

LET'S GO!
¡Vámonos!

Module Overview

Target Language: Spanish	Grade Level: K-1
Proficiency Level: Junior Novice Low	
Summary: Students will demonstrate an understanding of how transportation helps us go to places near and far, which involves different modes of transportation.	
Enduring Understanding: There are many different ways to go from one place to another.	
Essential Questions: Why do people want to go from one place to another? How do people travel?	

Standards Targeted

5C – World Language Standards	5E – STEM Standards
<p>Communication</p> <ul style="list-style-type: none"> Engage in brief exchanges about personal interests in the target language(1.1A) Understand spoken and written language on very familiar topics related to transportation (1.2A) Make short oral presentations or performances on learned topics (1.3A) Using visuals and basic written language to make a presentation on learned topics (1.3B) <p>Cultures</p> <ul style="list-style-type: none"> Identify practices, products, and/or perspectives of the culture studied (2.1A) <p>Connections</p> <p>Recognize and name modes of transportation and concepts learned in math, science and geography (3.1A)</p>	<p>Math Common Core Geometry K.G.</p> <p>Identify and describe shapes.</p> <ol style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Correctly name shapes regardless of their orientations or overall size. <p>Analyze, compare, create, and compose shapes.</p> <ol style="list-style-type: none"> Model shapes in the world by building shapes from components and drawing shapes. <p>Social Studies Grade K</p> <p>Standard 2.0 Peoples of the Nation and World</p> <p>Students will understand how people in Maryland, the United States, and around the world are alike and different.</p> <p>TOPIC</p> <p>A. Elements of Culture Indicator</p> <ol style="list-style-type: none"> Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same needs.

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Knowledge: Students will know...	Skills: Students can...
Vocabulary <ul style="list-style-type: none"> • Vehicles • Shapes Expressions and patterns <ul style="list-style-type: none"> • Be able to make simple reasoning statements • Be able to ask and answer simple questions • Be able to tell similarities and differences between two objects 	<ol style="list-style-type: none"> 1. Identify and name vehicles 2. Describe each vehicle's appearance 3. Express the cultural effect on the technology (of transportation)

Module Duration and Lessons: Five 30-minute lessons

Lesson 1 - How Do People Travel?

Lesson 2 - What Make Vehicles Go?

Lesson 3 - Same or Different?

Lesson 4 - Go To School.

Lesson 5 - My Own Car (Performance Assessments)

Performance Assessment:	What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Consider providing opportunities for students to be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. However, for students at this age group, assessment may be integrated.
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Materials/Resources:

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| <ul style="list-style-type: none"> ○ Visual Aids: Toy airplane, bicycle, car, boat, bus, and train, preferably in different colors. At least the car (and preferably other vehicles) should have doors that open and close and a hood that opens to reveal the engine. ○ Pictures and name cards for the vehicles ○ Materials to make toy cars (Need to have a set for each student) | <ul style="list-style-type: none"> ○ Paper towel tubes ○ Straws ○ Colored tape ○ Worksheets 1a, 1b, 1c, 1d ○ Worksheets 2a, 2b, 2c ○ Worksheet 3a ○ Worksheets 4a, 4b |
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STEM Background for Teachers:

All objects have some kind of force operating on them. A force is a push or pull. A force can make an object start moving, stop moving, change speed, or change direction. For example, when you start to skate, you apply a force to the ground. Your skates push backward on the ground. That force makes you move forward. When you pedal a bike, you can change the speed of the bike by pedaling faster or by braking. You put force on the pedals or the brakes. There are four main forces that affect objects: gravity, buoyant force, magnetic force, and friction.

Language notes for teachers:

In the scripting for some of these lessons you will note that there is a lot of teacher talk, surrounding students with language, even though the students may not understand every word that is said. This is an important feature of instruction for young language learners. In this way, new language, especially those meaningful formulaic chunks repeatedly used in different ways, is always placed in a context.

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Lesson 1 - How Do People Travel?

Lesson 1 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Name modes of transportation: airplane, bicycle, car, boat, bus, and train. <p>Literacy:</p> <ul style="list-style-type: none"> Recognize transportation words: airplane, bicycle, car, boat, bus, and train. <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Express an understanding of basic engineering design; e.g., round shape helps things to move. 	
<i>Performance Assessment</i>	Students will recognize different vehicles and the shapes that are used to design them.	
<i>Vocabulary and Expressions</i>	<p>Recycled</p> <p>Las formas el círculo el cuadrado el triángulo el rectángulo ¿Qué es esto? Es.... Tengo... El/Ella tiene ... Veo un....</p> <p>Student should be able to write their own names in the target language</p>	<p>New</p> <p>el transporte el avión la bicicleta el coche el bote el autobús el tren montar volar sentarse remar</p>
<i>Materials / Resources</i>	<ul style="list-style-type: none"> ○ Bag – large enough to hold some small toy vehicles ○ Toy vehicles ○ Book: <i>Transportation</i> by Clare Beaton or other similar books ○ Cardstock shapes of various colors ○ Envelope large enough to hold shapes (class set) ○ Glue ○ Worksheet 1a (Cut into poster size for teacher and flash-card size: one for each student) ○ Worksheet 1b ○ Worksheet 1c ○ Worksheet 1d 	

