocabulary, model the Spanish vocabulary, and explain the activity for the day. The students will work in groups to come up with certain elements from each season and present to the class.

**Time:** 90 Minutes

**Objectives:** The learner will be able to:

1. Identify months of the year in Spanish
2. Classify the seasons of the year in Spanish
3. Perform a weathercast in Spanish

### **Suggested Procedure:**

**Opening:** I will begin the class with a “mini” quiz on material covered from the previous class, homework, and reading. Once we are done doing this, I will ask the students about noticias (news) from the previous day. We will discuss the material from the previous class (numbers 0-30, days of the week, schedules). Once this is done, I will go over the appropriate vocabulary for this lesson, as well as grammar. We will review the months of the year, seasons of the year, and weather. Once done, we will do a group project involving all three elements of the lesson.

**Development:** Once finished with the lesson, I will explain the activity we will be doing. The students will get into groups of 4, and will be assigned a season. The students must then come up with a 5-minute presentation for the class, explaining what

months their season falls in, the characteristics of the seasons, and the weather associated with the season. I will provide magazines, scissors, art supplies, paper, glue and other materials for the projects. Each student must speak at least one. I will show an example. They will be graded on content and creativity. We will then post them around the room.

**Closing:** I will show this video clip from YouTube (<http://www.youtube.com/watch?v=QhbLQwgmXTM>) to again model what I would like them to do for homework.

**Student Assessment:** The project will be the assessment.

**Extending the Lesson:** I would like the students to write a brief, 2-minute, weather forecast using the vocabulary from the book. They must include the date (month too) and the weather conditions. I encourage creativity. They will then have to present it to the class, instead of the “mini” quiz. They will also read pages 216-217.

**Additional Resources:** There are many great resources including the textbook, on-line dictionaries (wordreference.com), and the Internet.

**Adaptations for Diverse Learners:** Since these are FLL (Foreign Language Learners) the lesson is developed for students learning a foreign language.

**Teaching Materials:** Appendix 3-1

**Resources:** *Sol y Viento* textbook, YouTube video: <http://www.youtube.com/watch?v=QhbLQwgmXTM>, studyspanish.com

## **Lesson #4:**

**Teacher:** Mr. Zaro

**Subject Area:** Spanish 1

**Grade Level:** 9-12

**Lesson Title:** Holidays

**Overview:** In this lesson, students will learn the holidays in Spanish. They will also compare what holidays are like in Spanish-speaking countries.

**Connection to the Curriculum:** Any subject. Spanish in particular

**Connection to Standards:** 1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.4.1, 1.9.1

**Multiple Intelligences/Modalities:** Interpersonal, Intrapersonal, Spatial, Mathematical-Logical

**Technology:** Computer for role/grading, whiteboard, video player/YouTube, Textbook: *Sol y Viento*

**Teacher Roles:** I will lead the class discussion, teach the proper vocabulary, model the Spanish vocabulary, and explain the activity for the day. The students will learn the different holidays and their meanings. They will compare them to holidays in the U.S.

**Time:** 90 Minutes

**Objectives:** The learner will be able to:

1. Explain holidays in Spanish
2. Compare holidays
3. Analyze a video of Día de los Muertos

**Suggested Procedure:**

**Opening:** I will begin the class with the mini weather forecasts. They will stand at their seats and give the forecasts. When they are done, I will ask for noticias (news) and we'll discuss that for about 10-15 minutes. After, we will begin the lesson on holidays. We will review the holidays and see if any are celebrated in other countries or just here. When that is done, I will hand out a quick in-class assignment about holidays and then we will watch a movie to introduce the Day of the Dead (Día de los Muertos).

**Development:** I will pass out an in-class assignment that deals with holidays. Once the assignment is complete, I will start a video that introduces Day of the Dead. The students will have to take notes on it, and turn them in as they leave class. This is their exit slip.

**Closing:** The video that the students will watch is:  
<http://www.youtube.com/watch?v=BIUXTXjlial>. They will have to take notes and turn them in.

