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International Studies Magnet
Belle Glade, Florida
“Where Her Soil is her Fortune”
Palm Beach County School District
Second Grade/Dual Language
English and Spanish
Unit Title: Perú: An Interdisciplinary curriculum in a Dual Language Program.

Grades: 2 thru 6th grades

Length and timing of unit: 4 weeks

Summary of the Unit:
In this interdisciplinary unit students will have an opportunity to discover Peru and its culture. The unit makes an emphasis in activities that are connected to Peruvian culture. It is connected to curriculum Science, social studies, Math language Arts, Physical Education, music, and learning centers. The lessons incorporated the following skills: the listening, speaking, oral and written and are adjusted to their cognitive levels of learning. Students will do activities independently or in groups. Recognizing the importance of Perú’s culture will enrich their mutual understanding, respect and appreciation for Peruvian culture and others in the near future. Students will become intellectual and cultural members in a technological and cultural society. Lessons can be adapted to levels K-6 and the option to use Spanish language in content.

<table>
<thead>
<tr>
<th>Stage 1-Desired Results</th>
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| **Objectives:** SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole.  
SS.2.G.1.4 Use a map to locate the countries in North America. [. . . Canada, United States, Mexico, and the Caribbean Islands.]  
SS.2.A.1.1 Examine primary and secondary sources. [. . . artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books.]  
SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.  
SS.2.E.1.1 Recognize that people make choices because of limited resources.  
SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands. [. . . housing, jobs.] |
Essential Questions:

* What is Future?
* What is the nature of a particular region the country in terms of geography, climate, agriculture, population, density, culture and livelihood?
* How are particular aspects of culture reflected by region?
* What are the particular flora and fauna of a geographic area, and how have changes been evident over time?
* What are the unique characteristics of adaptation in the region?
* What can we learn about Peruvian culture from primary and secondary resources? How do the Andes Mountains affect South America’s climate and weather? What is the impact of the Peru Current on western South America’s climate and weather? Marine resources? *Select and use the qualities of structures and functions of art to improve communication of ideas.

Factual Knowledge: Students will know

1- Culture is all around and part of everything we think, do, and say. We learn about a culture through, community, television, read in books, local fairs.
2- An artist of musician expresses ideas and feeling in his/her own unique way through designs, decoration, cooking.
3- Students will recognize experiences and skills that they have acquired from an older family member.
4- To compare and contrast the culture of their country of heritage and the country of Peru.
5- How culture and experience influence people’s perceptions of places and regions. To count numbers in Quechua

Procedural Knowledge: Student will be able to

1- Visuals have both historic and specific relationships to various cultures.
2- Understand different informative and explanatory texts and convey different ideas and information clearly through effective selection, organization, and analysis of different contents
3- To compare and contrast Peruvian and American culture.
4- Identify and to understand he regions of Peru and their lifestyle of their population.
5- To count in Quechua
6- To identify different musical instruments.

Conceptual Knowledge: Students will understand

1- Activities that reflect the daily life of Peruvian culture.
2- Children learn about about the culture of his/her family, community, and country through everyday experiences with his/her family, at school, media resources, clubs and sports.
3- Art is transmitted from generation to generation with a family, community, or society.
4-Latin American countries have different diets

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<td><strong>Performance Task</strong></td>
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<tr>
<td>Learn new vocabulary in Spanish.</td>
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<td>To apply the culture to his or her own life experiences.</td>
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<tr>
<td>Produce a piece of Art.</td>
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<tr>
<td>To work cooperatively to plan, produce, and review a finished product.</td>
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<tr>
<td><strong>Unit Assessment:</strong></td>
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<td>quizzes, homework, prompts, observation, homework, rubric, projects and discussion.</td>
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<td>To locate Latin American countries</td>
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<td>To label identify the important sites of Cuzco</td>
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<td>To create a Q'eswachacha/Inca bridge</td>
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<td>To Identify Food groups in a Food pyramid</td>
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<td>To create a collage with healthy foods or experience shopping in a Peruvian supermarket or market.</td>
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<tr>
<td>To create a brochure with the supermarket aisles</td>
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<td>To experience shopping in a supermarket</td>
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<td>To display the different recipes of rice across the globe</td>
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<td>Parents will volunteer to bring their rice recipe. Will have a rice tasting session.</td>
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<td>To identify what is a legend?</td>
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<td>To understand the story of corn</td>
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<td>To design and built a floating boat. To discuss the terms of sink and float</td>
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I. Subject: Social Studies
II. Grade: K-6 grades
III. Theme/Topic: Where in the world is……
   Time Period: 2-3 days

IV. Standards:
SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole
S.2.G.1.1 Use different types of maps (political, physical, and thematic to identify map elements.
SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community

V. Instructional Objectives: Essential Questions
   Name the countries in Latin America? Where is Peru located? What are the bordering countries of Peru?

A. Instructional Objectives:
   A. Linguistic Objectives
      1. Languages of Peru
      2. Weather-the seasons
      3. Familiar life of a student from Peru and U.S.

   B. Cultural Objectives:
      A. To identify the countries of Latin America.
      B. To identify the regions of Peru
      C. To compare and contrast the life of a student in Peru and South America.
      D. The student will identify Columbus as the first of many explorers to claim parts of the New World.

VI. Content:
   A. Language: To identify the languages spoken in Peru.
   B. Students will use Spanish as the target language/
   B. Culture: To compare and contrast the life of a student in Peru and student in the United States.

V. Instructional Objectives:
1. To fill in KWL chart
2. The teacher will read the story of Christopher Columbus. Vamos a leer sobre Cristóbal Colón/Let’s Read about Christopher Columbus by Kimberly Weinberger. Let’s Read about Christopher Columbus by Marion Dane Bauer.
3. Students will be given information regarding Christopher Columbus.
a-Christopher Columbus sailed to America over 500 years ago.
b-Columbus thought he was going to China.
c-Columbus sailed by looking at the stars and a compass.
d-Columbus voyage took 34 days.