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	<ul style="list-style-type: none"> ○ Useful websites to learn more about Total Physical Response (TPR): ○ http://www.colorincolorado.org/educators/content/oral ○ http://www.tprsource.com/asher.htm
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Key Elements	Lesson 1 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do 	<p>Introduce vehicles names: <i>airplane, bicycle, car, boat, bus, train</i></p> <p>T: <i>Hoy tengo seis cosas en mi bolsa. (Rummaging in bag) A ver, ¿qué tengo en mi bolsa? ¡Miren! Es un coche. ¿De qué color es el coche?</i></p> <p>S: (Answer appropriately.)</p> <p>T: <i>Tengo un coche. Mi coche es _____ [color]. (Calls on several students as they volunteer, asking) ¿De qué color es su coche?</i></p> <p>T: <i>Vamos a manejar un coche, Vroom, Vroom (Or other culturally typical sound. Pantomimes moving a steering wheel back and forth, indicating for class to follow.) Somos Buenos conductores.</i></p> <p>T: <i>Vamos a ver que más tengo en mi bolso. Miren. ¡Es una bicicleta! ¿De qué color es mi bicicleta?</i></p> <p>S: (Answers appropriately.)</p> <p>T: <i>Tengo una bicicleta. Mi bicicleta es _____ [color].</i></p> <p>T: <i>¿Quién tiene una bicicleta en casa? (Calls on several students as they volunteer, asking) ¿De qué color es tu bicicleta?</i></p> <p>T: <i>Vamos a montar en bicicleta. Con el coche dijimos, “Vroom, Vroom.” ¿Qué podemos hacer para mostrar que paseamos en bicicleta? (Students suggest and teacher leads, holding imaginary bike handles and pedaling up and down with the feet.)</i></p> <p>T: (Gestures as if putting the bicycle down in front of class or in the middle of the circle and now taking an airplane toy from the “magic” bag.) <i>¿Qué es esto? Es un avión. Yo no tengo un avión. ¿Y ustedes? ¿Quién tiene un avión?</i></p> <p>S: <i>No tengo avión.</i></p> <p>T: (Employing prompts to elicit student responses such as)</p> <p><i>¿De qué color es este avión?</i></p> <p><i>¿Creen que el avión vuela a ____ (country where the target language is spoken)?</i></p> <p><i>¡Vamos a volar el avión! (Holding arms straight out to the sides and swaying back and forth) Hummmmm!</i></p> <p>T: (Gestures as if putting the airplane down in front of class or in the middle of the circle.)</p> <p><i>A ver qué más tengo en mi bolsa. Miren ustedes. Es un tren.</i></p> <p>T: <i>Levántense. Vamos a hacer un tren (Lead students shuffling around the room, holding arms at sides and moving elbows back and forth.) Chu-chu...chaka, chaka, chacka, chu, chu... (at some point raise one arm and pull down)—chu-chu.</i></p> <p>T: (Gestures as if putting the train down in front of class or in the middle of the</p>

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Key Elements	Lesson 1 Procedures
	<p>circle.)</p> <p>Note: Use similar procedures and language to introduce a boat.</p> <p style="padding-left: 40px;">¡ <i>Hacemos un tren!</i> (This time standing in place)</p> <p style="padding-left: 40px;">¡Conducimos el coche.</p> <p style="padding-left: 40px;">¡Volemos el avión!</p> <p style="padding-left: 40px;">¡Montamos en bicicleta!</p> <p style="padding-left: 40px;">¡Rememos el bote!</p> <p>Note: Follow the same type of procedures for the bus and the boat. Suggested motions:</p> <p style="padding-left: 40px;"><i>Siéntense en el auto bús.</i> (Desired behavior in a school bus.)</p> <p style="padding-left: 40px;">¡<i>Rememos el bote!</i></p> <p>Each time go back and give the commands for the earlier vehicles.</p> <p>Optional Activities:</p> <p>After teaching el bote sing <i>Row, Row, Row Your Boat (in Spanish)</i>.</p> <p style="padding-left: 40px;"><i>Rema, rema, rema el barco</i></p> <p style="padding-left: 40px;"><i>Suavemente abajo</i></p> <p style="padding-left: 40px;"><i>Feliz,</i></p> <p style="padding-left: 40px;"><i>Feliz,</i></p> <p style="padding-left: 40px;"><i>Feliz,</i></p> <p style="padding-left: 40px;"><i>Feliz,</i></p> <p style="padding-left: 40px;"><i>La vida es solo un sueño.</i></p> <p>After teaching bus, sing <i>The Wheels on the Bus go Round and Round (in Spanish)</i></p> <p style="padding-left: 40px;"><i>Las ruedas de autobús? ve on.</i></p> <p style="padding-left: 40px;"><i>van dando vueltas</i></p> <p style="padding-left: 40px;"><i>dando vueltas</i></p> <p style="padding-left: 40px;"><i>dando vueltas.</i></p> <p style="padding-left: 40px;"><i>Las ruedas de autobús</i></p> <p style="padding-left: 40px;"><i>van dando vueltas</i></p> <p style="padding-left: 40px;"><i>por la ciudad.</i></p> <p style="padding-left: 40px;">El chofer del autobús dice</p> <p style="padding-left: 40px;">“pasen para atrás”</p> <p style="padding-left: 40px;">“pasen para atrás”</p> <p style="padding-left: 40px;">“pasen para atrás”</p> <p style="padding-left: 40px;">El chofer de autobús dice</p> <p style="padding-left: 40px;"><i>Pasen para atrás</i></p> <p style="padding-left: 40px;">por la ciudad.</p> <p style="padding-left: 40px;"><i>La gente en el autobús</i></p> <p style="padding-left: 40px;">salta y salta</p> <p style="padding-left: 40px;"><i>salta y salta</i></p> <p style="padding-left: 40px;"><i>salta y salta</i></p> <p style="padding-left: 40px;"><i>La gente en el autobús</i></p> <p style="padding-left: 40px;">salta y salta</p> <p style="padding-left: 40px;">por la ciudad.</p>