**Student Assessment:** The in-class assignment on the holidays and the notes from the video.

**Extending the Lesson:** I will assign two short articles that are about Day of the Dead. The students will have to read them and write a bulleted summary (5-7) and bring it to class. Also, I will have the students bring something they would put on an altar to be remembered by. (This will be explained in the next class).

**Additional Resources:** There are many great resources including the textbook, on-line dictionaries (wordreference.com), and the Internet.

**Adaptations for Diverse Learners:** Since these are FLL (Foreign Language Learners) the lesson is developed for students learning a foreign language.

**Teaching Materials:** Appendix 4-1, Appendix 4-2

**Resources:** *Sol y Viento* textbook, YouTube video:  
<http://www.youtube.com/watch?v=BIUXTXjlial>,  
<http://www.azcentral.com/ent/dead/articles/dead-history.html> article, and  
<http://diadelosmuertos.us/article/day-of-the-dead> article

## **Lesson #5:**

**Teacher:** Mr. Zaro

**Subject Area:** Spanish 1

**Grade Level:** 9-12

**Lesson Title:** Día de los Muertos

**Overview:** In this lesson, students will learn about the significance of Día de los Muertos. They will have a deeper understanding for what the holiday is and what it means to the people of Mexico. They will learn also about the history.

**Connection to the Curriculum:** Any subject. Spanish in particular

**Connection to Standards:** 1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.4.1, 1.9.1

**Multiple Intelligences/Modalities:** Interpersonal, Intrapersonal, Spatial, Mathematical-Logical, Linguistic, Bodily-Kinesthetic

**Technology:** Computer for role/grading, whiteboard, materials for craft project, articles from homework on Día de los Muertos, Textbook: *Sol y Viento*

**Teacher Roles:** I will lead the class discussion, teach the proper vocabulary, model the Spanish vocabulary, and explain the activity for the day. The students are going to learn about this history and significance of Día de los Muertos.

**Time:** 90 Minutes

**Objectives:** The learner will be able to:

1. Recognize the history and significance of Día de los Muertos
2. Compare it to other holidays
3. Summarize the importance of the holiday

**Suggested Procedure:**

**Opening:** I will begin the class with a “mini” quiz on the material from the previous class. Once that is completed, I will ask about noticias (news). Once we finish with noticias, I will begin the lesson on the Day of the Dead. We will discuss the articles and I will fill in the blanks of the history and the significance. We will also discuss the video from the previous class. Once we have a solid understanding of the holiday, we will move on to the project we will be doing for the rest of the class. I will ask the students to take out their item that they wished to be remembered by that be placed at the altar. I will explain how to make the altar and then we will take a picture of the altar and I will post it in the classroom.

**Development:** As a class, we will make an altar, filled/surrounded by things that represent who we are and how we want to be remembered when we pass away. I will



then lay out all of the necessary materials for the class. The class will need construction paper and scissors, as I will provide and do the rest. I will tell them to pick a piece of paper and make it into a headstone. They will put the name of someone that has passed on one side and something they remember the most on the other. I will show my example. While they are doing that, I will pull out a cake pan filled almost full with sand. Once they have finished I will have them fold the pieces of paper in half, with the name side sticking out and we will then glue toothpicks to the pieces of paper, making it look like a flag. Once they are finished, I will dim the classroom lights, light a candle and place it behind the cake pan. The students will then go up one-by-one and place their flags in the sand and say what they remembered most about the person. They will also explain their item they brought to class.

**Closing:** Once we are done with that, I will take a picture and we'll post it in the classroom. When they are done, I will pass out "pan de los muertos", a Mexican bread that is eaten during Day of the Dead. I will give a brief story behind it and what is in it and the class is free to go.

**Student Assessment:** The homework bullet points.

**Extending the Lesson:** The students will have to write a paragraph about their favorite part of Day of the Dead and why. It must be at least 6-8 sentences, double-spaced, and proper grammar. There needs to be Spanish vocabulary words incorporated as well.

**Additional Resources:** There are many great resources including the textbook, on-line dictionaries (wordreference.com), and the Internet.