3. Student’s background knowledge will be built by displaying Google Earth or a world map. First, show students how Christopher Columbus began his journey from Spain and where he ended (San Salvador present day Bahamas. Ask students: What do you think it was like to sail this far in a small boat at the time? How do you feel about it?

4-Preview and Predict: Students will be introduced to words about explorers and Columbus exploration.

   dreamer: someone who imagines something he or she really want to do
   explorer: someone who travels to an unknown place. sailor: someone who travels on a ship. originally a ship with sails.
   Indies: where Columbus thought he was going.
   Spain: a country in Europe; where Columbus set sail.
   Americas: where Columbus ended his voyage (The Americas).

Students will match the vocabulary words and the meaning.

4. Students will trace the route of the three ships: La Pinta, La Niña y la Santa María using a map.

5. Students will identify the oceans, continents and countries in Latin America.

6. Students will label the oceans, continents and countries in Latin America.

7. Students will locate the country of Spain and Perú.

8. The teacher will read aloud the story of Francisco Pizarro: Journeys through Perú and South America (In the footsteps of Explorer Series) by John Zronik.

9. The teacher will guide students to write a timeline of the life of Francisco Pizarro.

10. The student will identify Spain as the country of origin for the majority of explorers Columbus & Pizarro.

11- Name different places in Peru that each student would like to visit or explore.
• Each student should choose one particular location that they would like to visit.
• Make a four part travel brochure about the particular location that each student has chosen.
• The four parts should include a title, a map, areas of interest to visit, and things to do when there.
• Give a presentation to the class describing the area chosen and the brochure made. Paper and pencil.
VI.
VII. **Review activities:**
    The students will read in Spanish Reader’s Theatre Colon “En el Palacio de Fernando e Isabel by Stephen Cosgrove.

VIII. **Material**
    Pictures of Peru, book, pencils, map of the world, color pencils.
    ESE/ESOL accommodations see information sheet below.

IX. **Assessment:**
    Oral and written
I. **Subject:** Social Studies
II. **Grade:** K-6 grades
III. **Theme/Topic:** Machu Picchu, Patrimonio de la Humanidad  
   **Time Period:** 2-3 days

IV. **Standards:**
SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole
S.2.G.1.1 Use different types of maps (political, physical, and thematic to identify map elements.
SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community

IV. **Instructional Objectives: Essential Questions**
   Where is the patrimony of Cuzco located? Which continent is Peru located? What is the study of archeology?
A. **Linguistic Objectives**
   Fortaleza, ruinas, templo, ciudad, indigena, archeologia, quechua, civilizacion, quinua, Cuzco, alpaca, llama,
B. **Cultural Objectives:** Students will discuss what contributions the Incas’s did in reference to food, music, agriculture, engineering indigenous tribes ate corn as part of their daily consumption.
C. **Content**
   A. Language:
      a- Students will acquire the vocabulary associated with Macchu Picchu
   b. Seasons of different regions.
      c. Daily life of children from urban areas.
      d. Daily life of children from rural areas.
      e. To compare and contrast the life of both students.

V. **Instructional Procedure**
1. Students will locate in a map the continents.
2. Students will locate in a map the continent of South America
   3.. Students will locate in a map the country of Peru.
4. Students will locate the Andes
5. Students will identify the following: Vocabulary: altiplano/highlands, capitals/capital(es), ciudad(es), city, este/east, golf/golf, hispanohablante(s), spanish-speaking, isla/islands, lago/lake, llanos/lowlands, map/map, mar/sea, mountain/montana, norte/north, oeste/west, ocean/oceano, rio/river, sur/south.
Inca Vocabulary: aclla: women chosen to serve the Sapa Inka because of their special skills in weaving and brewing chichi and because of their beauty. chaski: swift foot messenger
chaski wasi: building by the side of the road used by the chassis chicha: drink made of corn hanan: area of an Inka town where important religious buildings and wakes were located. hurin: area of an Inka town were homes and and workshops were located.
Inka: ruler
Inti-the inka son god khipu: a device from keeping records using strings and knots kuraka: a local tribal leader.
mit’a a work done as a Sapa Inka qollqa: stone house
Sapa Inka: unique King, the emperor
Tawatinsuyo: Inka name for their empire, meaning Lang of the Four quarters waka: A sacred religious object either natural or hand made.

6. The students will label and locate the regions of Peru: coast, highlands and jungle. www.peru.travel.
7. Students will list the main ideas of each region.
8. Students will locate on a map of South America the city of Cuzco.
9. Students will trace the route from Cuzco to Machu Picchu.
10. Students will watch different picture on Machu Picchu.
11. Teacher will do a read aloud Machu Picchu by Elizabeth Mann.
12. Students will create a step book and will write and discuss the following questions:
Who was Hiram Bigham?
What Inca farming methods did the Inca use to farm on mountain sides?
Name some of the crop grown by the Inca.
What are some Inca traditions that have survived among descendants today?
13. Students in groups will design a relief map. Art teacher will work with students

Overview
Students will be introduced to the geography of the Andes region and the impact of the Andes Mountains on the region’s climate and weather. Teacher will explain the impact of the Andes Mountains on the region’s weather and the effect of the Peru Current on rainfall.

Materials
1. Teacher will display a physical map of South America. Students will label the countries of South America.
2. Students will locate Peru, the Andes and Macchu Picchu.
3-Students will create a relief map of South America. Students will identify and label the countries of South America.
3-Students will be provided a large (2 feet by 3 feet) map of South America without country labels. A small physical map of South America showing elevations and countries. Several large containers of play dough or modeling clay (4 to 5 different colors). Toothpicks, paper, cellophane tape.