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Key Elements	Lesson 1 Procedures
	<p style="text-align: center;">From: http://www.juegosycanciones.com/ruedas1.html</p> <p>T: (Introducing the remainder of the vehicles) <i>¡Conducimos el ____!</i> (Hesitating before the name of the vehicle to see if students will supply the word. If they do not, simply supply the word and move on.</p> <p>Note: This can become an opening routine for the next four days, and by the second or third day the teacher can invite students to “be the teacher” and give some of the commands.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Making connection between the spoken and written word</p> <p>T: (Referring to Worksheet 1a) <i>Ahora vamos a ver si sabemos los nombres de estos vehículos.</i> S: Responding as a class, students identify each picture. T: Good job! That’s right. <i>¡Muy bien hecho! Es correcto!</i> (Repeating vehicle name with picture.) T: (Picking up cut up words for vehicles from Worksheet 1b) <i>Ahora vamos a ver lo que tengo aquí.</i> T: (Reading the name of a vehicle) <i>Coche. Esta tarjeta dice coche. _____</i> [names student]. <i>¿Pueden decir la palabra y hacerla coincidir con la imagen?</i> S: (Repeats word and makes match.)</p> <p>T: (Continues with all 6 vehicles, posting them on the board as they are identified.) T: (Once more leading class to repeat the word/vehicle association) S: (Repeat names of vehicles) T: (Now removing pictures, leads students to say the names of the six vehicles.) S: (Reading names, they return the pictures to the board.) T: (Again taking the pictures away, and now shuffling the order of the words) <i>Ahora tenemos un problema. ¿Se puede arreglar esto? ¿Cuáles imágenes van con las palabras ahora?</i> S: Reading word with teacher assistance as needed they again make the word/picture match. T: <i>¡Muy bien hecho! Ustedes son buenos lectores!</i></p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are 	<p>Making connections with shapes</p> <p>T: (Referring to pictures of vehicles on Worksheet 1a and pointing to the wheels) <i>¿Quién recueda qué son estos? ¿Son ruedas?</i> S: (Respond.) T: <i>Vamos a ver la bicicleta. Tiene dos ruedas.</i> (pointing and counting) <i>Uno, dos.</i> (Setting down the bicycle and picking up the car) <i>¿Tiene ruedas el coche?</i> (Students respond) <i>¿Cuántas ruedas tiene el coche? Vamos a contarlas.</i> (Leading students) <i>1-2-3-4.</i></p>

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<p>introduced as conceptual clarity and cohesion are sought.</p>	<p style="text-align: center;"><i>¿Cuántas ruedas tiene la bicicleta?</i> <i>¿Cuántas ruedas tiene el coche?</i> <i>¿Cuántas ruedas tiene el avión?</i> <i>¿Tiene ruedas un bote?</i></p> <p>S: (Answering appropriately with teacher prompts as needed) T: ¡Buen trabajo! <i>Vamos a ver las ruedas. ¿Qué forma tienen?</i> T: (Referring to Worksheet 1c) <i>¿Son cuadrados?</i> (Pointing to the squares.) S: No. T: <i>¿Son triángulos?</i> S: No. T: (Continuing with shapes, leaving circles for last.) <i>Quizás podemos ver esta forma en los vehículos.</i> (Referring to picture.) <i>¿Alguién puede encontrar un círculo en esta bicicleta?</i> (Calls on student to come forward and find a circle.) <i>Correcto. Las ruedas son círculos. Gracias.</i> <i>¿Puedes aguantar la imagen de la bicicleta?</i> T: (Speaking to class) <i>¿Cuáles son otros vehículos que tienen círculos?</i> (If no students respond with words, invite them to come and hold up a vehicle. Teacher names it.) T: (Repeating with other shapes until all students are holding pictures of vehicles. At the end, pointing to the bus) <i>¿Pueden ayudarme a encontrar las formas en el autobús?</i> S: (Name all the shapes they can find.) T: <i>¿Cómo van las ruedas? ¿Cómo van las ruedas del autobús? ¡Van dando vueltas porque son círculos! ¿Cómo van las ruedas? Van dando vueltas.</i> (Begins to lead students to sing the <i>Wheels on the Bus Go Round and Round in Spanish</i>)</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Finding the Shapes</p> <p>T: (Each student receives Worksheet 1d and matches the shape according to the missing part on each vehicle.) T: (Referring to the car) <i>¿Qué le falta?</i> S: <i>Un círculo.</i> T: <i>Correcto. Dibujen una línea desde el círculo para el coche.</i></p> <p>(Continuing until all missing shapes have been identified.)</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit 	<p>Students will be able to identify and name the vehicle and the shapes they find</p> <p>Students will name the vehicle and the shapes they find. (Worksheet 1c) T: (Using Worksheet 1b, students will match each vehicle with its correct name.) T: <i>Vamos a ver lo que tenemos ahora. (Modeling with one picture)</i> <i>Tengo_____ (name the vehicle).</i> T: (To individual students) <i>¿Qué tienes tú?</i></p>

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Key Elements	Lesson 1 Procedures
evaluation of student development and lesson effectiveness.	