**Adaptations for Diverse Learners:** Since these are FLL (Foreign Language Learners) the lesson is developed for students learning a foreign language.

**Teaching Materials:** Appendix 5-1, Appendix 6-2

**Resources:** <http://diadelosmuertos.us/lesson-plans/remembrance-lesson-plan> and <http://www.globalgourmet.com/food/egg/egg1096/panmuert.html#axzz14I7sHBoQ>

## **Appendix 1-1:**

“Mini” Quiz 1:

1. Cuando expresa la hora en español, ¿Qué verbo usar? (When telling time in Spanish, what verb do you use?)  
a. Estar                                      b. Ser                                      c. Timo
2. ¿Qué es este número, 15, en español? What is the following number, 15, in Spanish?  
a. Quince                                      b. Diez y cinco                                      c. Uno y cinco
3. ¿Cómo se dice, doce, en ingles? How do you say, doce, in English?  
a. 10                                      b. 2                                      c. 12

## **Appendix 1-2:**

### Homework Telling Time:

## PART ONE:

Circle the response that reflects the time mentioned in each statement.

- |   |               |               |
|---|---------------|---------------|
| 1. El baile (the dance) es a las diez.                    | A. 2:00       | B. 10:00      |
| 2. La clase termina (ends) a la una menos diez.           | A. 12:50      | B. 1:10       |
| 3. La conferencia (meeting) es a las tres y cuarto.       | A. 3:04       | B. 3:15       |
| 4. La fiesta (party) es a las siete y media.              | A. 6:30       | B. 7:30       |
| 5. La clase es a las once menos cuarto.                   | A. 10:45      | B. 11:15      |
| 6. El concierto es a mediodía.                            | A. 12:00 a.m. | B. 12:00 p.m. |
| 7. El trabajo comienza (begins) a las nueve menos cuarto. | A. 8:45       | B. 8:56       |
| 8. La película termina a las cinco.                       | A. 5:00       | B. 6:00       |

## PART TWO:

Circle the correct response to complete each of the following statements.

1. Son las siete. La fiesta es a las nueve. La fiesta es en...  
a. tres horas.      b. dos horas.      c. cuatro horas.
2. Son las diez. La clase es en cuatro horas. La clase es a las...  
a. dos.      b. tres.      c. sies.
3. El concierto es a las ocho. El concierto es en una hora. Son las...  
a. cinco.      b. seis.      c. siete.
4. Son las seis. Trabajo a las nueve. Trabajo en...  
a. dos horas.      b. tres horas.      c. cuatro horas.
5. Son las dos. El trabajo termina en cuatro horas. El trabajo termina a las...  
a. cinco.      b. seis.      c. siete.
6. La conferencia es a las tres. La conferencia es en una hora. Son las...  
a. dos.      b. tres.      c. cuatro.

PART THREE:

Please write out the time listed on the clock.

Example: 12:15 p.m.      Son las doce y cuarto de la tarde.

1. 4:10 a.m.      \_\_\_\_\_
2. 3:15 p.m      \_\_\_\_\_
3. 8:25 a.m.      \_\_\_\_\_
4. 9:40 p.m.      \_\_\_\_\_
5. 6:35 a.m.      \_\_\_\_\_
6. 1:00 p.m.      \_\_\_\_\_
7. 2:20 a.m.      \_\_\_\_\_
8. 12:00 noon      \_\_\_\_\_
9. 5:55 p.m.      \_\_\_\_\_
10. 7:30 a.m.      \_\_\_\_\_

## **Appendix 2-1**

“Mini” Quiz:

1. Circle the correct translation of Thursday.  
a. El Jueves                      b. el jueves                      c. el lunes
2. List 3 days of the week.  
a.                                      b.                                      c.
3. What is the following number, 33, in Spanish?  
a. Treinta y tres                      b. Tres y tres                      c. Treinta y cinco

## **Appendix 2-2**

El horario:

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
A LAS 8 DE LA MAÑANA					
A LAS 10 DE LA MAÑANA					
AL MEDIODIA					
A LAS 2 DE LA TARDE					
A LAS 4 DE LA TARDE					
A LAS 6 DE LA NOCHE					
A LAS 8 DE LA NOCHE					
A LAS 10 DE LA NOCHE					

## Appendix 2-3

### HOMEWORK:

PARTE A: Circle the correct translation.