Procedures
Students will create a three-dimensional map of South America with play dough or modeling clay. The map should show: a) The Andes Mountain chain; b)The small coastal desert bordering the Pacific Ocean; c) the Amazonian basin to the east of the Andes; and d) the location of Cuzco and Machu Picchu.
Different colors should be used to approximate different elevations. Have them label countries that are covered by the modeling clay with toothpick labels. Next, have them draw the Peru Current along the Pacific Coast.
4. Discussion: Students will discuss how the Andes Mountains affect the climate and weather of western South America and the impact of the Peru Current on rainfall and marine resources.
5. Assessment: Assess each student’s participation in the map activity and subsequent class discussion.

Other facts

• Machu Picchu was built at the height of the Inca Empire around 1450 but abandoned just over a century later in 1572 after the Spanish arrival in Peru. Archaeologists believe Machu Picchu was constructed for use as a Royal Estate.
• Machu Picchu is located 2430 m (7970 ft) above sea level on a ridge between the Huayna Picchu and Machu Picchu mountains in Peru.
• On July 24, 1911, American explorer Hiram Bingham III with the help of Melchor Arteaga, re-discovered Machu Picchu.
• Bingham bought word of the ruins to the outside world. Only locals and a handful of missionaries and engineers had known of the site’s existence.
• It is believed Bingham was actually looking for a different 'lost' city, known as Vilcabamba.
• Bingham's team excavated an estimated 40,000 artifacts to Yale University for further study including mummies, ceramics, silver statues, jewelry and bones. Peru has long wanted these artifacts back and an agreement was recently agreed for the majority of these items to be returned.
• Since re-discovery over 30% of Machu Picchu has been reconstructed to give a better idea of how the original structures looked, restoration continues today.
• In 1983, Machu Picchu became an UNESCO World Heritage Site. In 2007 it was voted one of the New Seven Wonders of the World in a worldwide Internet poll.
• Machu Picchu was built in a typical Inca style, with beautiful, polished dry-stone walls of quarried granite stone.
The Incas were experts at using a building technique called ashlar in which blocks of stone are cut so precisely as to fit together tightly without mortar.

The incredible civil engineering techniques of the Incas reduced the effects of frequent earthquakes. Mortar-free walls, Trapezoidal, tilted inward and round corner doors and windows helped protect many of the buildings from collapsing.

It is estimated that 60% of the construction done at Machu Picchu was underground, including deep building foundations and crushed rock for drainage.

Machu Picchu's construction is amazing considering the Inca's did not use draft animals, iron tools, or the wheel. It's a mystery how the massive blocks of stone were moved up steep terrain and through dense bush, but it is generally believed that hundreds of men were used to push the stones up.

Machu Picchu had access to springs for water and enough terraced and irrigated land to grow food for around four times as many people as ever lived there.

The Machu Picchu site is divided in an urban area and an agricultural area. With an upper town area where royalty lived and temples built and a lower town area that included workers quarters and warehouses.

The Incas built a road to the Machu Picchu region and today thousands of tourists trek the 2-5 day high-altitude Inca Trail to visit Machu Picchu.

As Peru's most visited tourist attraction Machu Picchu is continually threatened by commercial forces. In the 1990s, the construction of a cable car, luxury hotel, and restaurants was allowed nearby. The Peruvian government has since set limits of a max of 2,500 visitors per day and only 400 visitors per day into the site.

VI Review Activities

Students will create their own travel brochure about Machu Picchu

Students can play the matching game five words at a time. Depending which relate to the reading.

ESE/ESOL accommodations see information sheet below

D.Materials

Paper, color pencils, reading books, construction paper, sheets, map, globes, play dough, toothpicks, cellophane and tape.

Assessment: To discuss class assignment
I. **Subject:** Social Studies  
II. **Grade:** K-6 Grades  
III. **Theme/Topic:** Q’eswachaka grass bridge  
   **Time Period:** 2-3 days  

IV. **Standards:**  
SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community  

V. **Instructional Objectives:** Essential Questions  
   What is Q’eswachaka?  
   How did the Inkas transport their goods?  
   What materials did the Inkas use to build their bridges?  

   A. **Linguistic Objectives**  
      Students will use Math vocabulary  

   B. **Cultural Objectives:**  
      a. General Overview of the Inka Empire  
      b. To understand the cultural significance of Q’eswachaka.  
      c. To understand the engineering suspension of a bridge.  

   C. **Content**  
      a. To explore the engineering concepts of tension and compression.  
      b. To understand the cultural significance of Q’eswachaka.  
      c. Test the load capacity of two bridge designs plank and suspension.  

   D. **Instructional Procedure**  
      1. Pictures of a suspension bridge of Inka design.  
      [ruthasa.com/k-chaca.html](http://ruthasa.com/k-chaca.html)  

      2. Students will acquire Math vocabulary: medir, longitud, pulgadas, centimeters,  
      3. Tawaininsuyu, “The Inka Empire” and Qhapag Nan The Great Inka Road.  
      4. Teacher will display a poster of an Inka bridge design.
5. Teacher will show pictures from Ayacucho, Peru.
6. Teacher will show a video.
7. Teacher will display on Google Earth a sample of an Inka bridge.
8. Teacher will read about the Inka Empire and its transportation.
9. Students will work in pairs. Students will reflect on the following question. Can you feel which way the forces are directed? Students will pull apart/swing from each other will push away and toward each other.