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Teacher Reflection on Lesson 1 - <i>How Do People Travel?</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 2 - What Make Vehicles Go?

Lesson 2 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> • Name wheel(s), vehicle(s), engine • Tell what makes a vehicle go <p>Literacy:</p> <ul style="list-style-type: none"> • Recognize words run, vehicle, and wheel(s). <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> • Recognize that wheels are circular • Express that various vehicles need wheels in order to move. • Develop an understanding of some of the attributes of design such as wheels are circular and engines help many vehicles move. 	
<i>Performance Assessment</i>	Students will be able to use problem solving skills to evaluate a vehicle's ability to be driven.	
<i>Vocabulary and Expressions</i>	el vehículo las ruedas el motor funcionar parecerse	
<i>Materials / Resources</i>	<ul style="list-style-type: none"> ○ Bag with toy vehicles (car, bus, train, bicycle, boat, airplane) ○ Worksheet 2a - Vocabulary word: Vehicle ○ Pictures of vehicles depicted with no wheels. ○ Worksheet 2b - All missing wheels ○ Resources: Tell Me Why Airplanes Fly ○ http://wondertime.go.com/learning/article/why-airplanes-fly.html 	

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Key Elements	Lesson 2 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> Object, event or question used to engage students. Connections facilitated between what students know and can do 	<p>Reviewing what students already learned</p> <p>Note to teacher: Repeating the activity from Lesson 1, direct students to drive, ride, fly, etc.; mix up and vary the commands. The first time through, put a card with the name of the vehicle on the board or into the circle each time the command is given. Hold up the name card each time the name appears in one of the commands. Invite a student to give the commands.</p> <p>T: (Putting pictures of the vehicles on the board) <i>Vamos a ver...este/a es _____</i> (pause to let students fill in the name). T: (Holding up one of the word cards) <i>¿Quién puede emparejar la palabra con el vehículo?</i> S: (Volunteer to match the word with picture.) T: <i>Muy bien. Es un/a _____.</i> T: (Repeating until all the pictures match with the correct words.) T: <i>¡Miren a todos los vehículos!</i> (Pointing out one by one) <i>El coche, el tren, el barco, el autobús y el avión son todos.....</i> (Wait for student response. If none is forthcoming) <i>Vehículos.</i> T: (Placing the new word card from Worksheet 2a above the pictures and word cards: Vehicles.)</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> Objects and phenomena are explored. Hands-on activities, with guidance. 	<p>What do vehicles do?</p> <p>T: <i>¿Para qué son los vehículos?</i> (Pause) <i>¿Las personas los montan?</i> S: Sí. T: <i>¡Correcto! Los vehículos llevan las personas de un lugar a otro.</i> T: <i>¿Es el coche un vehículo?</i> S: Sí. T: <i>Sí. Un coche es un vehículo. Los coches llevan las personas de un lugar a otro. ¿A dónde vas en tu coche? ¿Vas a las escuela?</i> (store, library, and so forth, supported with teacher made pictures). T: <i>¿Y éste?</i> (Pointing to the bus) <i>Es un vehículo?</i> S: <i>Es un autobús. Es un vehículo.</i> T: <i>Correcto. Un autobús es un vehículo también. Un autobús lleva mucha gente a varios lugares. ¿Cuántos de ustedes llevan un autobús a la escuela? Un autobús es un vehículo que los lleva de la casa a la escuela. ¿Cuántos de ustedes van en un coche a la escuela? Un coche es un vehículo que los lleva de la casa a la escuela.</i> T: <i>¿Qué son todos éstos?</i> (Pointing at all the cars, buses, ...) S: Vehículos.</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> Students explain their understanding 	<p>Students explain the relationship between vehicles and wheels</p> <p>Introduce wheel/s</p> <p>T: <i>¿Qué tienen todos los vehículos?</i> (Guiding students to come to the conclusion that they all have wheels.)</p>

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<p>g of concepts and processes.</p> <ul style="list-style-type: none"> New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>T: (Holding a toy car)¿Qué es esto? S: <i>Un coche.</i></p> <p>T: (Now, pointing at the wheel)¿Y esto? S: <i>Una rueda.</i></p> <p>T: ¿Y cuántas ruedas tiene un coche? S: <i>Cuatro.</i></p> <p>T: <i>Muy bien. Vamos a ver los otros vehículos. ¿Qué otros tienen ruedas?</i> S1: <i>La bicicleta.</i></p> <p>T: ¿Cuántas ruedas tiene la bicicleta? S: <i>¡Dos!</i> T: (Continuing with other vehicles)</p> <p>T: <i>Sí. Muy bien hecho. Vamos a ver...un coche, una bicicleta, un tren, un autobús, y un avión...Todos tienen..¿Qué?</i> S: <i>Ruedas.</i></p> <p>T: (Starting to sing The Wheels of the Bus...) <i>Todos tienen ruedas. ¿Qué hacen las ruedas?</i> S: <i>Las ruedas van dando vueltas.</i></p> <p>T: <i>Sí, las ruedas son muy importantes. Las ruedas ayudan los vehículos a moverse de un lugar a otro.</i></p> <p>T: (Moving a toy car along the floor.) <i>Las ruedas ayudan a mover el coche. ¡Mira! ¡Vroom! ¡Vroom!</i></p> <p>T: <i>Ahora sabemos cómo mueven estos vehículos. (Pause) ¿Qué los ayuda a moverse?</i> S: <i>Las ruedas. Las ruedas ayudan a mover un coche.</i></p> <p>T: (Showing students a picture of a vehicle without wheels Worksheet 2b)¿Se puede mover? S: <i>No</i></p> <p>T: ¿Por qué no se puede mover? S: <i>No tiene ruedas.</i></p> <p>T: <i>Muy bien. No tiene ruedas. No se puede mover.</i></p>
<p>Elaboration</p> <ul style="list-style-type: none"> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>How do airplanes fly and boats go?</p> <p>T: <i>Pero...¿Qué hace que las ruedas se muevan? Empujo el coche. Puedo hacer mover las ruedas. Si no empujo el coche, las ruedas no se mueven. Pero, esto es un juguete.</i></p> <p><i>Vamos a ver lo que hace mover las ruedas en un coche de verdad. (Referring to Worksheet 2c)</i></p> <p><i>Un coche de verdad tiene un motor. El motor hace que el vehículo se mueva. ¿Qué otros vehículos tienen un motor?</i> S: (Responding with other vehicle names.)</p> <p>T: <i>Bueno. Un tren tiene un motor.</i></p> <p>T: <i>Tiene una bicicleta un motor? No. Una bicicleta no tiene un motor. Entonces, ¿Cómo se puede moverse una bicicleta? Muéstrame como montamos una bicicleta. (Modeling) Yo puedo hacer mover una bicicleta. Empujo con las piernas.</i></p>