- |               |                 |                 |
|---------------|-----------------|-----------------|
| 1. Monday     | a. el lunes     | b. El Lunes     |
| 2. El martes  | a. Thursday     | b. Tuesday      |
| 3. Wednesday  | a. El Miércoles | b. el miércoles |
| 4. El viernes | a. Friday       | b. Saturday     |
| 5. Sunday     | a. el domingo   | b. la dominga   |
| 6. El sábado  | a. Saturday     | b. Monday       |

PARTE B: Which number comes next?

- |                  |              |               |                |               |
|------------------|--------------|---------------|----------------|---------------|
| 1. 12, 14, 16, ? | a. dieciséis | b. diecisiete | c. dieciocho   | d. diecinueve |
| 2. 5, 10, 15, ?  | a. quince    | b. veinte     | c. veinticinco | d. nueve      |
| 3. 10, 20, ?, 40 | a. veinte    | b. treinta    | c. tres        | d. trece      |

PARTE C: Circle the correct translation.

- |                         |                         |                          |
|-------------------------|-------------------------|--------------------------|
| 1. Thirteen televisions | a. trece televisions    | b. diecitre televisions  |
| 2. Seventeen professors | a. dieciséis profesores | b. diecisiete profesores |
| 3. Sixteen cities       | a. dieciséis ciudades   | b. diecisiete ciudades   |

PARTE D: Calculate the sum or the difference.

1. Once libros más doce libros son:  
a. Trece  
b. veintitrés
2. Catorce aviones más doce aviones son:  
a. Veintisiete  
b. veintiséis
3. Treinta plumas menos una plumas son:  
a. Veintinueve  
b. veintiocho
4. Dieciocho gatos menos un gato son:  
a. Diecisiete  
b. dieciséis
5. Dieciocho señoritas menos dos señoritas son:  
a. Diecisiete  
b. sieciséis



### **Appendix 3-1:**

“Mini” Quiz:

1. Write what month comes next in the sequence: noviembre, diciembre, ?
  - a. \_\_\_\_\_
2. What are two of the seasons in Spanish? (extra credit if you can name all 4)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. What does schedule mean in Spanish?
  - a. \_\_\_\_\_

### **Appendix 4-1:**

#### HOLIDAY WORKSHEET:

Indica en qué día cae (*what day is*) cada día festivo.

el Día de San Valentín

la Navidad

la Noche Vieja

el Día de San Patricio

el Día de Padre

el cumpleaños del Dr. Martin Luther King, Jr.

el Día de los Veteranos

el Día del Trabajo (*Labor*)

el Día de la Madre

el Día de Acción de Gracias

## Appendix 4-2:

# Day of the Dead

15 November 05

### About Dia de los Muertos

Dia de los Muertos is celebrated throughout Mexico and the Southwest states, and coincides with the Christian All Souls and All Saints Days. On November 1st and 2nd people remember those who are deceased. November 1st is considered the Dia de los Angelitos—the day to remember children that have died, November 2nd is the traditional Dia de los Muertos (day of the dead). Pictures of the deceased are placed on Dia de los Muertos altars with their favorite food and drink. Candles to light their way home, and soap and water to freshen-up after their long trip back are also often placed on altars. Trinkets they were fond of, symbols they would understand, and gifts are left to communicate to them that they are always in the hearts of those they left behind, and that they are still part of the family even though they aren't physically with us any longer.

Families often spend time at the cemetery with loved ones, bringing food and drink along with all the other necessities for a picnic. However, at this picnic the deceased is the guest of honor. Dia de los Muertos is a time of joy because we know that we are surrounded by those that we love—both living and dead. People often compare Dia de los Muertos to Halloween, and while at first glance there may appear to be a similarity, in truth the two celebrations are quite different. Halloween is a European holiday that is based on their concept of death, which is vastly different from the original Aztec meaning. The Aztecs beliefs were very similar to the Aboriginal beliefs of Australia. This life is considered to be a dream and when you die, you awake to your real life. Halloween, on the other hand, is celebrated with witches, demons and monsters and none of these are shown in a positive light.