10. Students will discuss which force is tension and which is compression?
11. Teacher will display a picture of a bridge. Students will create their own bridge by using the following materials. 1 rectangular piece of cardboard about 4 feet (1.2 meters) long by 1 foot (0.3 meter) wide, two ropes and 2 chairs.
E. Review Activities
Students will explain how they built their bridge using the materials mentioned above. Will explain the terms compression and tension.

F. Materials
1 rectangular piece of cardboard about 4 feet (1.2 meters) long by 1 foot (0.3 meter) wide, two ropes and 2 chairs.

G: Assessment: oral, written. Students will discuss their designed bridges
ESE/ESOL accommodations see information sheet below
I. **Subject:** Social Studies  
II. **Grade:** K-6 grades  
III. **Theme/Topic:** Aymara Community  
   **Time Period:** 2-3 days  

IV: **Standards:**  

SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.  

V. **Instructional Objectives: Essential Questions**  

A. Linguistic Objectives  
   Cultural Objectives:  
   a. To understand the term indigenous  
   b. To understand the cultural significance and contribution to society  
   c. To understand the Aymara indigenous group Become familiar with a famous city or landmark, ancient ruin, or natural wonder found in South America  
   d. Create a slideshow with images and facts about the significance of that South American site and present it to the class.  

B. Content  
   a. To identify and label in a map where the Aymaras are located  
   b. To understand the cultural significance of an indigenous person  
   c. The contribution of the Aymaras to Peruvian society in all aspects in the Arts.  

C. Instructional Procedure  
   1. Teacher will hand out a KWL chart and will ask students what they understand about the term indigenous, tribe and/or Native American Indian.  
   2. To identify to local native Americans Miccosukee and Seminoles tribe  
   3. To identify where the Aymaras settled in Lake Titicaca, Puno, Peru. Other Aymaras are settled in Bolivia. www.everyculture.com.  
   4. To watch a short video of Floating Islands of Lake Titicaca.  
      photobucket.com/images/Lake+Titicaca.  
      5. To discuss how an island and a lake are formed.  
      Students will fill in a prior knowledge and make connection graphic organizer  
   6. To discuss reed boats on Floating Islands  
   7. Students will fill in a topic web graphic organizer.  
   8. Students will be presented with an scenario. Some passengers were stranded on an island and. Students will build their own boat with supplies that will be available. Students will reflect on the following questions:
a) Ask students” What makes some objects float in water and other objects sink?”

b) Write down students’ ideas.

c) Read the book: Captain Kidd’s Crew- Experiments with Sinking and Floating by Mark Weakland or similar book.

d) Refer back to students’ ideas on object that float in water and objects that sink.

Students will test different objects and will discuss the concept of sink and float. Students will design their own boats and will use the following materials: A sheet of foil, A sheet of bubble wrap, 20 wooden sticks, 20 styrofoam peanuts, and 12 inches of masking tape. Students will fill chart below and discuss their findings.
1. Ask

2. Imagine Brainstorm

3. Plan/Design

Can use whole space or divide with pencil into 2 spaces
6. To discuss what is their daily diet and agriculture. The diet of the Aymara consists basically of products they obtain from their crops and livestock.

Some important stables produced are tubers, such as potatoes and yucca; grains like corn and quinoa; legumes like different varieties of beans; and a variety of other produces grown, such as chilli peppers, garlic, pumpkin, sweet peppers and peanuts. Herbal infusions are also consumed, many with medicinal properties. Coca leaves for example are used to alleviate the puna (altitude sickness) and in numerous rites and religious ceremonies. Sub-products from these crops are also consumed, such as chuño, flour made from dehydrated potatoes with help from the climatic conditions of the High Plain. Camelid livestock is another productive activity from which the Aymara obtain food. Llamas and Alpacas are raised for their meat, which is also consumed as charqui - salted strips of meat dried in the sun. This can be kept for long periods of time and is very useful due to its easy transportation during treks across the mountains. One of the most traditional meals is the Kalapurka, a soup or stew that is cooked by introducing large stones heated in the fire into the pot.

7. Students will be given a supermarket a weekly sales sheets. Students will be asked to prepare a typical day's schedule of their meals. They will list at least 15 ingredients (found on the label of most packaging) that make up this food. Then they are to be shown the following list of foods that are indigenous to the Americas: chile, cactus fruit (nopales) tomatoes, tortillas, corn, vanilla, potatoes, pumpkin, peanuts, beans, quinoa, peppers, cacao beans (chocolate), yucca.

2. Students are to check off as many "American" foods that they have in their daily diet, and ask students where the other foods in their diet originally came from. Even though many will say, "...from the supermarket", you want the students to realize that the food they eat were originally imported from some other place.

3. Students will discuss their heritage and the meals they eat at home.

4. Students will create a collage with the main foods they eat during family celebration.

Assessment:

Student teams build their design according to their design plan. Students test their design plan and record data.

Student teams build their design according to their design plan. Before testing, students should make a prediction as to how many bears that their boat will hold. Students should look around the room and compare their design to other students’ designs. Students should test their design by placing their boat in a container of water. Students should add bears one at a time, making sure to count as they go. Students should record their final number.

D. Review Activities

Students will review the results from building the boat.

Students will discuss main aspects of agriculture from Aymara Indigenous group.

F. Materials

1 rectangular piece of cardboard about 4 feet (1.2 meters) long 1 food (0.3 meter)
I. **Subject:** Science  
II. **Grade:** K-6 grades  
III. **Theme:** The Food Pyramid  
    **Time Period:** 2-3 days

IV. **Standards:**  
   SC.V.1.1: Student recognizes that energy can be changed in different forms.

V. **Instructional Objectives:** The students will identify and name the different food groups of the food pyramid.

A. **Linguistic Objectives:** The students will distinguish from the expressions I like and I don’t like.

B. **Cultural Objectives:** To compare and contrast the different foods of United States and Peru.

IV. **Content:**  
   A. Language: Students will discuss what food they like and don’t like.  
   B. Culture: Students will elaborate a food pyramid with the different food groups of The Hispanic World.