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Key Elements	Lesson 2 Procedures
	<p>T: ¿Qué hace que un vehículo se mueva? S: Las ruedas. T: ¿Y qué hace que las ruedas de los vehículos se muevan? (Pointing to all but the bicycle) S: (with prompting, as necessary) <i>Los motores</i> T: <i>Sí. ¿Tienen los aviones ruedas?</i> S: <i>Sí. Los aviones tienen ruedas.</i> T: <i>Sí. Los aviones tienen ruedas que los ayudan moverse. Los motores del avión ayudan a mover muy rápido el avión. El viento pasa por debajo de las alas y levanta el avión en el cielo.</i> (TPR, gestures, and a toy airplane may be necessary.) T: (Ask a volunteer student demonstrate what they just learned.) Note: Teachers may make origami or paper planes. Demonstrate how a plane fly by blowing air under the plane that helps the plane floats and “flies” in the air. T: (Holding the picture of a row boat, Worksheet 1a) <i>¿Y un bote? ¿Tiene un bote ruedas? ¿Cómo se puede mover a través del agua un bote? (Pause) Hay que remar.</i> <i>Lead students to sing Row, Row, Row Your Boat in Spanish.</i> T: (Ask a volunteer student demonstrate what they just learned.)</p> <p>Note: Teachers may make origami or paper planes. Demonstrate how a plane flies by blowing air under the plane that helps the plane float and “fly” in the air.</p> <p>T: (Holding the picture of a row boat, Worksheet 1a) <i>What about a boat. Does a boat have wheels? How can a boat go through the water? (Pause) You have to row!</i> <i>Lead students to sing Row, Row, Row Your Boat.</i></p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness 	<p>Students make conclusion on how vehicles move</p> <ul style="list-style-type: none"> Each student will be given an exit ticket. It will be a picture of vehicles. For instance: A car with a missing wheel... The student must tell the correct shape they would use to fix the car. (Worksheet 2b)

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Key Elements	Lesson 2 Procedures

Teacher Reflection on Lesson 2 - <i>What Make Vehicles Go?</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 3 - Same or Different

Lesson 3 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Recognize the words same and different Tell the difference between things that are the same and things that are different <p>Literacy:</p> <ul style="list-style-type: none"> Recognize the words door and roof <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Develop an understanding of the characteristics & scope of technology 	
<i>Performance Assessment</i>	Students will learn to use Venn Diagrams show all possible logical relations between two vehicles.	
<i>Vocabulary and Expressions</i>	<p>igual</p> <p>diferente</p> <p>la puerta</p> <p>el techo</p>	
<i>Materials / Resources</i>	<ul style="list-style-type: none"> Venn Diagram Worksheet 1d Worksheet 3a: Vocabulary cards: Engine and No Engine Picture cards for 6 cars that are the same, one that is very different—perhaps a Jeep with no doors or roof, of a different color and style. 	

Key Elements	Lesson 3 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> Object, event or question used to engage students. Connections facilitated between what students know and 	<p>Reviewing what students already learned</p> <p>T: (Inviting students to volunteer giving the commands related to vehicles in motion from lessons 1 and 2) <i>Vamos a hacer un tren!</i></p> <p>S: (Going through the motions, they pretend to be a train.)</p> <p>T: ¿Qué son ustedes?</p> <p>S: ¡Un tren!</p> <p>T: (As a variation, holding up the name of the vehicle and having the class do the motions and say the command)</p> <p>T: (Referring to vehicle pictures and putting the two flashcards Worksheet 2a side by side: Engine and No Engine) <i>Vamos a ordenar nuestros vehículos.</i></p> <p>¿Tienen motores o no? (Pointing to the respective flashcard)</p> <p>T: (Taking the car) <i>Vamos a ver. ¿Dónde voy a poner el coche? ¿Tiene un motor o no tiene un motor?</i> (expect students to answer and pointing to the</p>