### Dia de los Muertos History

Day of the Dead began as an Aztec celebration originally celebrated in August. Skeletons and skulls were used as symbols for death and rebirth. Instead of fearing death, they embraced it and considered it a “moving-on” to a higher level of consciousness. When the Spaniards came and converted the Aztecs, the Aztecs incorporated the symbols of the crucifix and devil into the celebration, which the Spaniards moved to November 2nd.

The Devil doesn't have the same meaning that he does in the religious “Exorcist” mentality. People often misunderstand other cultures definition of the Devil, and I have had many people offended by my Dia de los Muertos artwork that features him/her. In many cultures there are deities that are neither all good, nor all bad, but a mixture of both. Depending on which side they got of the bed that morning and how you treat them. There for these deities that may at times be cruel, can be treated with honor and respect by someone hoping to get their help and remain on their good side. This really is no different from the old testament God, who if he liked you, put

you on an arc with 2 of every animal, and if he didn't he acted the part of the stereotypical mafia don and "let you swim with the fishes."

The devil did not exist for the Aztecs until their conversion to Christianity.

## **Day of the Dead history**

### **Indigenous people wouldn't let 'Day of the Dead' die**

by **Carlos Miller**

The Arizona Republic

More than 500 years ago, when the Spanish Conquistadors landed in what is now Mexico, they encountered natives practicing a ritual that seemed to mock death. It was a ritual the indigenous people had been practicing at least 3,000 years. A ritual the Spaniards would try unsuccessfully to eradicate. A ritual known today as Día de los Muertos, or Day of the Dead.

The ritual is celebrated in Mexico and certain parts of the United States, including the Valley. Celebrations are held each year in Mesa, Chandler, Guadalupe and at Arizona State University. Although the ritual has since been merged with Catholic theology, it still maintains the basic principles of the Aztec ritual, such as the use of skulls.

Today, people don wooden skull masks called calacas and dance in honor of their deceased relatives. The wooden skulls are also placed on altars that are dedicated to the dead. Sugar skulls, made with the names of the dead person on the forehead, are eaten by a relative or friend, according to Mary J. Adrade, who has written three books on the ritual. The Aztecs and other Meso-American civilizations kept skulls as trophies and displayed them during the ritual. The skulls were used to symbolize death and rebirth. The skulls were used to honor the dead, whom the Aztecs and other Meso-American civilizations believed came back to visit during the monthlong ritual.

Unlike the Spaniards, who viewed death as the end of life, the natives viewed it as the continuation of life. Instead of fearing death, they embraced it. To them, life was a dream and only in death did they become truly awake. "The pre-Hispanic people honored duality as being dynamic," said Christina Gonzalez, senior lecturer on Hispanic issues at Arizona State University. "They didn't separate death from pain,

wealth from poverty like they did in Western cultures."

However, the Spaniards considered the ritual to be sacrilegious. They perceived the indigenous people to be barbaric and pagan. In their attempts to convert them to Catholicism, the Spaniards tried to kill the ritual. But like the old Aztec spirits, the ritual refused to die. To make the ritual more Christian, the Spaniards moved it so it coincided with All Saints' Day and All Souls' Day (Nov. 1 and 2), which is when it is celebrated today. Previously it fell on the ninth month of the Aztec Solar Calendar, approximately the beginning of August, and was celebrated for the entire month. Festivities were presided over by the goddess Mictecacihuatl. The goddess, known as "Lady of the Dead," was believed to have died at birth, Andrade said.