V. **Instructional Procedures:**  
   A. **Pre-Activities:**  
      2. Teacher will ask students to discuss the title: Body Works: Eating by Anna Sandeman.  
      3. Teacher will show students one page at a time and will predict what will happen.  
      4. Teacher will read the book out loud  
      5. Teacher will show different difference foods from the Food Pyramid and will make emphasis what category the food groups belong to.

   B. **Principal Activities:**  
      1. Students will fill in a KWL chart.  
      2. Each student will receive a sheet with the categories of the food pyramid in order to categorize the foods that are in the book.  
         4. The teacher will show the students food products and will write on the board each with the article. For example: the cheese, the orange, the pork, and the bananas etc.  
         5. Teacher will explain the concept I like and I don’t like. Do you like cheese? No, I don’t like cheese. The students will answer their preferences.  
      6. Each student will receive a sheet with a diagram.  
         a) The teacher will explain the importance of the food pyramid in our lives.  
         b) Each student will receive a picture of the Food Pyramid,  
         c) Each student will identify each group and will place them in a poster of the Food
Pyramid.

6. The class will be divided in two groups. One group will have the questions. Another group will have a corresponding answer.

C. Culminating Activities:

Students will review question on the supermarket sections. The students will illustrate in a collage about 10 habits that contribute to a healthy life style. Students can include meals that are consumed on a daily basis at home.

VI. Materials

Students will be provided with cards with different food pictures, a picture with the different sections of the supermarket, blackboard, activity sheets, color pencils, fake money, cash register.

VII. Assessment:

Students will receive a prompt where they will plan a menu of the day for their own house. The students will read a section of the supermarket in the newspaper and will select the products that will eat in their own house. Students have to think in the portions of each food item. Teacher will read the menu and evaluate.
I. Subject: Vamos a comprar en el supermercado
II. Grade: K-6 grades
III. Theme/Topic: Food/Vamos a comprar en el supermercado
   y al Mercado. Shopping at the supermarket and the market
IV. Time Period: 2-3 days

IV: Standards:
   SC.V.1.1: Student recognizes that food can be converted to energy and that selections of
   food may affect your health.
   MA.A.3.1: Student understands the effect of number operations and the relationships
   between this operations.

V. Instructional Objectives:
   A. Linguísticos Objectives:
      1. Student will ask questions to locate food in the supermarket.
      2. Students will classify the sections of the food pyramid.
      3. Students will ask questions where can you find food and the sections of the
         supermarket.
      4. Students will ask questions on how to pay for the different foods of the supermarket.
   B. Cultural Objectives:
      1-To compare and contrast different sections of a Peruvian supermarket and a U.S.
         supermarket.
      2-Student explore an open area market known as mercado.www.danheller.com/perucuzco-
         market.html

   Content
   A. Language:
      1. Questions to ask where to find ítems in the section of the supermarket.
         ¿Where do you find dairy, meats, bakery, seafood, drinks, frozen foods etc.
      2. Questions to ask where to find food products in the supermarket. ¿In what sections do
         you find?
      3. Questions to ask about prices of certain foods.
         a) ¿How much is a pound of apples?
         b) ¿How much is a pound, ounce…?
         c) ¿How much is a pound of ham?
         d) ¿What is the total?
         e) ¿How do would you like to pay? In cash, credit or debit.

   Culture:
      In a Venn Diagram compare and contrast two different types of food stores from Peru
      and the Unites States.
VI. Instructional Activities:

1. A day before the teacher will review the expressions of the supermarket sections of the supermarket and foods. The students will do a written activity by listing different foods of the respective sections.
2. a-The teacher will review the different ways to ask question for food they want to buy. a-greet the customer. Hola Buenas Dias! Hola Buenas Tardes! Hola Buenas Noches!
3. b-Be able to ask for the location of a specific food product. En cuál seccion estan las zanahorias, los quesos, la leche etc. c-Be able to ask for specific product. Quiero compran food item. Quiero comprar una barra de pan, una lata de sardinas etc. d-Be able to ask for the amount of food they want to buy. A como esta la libra de manzana?, Quiero comprar cuatro onzas de arroz? A como esta la libra de papa? A como esta la pierna de jamon? Cuanto cuesta la libra de carne, cuatro de arroz? Cómo cuesta la botella de agua? Cuanto cuesta el pomo de jugo de naranja? e-Be able to ask and answers when paying for the food items. Cliente: Cuanto cuesta en total? Vendedor: El total son veinte pesos o veinte dólares. Como desea usted pagar? Al contado o con una tarjeta de crédito.
3-The students will do a role play activity. The class will be divided in groups of 3 or 4 students. One student will do the role of the cashier. The other students will be the customers. The teacher will hand out instructions. The teacher will handout instructions in a card with different dish to prepare, each group will list all the ingredients for the dish, will list the quantities needed, will ask the clerk where the foods are located, will shop at their respective sections of the supermarket. Students will name each food item when paying off the purchase, will ask the type of payment, the cashier will mention each food and quantity bought and the total. Both cashier and customer will thank each other.

Scenery:
Each group needs to have: The clerk that greets, assists and answers the questions from customers. A cashier that receives money. The clients that buy food products.
Dish to prepare: A complete breakfast. Amount of food that you need for example: ounces, box, a loaf of bread, pies, drink etc.
Each member should utilize the reviewed questions a-To find a section of the supermarket b-To ask for an specific food time.
Teacher will give students different pictures of Peruvian meals. Students will describe what items are need to buy in order to prepare the food. c-To ask for a an specific quantity d-To ask for the quantity that want to buy e-To pay for the items.