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Key Elements	Lesson 3 Procedures
<p>can do</p>	<p>respective flashcard) <i>Correcto. El coche tiene un motor.</i> (Place the car under the Engine flashcard.) Invite volunteers to take another vehicle and place it under the right flashcard, prompting them, if necessary, to say _____(vehicle name) <i>tiene un motor/ no tiene un motor.</i> Continue until all the vehicles are sorted.</p> <p>Learn door and roof T: (Holding a toy car and pointing at the car door) <i>Sabemos que el coche tiene un motor y ruedas. Este coche también tiene una puerta. Miren. Puedo abrir y cerrar la puerta. ¿Cuántas puertas tiene este coche?</i> (Pointing and counting with the class) T: <i>¿Pueden encontrar otro vehículo con puertas? Necesito un voluntario que muestre otro vehículo con puertas.</i> S: (Response) T: <i>¿Tiene el vehículo puertas?</i> (Have the students count the doors on the vehicle, pointing to each one, repeating until all vehicles with doors have been identified.) T: <i>¿Quién puede encontrar una puerta en esta sala de clase?</i> (Invite a student volunteer to locate a door, perhaps the classroom door, perhaps another door.) <i>Bueno. Nuestra sala de clase tiene puertas también. ¿Necesito un voluntario para abrir/cerrar la puerta? Bueno.. Ahora abre y cierra la puerta.</i> T: (Pointing the top of a car) <i>Este coche también tiene un techo. El techo ayuda a mantenernos seguros en el coche. ¿Quién puede encontrar otro vehículo con un techo?</i> (Follow similar procedure as with the door, asking how many there are a couple of times, and then pointing out that there is only one roof.) T: (Picking up a bicycle) <i>Ahora, ¿Dónde está el techo?</i> S: No hay un techo. T: <i>Bueno. Una bicicleta no tiene un techo. ¿Tiene una puerta?</i> S: No. T: <i>Vamos a ver otro vehículo.</i> (Picking up the airplane) <i>¿Tiene techo un avión?</i> S: Sí T: <i>¿Tiene puertas un avión?</i> S: Sí. T: <i>¿Cuántas puertas tiene? Vamos a contarlas.</i> S: (Counting the doors)</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> ● Objects and phenomena are explored. ● Hands-on 	<p>Same and Different Before class, place several additional duplicate pictures of the car around the classroom, in fairly obvious places. T: <i>Miren. Tengo una imagen de un coche. ¿Quién puede mostrarme el techo? ¿Quién puede mostrarme las puertas?</i> S: (Students correctly identify doors and roof)</p>

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Key Elements	Lesson 3 Procedures
<p>activities, with guidance.</p>	<p><i>T: Aquí está otra imagen de un coche. Oh.. ¿este coche es igual!</i> (holding up the two pictures) <i>¿Ven que el techo es igual; las puertas son iguales? ¿Quién puede encontrar otra imagen de un coche que es igual?</i></p> <p><i>T: (Calling on volunteers to find one picture at a time, until all or most of the pictures have been retrieved) Sí. Este coche es igual.</i></p> <p><i>T: (Holding up the picture of the car that is very different Worksheet 1d) Miren. ¿Es ésto un coche?</i></p> <p><i>S: Sí. Es un coche.</i></p> <p><i>T: ¿Es igual que los otros?</i></p> <p><i>S: No.</i></p> <p><i>T: Tienes razón. Este coche no es igual. Es diferente. Tiene un techo?</i></p> <p><i>S: No.</i></p> <p><i>T: ¿Es el color igual o diferente?</i></p> <p><i>S: (Respond)</i></p> <p><i>T: (Continuing with pictures of other vehicles)</i></p>
<p>Explanation</p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Same or different: vehicles</p> <p><i>T: (Holding a toy car in one hand and holding a toy bus in the other) Son iguales estos dos vehículos?</i></p> <p><i>S: No. Un es un coche. Otro es un camión.</i></p> <p><i>T: Bueno. Un es un coche. Otro es un camión. (Pause) Pero tienen algunos atributos que son los mismos.</i></p> <p><i>S: Puertas, techo, ruedas.</i></p> <p><i>T: ¿Qué es diferente?</i></p> <p><i>S: El autobús es grande y el coche chiquito.</i></p> <p><i>T: Bueno. Vamos a ver... (Continue comparing other vehicles.)</i></p>
<p>Elaboration</p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding 	<p>Identify and compare two vehicles and use the Venn Diagram</p> <p><i>T: (Placing a large piece of newsprint on the center of the floor and draw a Venn Diagram Worksheet 3b). Write the word “coche” on one side and “avión” on the other side, accompanied by a picture of each.</i></p> <p><i>T: (Pointing the circles) Este lado es para los coches, y este es para los aviones.</i></p> <p><i>T: (Reinforce as necessary) ¿Qué va aquí?</i></p> <p><i>S: Los coches.</i></p> <p><i>T: ¿Y qué va aquí? (Pointing to the other circle)</i></p> <p><i>S: Los aviones</i></p> <p><i>T: Los coches están aquí, y los aviones aquí. Son diferentes. (Pause) ¿Pero, qué</i></p>