Today, Day of the Dead is celebrated in Mexico and in certain parts of the United States and Central America. "It's celebrated different depending on where you go," Gonzalez said. In rural Mexico, people visit the cemetery where their loved ones are buried. They decorate gravesites with marigold flowers and candles. They bring toys for dead children and bottles of tequila to adults. They sit on picnic blankets next to gravesites and eat the favorite food of their loved ones. In Guadalupe, the ritual is celebrated much like it is in rural Mexico. "Here the people spend the day in the cemetery," said Esther Cota, the parish secretary at the Our Lady of Guadalupe Church. "The graves are decorated real pretty by the people." In Mesa, the ritual has evolved to include other cultures, said Zarco Guerrero, a Mesa artist.

"Last year, we had Native Americans and African-Americans doing their own dances," he said. "They all want the opportunity to honor their dead."

In the United States and in Mexico's larger cities, families build altars in their homes, dedicating them to the dead. They surround these altars with flowers, food and pictures of the deceased. They light candles and place them next to the altar. "We honor them by transforming the room into an altar," Guerrero said. "We offer incense, flowers. We play their favorite music, make their favorite food." At Guerrero's house, the altar is not only dedicated to friends and family members who have died, but to others as well. "We pay homage to the Mexicans killed in auto accidents while being smuggled across the border," he said. "And more recently, we've been honoring the memories of those killed in Columbine."

## **Appendix 5-1:**

“Mini” Quiz:

1. What day is Día de los Muertos celebrated?

a. \_\_\_\_\_

2. Name 3 holidays in Spanish.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## **Appendix 5-2:**

### **Pan de Muerto, "Bread of the Dead"**

In celebration of Mexico's Day of the Dead, this bread is often shaped into skulls or round loaves with strips of dough rolled out and attached to resemble bones.

#### **Ingredients:**

- 1/2 cup butter
- 1/2 cup milk
- 1/2 cup water
- 5 to 5-1/2 cups flour
- 2 packages dry yeast
- 1 teaspoon salt
- 1 tablespoon whole anise seed
- 1/2 cup sugar
- 4 eggs

In a saucepan over medium flame, heat the butter, milk and water until very warm but not boiling.

Meanwhile, measure out 1-1/2 cups flour and set the rest aside. In a large mixing bowl, combine the 1-1/2 cups flour, yeast, salt, anise seed and sugar. Beat in the warm liquid until well combined. Add the eggs and beat in another 1 cup of flour. Continue adding more flour until dough is soft but not sticky. Knead on lightly floured board for ten minutes until smooth and elastic.

Lightly grease a bowl and place dough in it, cover with plastic wrap and let rise in warm place until doubled in bulk, about 1-1/2 hours. Punch the dough down and shape into loaves resembling skulls, skeletons or round loaves with "bones" placed ornamentally around the top. Let these loaves rise for 1 hour.

Bake in a preheated 350 F degree oven for 40 minutes. Remove from oven and paint on glaze.

#### **Glaze**

- 1/2 cup sugar
- 1/3 cup fresh orange juice
- 2 tablespoons grated orange zest

Bring to a boil for 2 minutes, then apply to bread with a pastry brush.

If desired, sprinkle on colored sugar while glaze is still damp.

## **References:**

Student edition of *Sol y Viento* by VanPatten, Leaser, Keathing, and Román-Mendoza

Worksheets also inspired from *Sol y Viento* textbook

Lesson 1:

[http://www.eduref.org/cgi-bin/lessons.cgi/Foreign\\_Language/Spanish](http://www.eduref.org/cgi-bin/lessons.cgi/Foreign_Language/Spanish)

Lesson 2:

- YouTube video: <http://www.youtube.com/watch?v=xkTP5RD5HG4>
- studyspanish.com

Lesson 3:

- YouTube video: <http://www.youtube.com/watch?v=QhbLQwgmXTM>
- studyspanish.com

Lesson 4:

- YouTube video: <http://www.youtube.com/watch?v=BIUXTXjIal>,
- <http://www.azcentral.com/ent/dead/articles/dead-history.html>
- <http://diadelosmuertos.us/article/day-of-the-dead>

Lesson 5:

- <http://diadelosmuertos.us/lesson-plans/remembrance-lesson-plan>
- <http://www.globalgourmet.com/food/egg/egg1096/panmuert.html#axzz14I7sHBoQ>