Questions to ask in a supermarket
To ask for a specific section.
To greet: Hello: Good Morning, good afternoon, good evening. Where can I find the a specific product? tomatoes, a can of sardines, a box of eggs, a loaf of bread, a leg of pork, a bottle of water, orange juice, slices of cheese, a bag of potatoes etc.
To buy a product in quantities: I want to buy a pound of beef, turkey and bread. An ounce of salt, half a dozen, a dozen of eggs, a gallon or half a gallon.
To ask for the price: How much are the apples, etc.
To ask for the total: Customer: What is the total? Clerk: The total is twenty dollars, with twenty cents. Do you wish to pay with credit card or cash? Customer: Would you like to pay in cash? Here, you have twenty dollars and twenty cents. Thank you, have a great day. Clerk: Thank you, have a great day.

Materials: chalk, chalkboard, can foods, plastic foods posters of different sections of the supermarket, cash register, plastic bags, visuals from a supermarket, worksheet, and paper money.

Assessment: Students will do a role play in groups and will identify food types and will use the expressions when shopping in a supermarket.

ESE/ESOL accommodations see information sheet below

Peruvian Food

Peru is famous throughout South America for its food. As a major fishing nation, fish is abundant, and prepared with imagination.

The primary ingredients found in nearly every Peruvian dish are rice, potatoes, chichen, pork, lamb, and fish. Most of these meals include one of the different kinds of "aji", or Peruvian hot pepper, which mainly are: yellow aji/ pepper, red/ aji pepper, red rocoto pepper

Chicken, pork and lamb were introduced to Peru 500 years ago, when Spaniards came to America. Other ingredients, like potatoes, were already being grown in the Peruvian Andes and were taken by the Spaniards back to Europe.

Today more than 200 varieties of potato can be found in the Lake Titicaca area. They range in color from purple to blue, from yellow to brown. Sizes and textures vary as well. Some are smalls as nuts; others can be as large as oranges.

Following are some of the dishes and foods that can be found in Perú.

- **Pescado y Mariscos** (Fish and Seafood) – Anything with fish is a great bet. Ceviche is the most famous. Peruvians "cook" fine white cod in lemon juice, serve it chunky with onions and spices. In the mountains, you can find "trucha," the local fresh Andean trout, generally farm raised.
- **Comida Criolla** – This is the term for the traditional Peruvian dishes. Aji de gallina (spicy chicken stew), lomo saltado (stir-fry beef), chupe (fish stew) anticuchos (marinated beef heart). Vegetables play a major role in these dishes.
- **Chifa** – This is the term for Chinese restaurants in Peru. From very elegant to simple, all seem to serve excellent food in and around Lima. Peruvians love to celebrate events at the Chifas.
- **Inca Cola** – The color of this soft drink is bright yellow and it smells like bubble gum.
- **Aji de Gallina**: shredded chicken in a spiced milk sauce.
- **Adobo de cerdo**: Pork sauce, served with white rice.
- **Arroz con Pollo**: Boiled chicken seasoned with a green sauce. Served always with green rice (rice cooked with albahaca)
- **Anticuchos**: marinated grilled beef heart.
- **Carapulca**: It is made from dried and diced potatoes with pork, steak and rice.
- **CauCau**: Consists of tripe and diced potatoes
· **Ceviche**: Fish or mixed shrimp with lemon. The seafood is cut into small pieces and then mixed with lemon juice and left to sit for 1hr. Next, it is mixed with onions, celery, cilantro, salt and black pepper. The dish is served cold.

· **Escabeche de pescado**: Boiled fish seasoned with onions, ají and lemon juice

· **Ocopa**: boiled potatoes in a seasoned sauce of cheese and nuts

· **Pachamanca**: This is a typical dish from the desert. It consists of lamb, pork, meat, potatoes, sweet potatoes, and a tamale. First, one has to heat rocks on the floor using firewood. When they are hot enough, the food is placed inside a sac and buried in the hot rocks. The food has to be repeatedly checked to see when it is done because the temperature is unstable.

· **Papa la Huancaina**: Potatoes served with a special spicy sauce, olives, lettuce and egg.

· **Papa Rellena**: meat-stuffed potato patties.

· **Parihuela**: Fish, shrimp crabs, mussels and octopus. Served with yuca and rice.

· **Rocoto Relleno**: Typical dish with meat, onions, peanuts, milk and eggs, everything baked inside of the delicious rocoto (pepper), with potatoes and cheese.

· **Seco de frejoles**: Boiled beans with a lamb stew in green sauce, always served with white rice and raw onions seasoned with lemon and aji.

· **Roast cuy**, or guinea pig, is considered a delicacy, and is traditionally served for very special occasions.

Western culture has made its mark on Peru, and one of the signs of change is the popularity of pizza. The Peruvians make it their own way, though, in the old-style, wood-burning ovens that have been part of the Peruvian landscape long before pizza was ever heard of here.
I. Subject: Science
II. Grade: k-6 grades
III. Theme/Topic: El Arroz es Vida/Rice is Life
   Time Period: 2-3 days

IV. Standards:
   SC.V.1.1: Student will recognize that energy can be changed in different variables.

V. Instructional Objectives: Essential Questions:
   A. Linguistic Objectives:
      Identify questions that can be answered through scientific inquiries. For example:
      Why is rice important in our daily lives? Which countries consume rice on a daily basis?
      Where does rice grow? How is rice prepared? In what meals of the day do you consume?
   B. Cultural Objectives:
      To explain the importance of rice in different parts of the world in a map.

VI. Content:
   A. Language:
      Students will acquire the vocabulary associated with rice: oil, cooking pan, onions, salt, rice, lime, stove, fork, spoon, knife, water etc.
   B. Culture: To mention countries and continents were rice is consumed.