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Key Elements	Lesson 3 Procedures
<p>g and skill.</p>	<p><i>es igual?</i> T: (Pointing to area in middle) <i>Ésta es para cosas que son iguales. ¿Qué tienen el coche y el avión que es igual?</i> S: Ruedas, techo... T: <i>Bueno.</i> (Drawing pictures of wheels, roof, door...etc, whatever students say.) T: <i>Vamos a comparar los otros dos vehículos. ¿Cuáles debemos usar?</i> (Students suggest, choose. Proceed as with the car and the airplane.)</p> <p>Continue with another comparison, with increasing student leadership.</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> ● Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Students evaluate each other's understanding as they compare any two vehicles</p> <p>T: <i>Ahora vamos a ver si se pueden dibujar algunas imágenes que sean igual y otras que son diferentes.</i> Students draw pictures on their own Venn Diagram with teacher guidance. Students evaluate each other's understanding after they compare any two vehicles.</p>

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Teacher Reflection on Lesson 3 - <i>Same or Different</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 4 - Going to School

Lesson 4 of 5		Duration: 30 Minutes
<i>Objectives</i>	<i>I Can:</i> Oral language: <ul style="list-style-type: none">• Identify different ways of going to school. Literacy: <ul style="list-style-type: none">• Recognize words for vehicles STEM and Other Subject Areas: <ul style="list-style-type: none">• Develop an understanding of the role of society in the development and use of technology	
<i>Performance Assessment</i>	This will be connected to their understanding that there are different methods for going to school. Students will tell how students in different areas or countries go to school.	
<i>Vocabulary and Expressions</i>	caminar montar caballo y calesa ¿Cómo se van a la escuela? Hay...	
<i>Materials / Resources</i>	Pictures across the board or along the floor representing modes of transportation, for use as a chart. Toy vehicles	

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Key Elements	Lesson 4 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> Object, event or question used to engage students. Connections facilitated between what students know and can do 	<p>Introduce transportation to school</p> <p>T: (Using pictures to show how students get to school. Worksheet 4a) <i>¿Cómo vas a la escuela? ¿En carro, tren, bicicleta, autobús? ¿Caminas a la escuela?</i> S: (Answers vary) T: <i>¿Quién viene a la escuela en coche?</i> S: <i>(Raise hands).</i></p> <p>T: (Inviting students) <i>Ven aquí y haz una línea frente al coche.</i> T: <i>¿Quién viene a la escuela en autobús?</i> S: (Students raise hands). <i>Ven aquí y haz una línea frente al autobús.</i> T: <i>¿Quién viene a la escuela en tren o en avión?</i> (Probably nobody) (laughs) <i>No pensé que vinieran en tren o avión. Vamos a ver.... ¿Qué se me olvidó? Oh, sí...</i> T: <i>¿Quién camina a la escuela?</i> (Pantomimes walking) S: (Raise hands) T: (Inviting students) <i>Ven aquí y haz una línea frente a los pies.</i> T: <i>Ahora vamos a contar cuántos estudiantes vienen en coche/autobús/tren/bicicleta/caminando</i> T: <i>Tenemos ___ estudiantes que vienen _____.</i></p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> Objects and phenomena are explored. Hands-on activities, with guidance. 	<p>Students will survey each other asking and answering the question</p> <p>T: (Modeling “partners” with one of the students) <i>Clase, todos necesitan encontrar un compañero. ¿Quién es Compañero 1 y quién es Compañero 2? Compañero 1, levanta la mano...</i> (Teacher looks around to make sure everyone has a partner.) T: (Modeling with a student as Partner 1 and 2) S1: <i>¿Cómo vas a la escuela?</i> S2: <i>Yo voy a la escuela en _____. ¿Cómo vas a la escuela?</i> S1: <i>Yo voy a la escuela en _____.</i> S: (Practicing with each other)</p> <p>T: <i>Ahora encuentra un compañero diferente. Decide quién es Compañero 1 y quién es Compañero 2.</i> (Proceed as above, modeling the lines, for several partners. If students seem ready, invite them to ask the questions without your modeling) <i>¿Compañero 1? ¿Compañero 2?</i> (And so on) S: (Asking each other) <i>¿Cómo vas a la escuela?</i> S: <i>Voy a la escuela en _____.</i></p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> Students explain their understandi 	<p>Talk about different ways to go to school</p> <p>T: <i>Algunos niños no pueden caminar a la escuela. (Pause) ¿Por qué? Ellos viven muy lejos, hace mal tiempo o necesitan cruzar sobre agua.</i> T: (Showing pictures of non-traditional ways to school: Boat, airplane, horse-</p>

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<p>ng of concepts and processes.</p> <ul style="list-style-type: none"> • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>and-buggy El bote, el avión, la calesa)</p> <p>S: El bote, el avión, el caballo y la calesa. T: (Holding a picture of water) <i>¿Cómo va un estudiante a la escuela?</i> S: By boat (...airplane) <i>En el bote (... el avión)</i> T: <i>Buen trabajo. Ahora, algunos niños van en un caballo y calesa.</i> (Teacher shows students pictures Worksheet 4a of the horse and buggy) <i>Vamos a mirar el caballo y la calesa. ¿Cómo es igual a un coche? ¿Qué tiene?</i> S: (Responding with teacher guidance as needed) T: <i>¿Qué hace mover las ruedas en un coche?</i> S: <i>El motor.</i> T: <i>Pero, ¿Qué hace mover las ruedas en la calesa? El caballo hace mover las ruedas.</i></p>
<p>Elaboration</p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Children from Around the World</p> <p>T: (Using Worksheet 4a or one of the following resources to show students some different ways that children get to school, asking relevant questions to reinforce the concepts from the lesson:)</p> <p>Book: This is the Way We Go to School: A Book About Children Around the World http://www.epinions.com/review/This_Is_the_Way_We_Go_to_School_by_Edith_Baer_and_illustrated_by_Steve_Bjorhman/content_421270097540</p> <p>Internet</p> <p>Using Cable system http://www.youtube.com/watch?v=ZNw5RAB-BBU</p> <p>Using boat to school http://tapchidientu.net/1866/Central-students-forced-to-travel-to-school-by-boat.html http://www.youtube.com/watch?v=w_ntMhqNBkk</p>
<p>Evaluation</p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness 	<p>Students demonstrate their understanding of the ways their classmates go to school</p> <p>T: (Using pictures from Worksheet 4a) <i>¿Cómo vas a la escuela?</i> S1: (With Prompting) <i>¿Cómo vas a la escuela? En coche, tren, bicicleta, autobús...?</i> S2: (Answers vary) <i>En coche.</i> Using picture prompts, mark the answers. (Worksheet 4b) S: <i>Tengo ____ caminan a la escuela, _____ van a la escuela en autobús, _____ van a la escuela en coche...</i></p>

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Teacher Reflection on Lesson 4 - <i>Going to School</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	




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Lesson 5 - My Own Car

Lesson 5 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> • Name the vehicles <p>Literacy:</p> <ul style="list-style-type: none"> • Describe the characteristics of his/her toy car <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> • Design my own car 	
<i>Performance Assessment</i>	Students create and describe original designs for cars	
<i>Vocabulary and Expressions</i>	No new vocabulary or expressions are introduced.	
<i>Materials / Resources</i>	<ul style="list-style-type: none"> ○ Materials for making a car (Need for the whole class): ○ A paper towel tube ○ Cardstock for wheels ○ 2 straws for a car ○ Tape (colored tape for decorations) ○ http://www.freekidscrafts.com/cardboard_tube_pt_cruiser-e947.html 	

Key Elements	Lesson 5 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> • Object, event or question used to engage students. • Connections facilitated between what students know and can do 	<p>Opening and review</p> <p>Use the now-familiar procedure for opening the class, relying primarily on student direction. As an additional feature, have students draw a name flashcard from your hand/a hat and give a command involving that vehicle. Prompt or assist students as necessary.</p> <p>T: <i>Ahora vamos a ver si podemos hacer nuestro propio coche. ¿Qué necesitan nuestros coches?</i></p> <p>S: (Respond appropriately)</p>

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Key Elements	Lesson 5 Procedures
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Teacher shows the model car and guides students to think about their own cars</p> <p>T: <i>Este es mi coche. Mi coche tiene _____</i> (describe the car). <i>Piensa cómo quieres que se vea tu coche.</i></p> 
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Parts of the Car</p> <p>T: (Distributing the materials to the whole class and holding a paper towel tube.) <i>Este es el cuerpo del coche.</i> (Holding the circles). <i>Estas son las ruedas.</i> (Holding the straws) <i>Estos son los ejes de las ruedas. Vamos a poner las ruedas en los ejes.</i></p> <p>T: <i>¿Qué es esto?</i> (the body of the car) <i>¿Y éste?</i> (holding other parts)</p> <p>S: (Answer)</p> <p>T: <i>Miren el cuerpo del coche. Vemos 4 agujeros. Vamos a contarlos...</i> (Counts with the students)</p> <p>T: <i>Pon los ejes en los agujeros.</i> (Demonstrates)</p> <p>T: <i>Pon las ruedas en el coche.</i> (Guides students)</p> 
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Decorate the Car</p> <p>T: <i>Vamos a hacer la parte del frente del coche.</i> (Holding paper cone). <i>¿Cómo podemos hacer esto?</i></p> <p>S: (Demonstrates by putting the cone in the tube to make the front of the car.)</p> <p>T: (Allows students to create and decorate their cars – they may want to add tails, as well).</p> 

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Key Elements	Lesson 5 Procedures
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Assessment</p> <p>Listening: Make a statement about a vehicle and students will have to mime. For example: T: <i>Yo veo un coche venir.</i> (All students drive a car and make car sounds <i>vroom, vroom, vroom...</i>) <i>Las chicas montan en bicicleta.</i> (All girls will show the motion of riding a bike.) <i>Los chicos reman el bote.</i> (All boys will show the motion of rowing a boat.) <i>Voy a la escuela. Estoy en el autobús.</i> (Students show they are getting on a bus, sitting there and looking out the window.)</p> <p>Reading: Put pictures of different vehicles on the board. Give students a bag of words for car, boat, bus, bike, train, and airplane. Students will go to the board to place the word card in front of the corresponding picture. This can be done individually, in small groups, or in whole class situation. Teacher may also call out the name of the objects and students hold up the corresponding cards.</p> <p>Reading: Put pictures of different vehicles on the board. Give students a bag of words for car, boat, bus, bike, train, and airplane. Students will go to the board to place the word card in front of the corresponding picture. This can be done individually, in small groups, or in whole class situation. Teacher may also call out the name of the objects and students hold up the corresponding cards.</p> <p>Presentation: T: (Addressing S1, 2, 3 etc.) _____ [Student name] _____, <i>Describe tu coche.</i> S1: (Describes car to class) <i>Este es mi coche. Tiene 4 ruedas.</i> <i>Las ruedas son círculos.</i> <i>Mi coche no tiene un motor.</i> <i>Va rápido/lento.</i> <i>Me gusta/ no me gusta mi coche.</i></p>

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Teacher Reflection on Lesson 5 - <i>My Own Car</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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