VII. Instructional Procedure:
   A. Pre-Activity or activities
      1. The students will examine the cover of “Todo el mundo come arroz”. by Nora Dooley.
      2. Teacher will ask students to infer about the meaning of the title of the book.
      3. Teacher will introduce the author and the illustrator of the book.
      4. Teacher will preview one page at a time and will predict what will happen in each of the book.
      5. Teacher will read the book out loud. Then, teacher will show different types of rice.
      6. Teacher will show different pictures of different types of rice.
      7. Teacher will show a video how rice is grows in land.

   B. Main Activities
      1. Students will draw a semantic web and will write “Arroz es vida” by Rita Golden Gelmann.
1. The class will be divided in groups of three. Each group will receive a rice recipe from different countries. Each group will answer the following questions:
   a. What country is the recipe from?
b. Do you think the recipe has a lot of flavor?
c. What ingredients does the recipe have?
d. What are the steps of preparation?

3. Parents will volunteer to cook rice from their respective countries. Students will try the different types of cooked rice.

C. Review Activities:

   a) Teacher will hand in a map to each student and different rice grains. Teacher will locate on a map in countries where rice is consumed. Students will place rice in the corresponding country.

   b. Materials:
      Cards with the different foods, cards with different rice, whiteboard, activity sheet, and color pencils. Websites from supermarkets advertise their weekly ad specials. 

Assessment: to discuss the main aspects of rice. To discuss assignment ESE/ESOL accommodations see information sheet below
I. **Subject:** Language Arts

II. **Grade:** K-6 grades

III. **Theme/Topic:** La Leyenda del Maíz

   **Time Period:** 2-3 days

IV. **Standards:**

   SC.V.1.1: Student will recognize that energy can be changed in different variables.

V. **Instructional Objectives:** Essential Questions

   In what countries in Latin America does corn grows? What type of soil does corn grows? Do you eat corn at home? In what category of the food pyramid does corn belongs to?

A. **Linguistic Objectives**

   Students will discuss the origins of corn.
   To identify what is a legend.
   To identify the history of corn.

B. **Cultural Objectives**

   Students will discuss what indigenous tribes ate corn as part of their daily consumption. Students will locate in a map the country where indigenous group that consumed corn are located.

C. **Content**

   A. Language: Students will acquire the vocabulary associated with corn mazorca:
      maizales, harina de maiz, tamales, tortillas, meals cooked with corn, piedra de moler, corazon de la mazorca, miojo pan de maiz,
   B. Culture: Name other words that corn is called in other countries choclo.

D. **Instructional Procedure**

   1-Teacher will introduce students to what is a legend?
   2-Students will fill in a KWL chart about legend and corn.
   3-Teacher will show on a world map where corn is grown.
   4-Teacher will show on a world map the tribes that planted and consumed corn.
   5-Students will identify if they have read any legend story.
   3-Teacher will show on a map where corn is grown
   4-Teacher will explain the history of corn.
   5-Teacher will explain how corn is used in different ways.
   5-Students will fill in a graphic organizer with the information they heard about corn.
   6-Teacher will read out loud the legend of corn.
   7-Students will elaborate questions about the Legend of corn.
A - Que diferencia a una leyenda de otras historias? Trabajando en parejas, completa las siguientes oraciones. 1- Yo creo que una leyenda es. 2. El diccionario dice………………… 3. Títulos de otras leyendas que conocemos.  
Answer the following questions.
1. Quien era Huayru?  
2. Por que se pelearon el pueblo charca y el pueblos chayanta?  
3. Quien murió en la batalla?  
4. Quien era Maiza?  
5. Quien murió en la batalla  
6. De donde se cree que viene la palabra maíz?  

B -De Letras  
a. Usa las letras en mayusculas para escribir el nombre de tres pueblos cuyo alimento bascoco era el maíz.  
ANSIC    SYAM    SAZETCA  
1-_________  2-_________  3-_____________  

C -Colorea las frases correctas según la leyenda. Highlight the correct phrases from the reading.  
1-Huayru era un joven chayanta guapo y valiente.  
2-Maiza era una joven guapa y esbelta hija de los charcas.  
3.La tribu de los characas acogio a Huayru cuando se enamoro de Maiza.  
4-Maiza vestia ropas de color verde claro.  
5-Un bala se clavo en el pecho de Maiza.  
6- Murio mucha gente en la batalla.  
7-Donde murió Maiza creció una plantita que Huayru cuido con mayor y paciencia.  
8-Los frutos de la planta parecian los graciosos dientes de Maiza.  
9-Students will discuss their questions about The Legend of corn?  
10-In an activity called The memoria. Students will be given strips with questions. In pairs students will discuss questions.  
11-In an activity called De Letras students will write the name of three town where corn is grown.  
12-Students will find words in a dictionary.  
13-Students will highlight the sentences that are related to the story “La leyenda del Maiz”  
14-Students will illustrate and write a comic strip about legend of the corn.  

E. Review Activities  
Students will show and discuss their writing using a comic strip organizer.  

F. Materials   paper, crayons,  
pencil, story sheet.
LEYENDA DEL MAÍZ

Hay varias leyendas que intentan explicar el origen del maíz. En Bolivia existe una versión que dice que al principio del tiempo existían dos pueblos enemigos, los charcas y los chantas. Ambos pueblos eran valientes y trabajadores pero desgraciadamente también les gustaba mucho luchar. En todas las competiciones convocadas por el Gran Inca, estas dos tribus eran siempre grandes rivales que peleaban ferozmente por el título de ganador de una prueba u otra.

En la competición de flechas los chapkas destacaban por sus afiladas puntas, verdaderas obras de arte, hechas de bambú. Cuando una de estas flechas alcanzaba a un enemigo, ya se podía despedir de la vida. Por su parte los chantas eran famosos por sus hondas poderosas que hacían con tanto esmero que cualquier piedra que se tiraba con ellas era un proyectil peligrosísimo y frecuentemente mortal.

La vida tiene caprichos inexplicables. Ocurrió que Huayru, el joven chayanta más valeroso y guapo, hijo de cacique, salir a cazar una mañana de primavera, se acercó demasiado al campamento de los charcas y se detuvo a beber agua en una corriente cristalina. Allí vio bananos a una muchacha bellísima. Era alta y esbelta, tenía largos cabellos finísimos que brillaban como si fueran de oro con los rayos del sol. La observó fascinado y vio como se vestía con ropas de color verde claro. Se le acercó tímida y empezaron una bonita conversación. Supo que la chica se llama Maiza Chojclu y era hija del cacique de los charcas. Además de bella, tenía un carácter dulcísimo que cautivó al joven. Cuando sonreía, se veían sus dientecitos parejos que parecían granos delicados.

Los dos jóvenes se enamoraron profundamente y continuaron vendo a escondidas, sin el conocimiento de sus pueblos. Cuando ya no podían vivir sin verse, Maiza Chojclu accedió a escaparse de su casa, casarse e irse a vivir con los chantas, la tribu de su esposo. Los dos enamorados esposos no tuvieron paz por mucho tiempo. El padre de Maiza Chojclu se enfureció por este insulto y decidió inmediatamente pelear contra los chantas, y quitarles a su hija. La guerra estaba declarada y Huayru tuvo que ir a pelear contra el pueblo de su esposa.

Maiza Chojclu estaba tristísima. Rogó a su esposo, con lagrimas en sus tiernos ojos, que no fuera a luchar contra los charcas, su propio pueblo. Pero Huhyru no tenía otra alternativa y empezó a preparar sus armas. La joven decidió ir con él y valientemente también se preparó para estar a su lado, pasara lo que pasara.

Pronto comenzó la batalla. Maiza Chojclu rogaba a sus dioses que solucionara este terrible conflicto. Ella se sentía culpable de la s martes que tendrían lugar y media que ocurriera un milagro. La lucha comenzó muy pronto. Una de las afiladas flechas de los charcas cruzó el aire y se clavo en el pecho de Maiza Chojclu. Todos se quedaron pasmados por ese triste acontecimiento. El padre de la muchacha se acercó trastornadora ver a su hija que estaba muriendo en los brazos de su esposo. Sus oraciones habían sido escuchadas y ella era la única víctima de una guerra sin sentido.

La enterraron en ese mismo lugar. Hairy paso toda la noche llorando la muerte de su esposa. Tantas eran sus lagrimas que regaron el lugar donde yacía el cuerpo de la joven.
Parecía como si de sus ojos brotara un manantial que humedeció la tierra. Mientras más recodaba la gracia y dulzura de Maiza, más lloraba el guerrero. Finalmente se durmió, vencido por el sueño y la tristeza. Al amanecer desértico con el corazón oprimido por el dolor. Palpó la tierra donde habían sepultado a la muchacha y vio con sorpresa que allí mismo había brotado una plantita cuyas hojas eran del mismo color verde que las ropas de Maiza Chojcul. Se dio cuenta de que los dioses le habían enviado un regalo precioso y cuidó esa plantita con amor y paciencia. La nueva planta sana y esbelta como su esposa, con hojas que recordaba sus ropas verde clara. Parecía sostenida por la flecha que le quitara la vida.

Cuando dio frutos, Huayru vio que sus granos parecían los graciosos dientes de Maiza Chojcul y eran tan dulces como ella. Y por esa razón, esta nueva planta se llama maíz u en ciertas regiones de América Latina sus frutos se conocen con el nombre de “chojcul”
I. **Subject:** Language Arts  
II. **Grade:** K-6 grades  
III. **Theme/Topic:** Inca Tales/Cuentos Incas  
   **Time Period:** 2-3 days  

IV: **Standards:**  
   LA.A. 1.1.1: To identify words through texts, illustrations, graphics, and outlines used in phonetics, structure and context clues.  
   LA.A. 1.1.3: To use knowledge of corresponding grade level and age at the level of development of vocabulary in Reading.  
   LA. 1.1.4: To add comprehension, tell and to discuss.  

V. **Instructional Objectives: Essential Questions**  
   What is a legend? What country are the Incas from? How was their daily life?  

A. **Linguistic Objectives**  
   Students will discuss Tupac and Paititi The Lost Golden City of the Incas/Tupac y Paititi LaCiudad de Oro Perdida de los Incas.  
   Kinin the Condor and the Time it Stopped Raining at Macchu Picchu/Kinin el Condor Do Lluvia en Macchu Picchu. Other option The Girl from the Sky: An Inca Folktale from South America by Janice Skivington.  

B. **Cultural Objectives:**  
   To identify where the country of Perú is located  
   To identify the regions of Peru  
   To locate the region where Cuzco is located.  
   To identify the daily life of the Incas  
   To locate where Macchu Picchu is located.  
   To identify the history of Macchu Picchu.  

C. **Content**  
   A. Language: Students will acquire the vocabulary associated with Macchu Picchu.  
      Fortaleza, indios, Incas, cuartos, llama, arqueologia, imperio, rampas, terraza, bosque montanoso, nivel del mar, terrazas.  
   B. Culture: To discuss the culture of the Incas and their daily life.  

D. **Instructional Procedure**  
   1. Students will fill in a KWL chart.  
   2. Students will locate Peru in a Map.
3. Students will watch a video
4. Students will look at different post cards
5. Students will identify the regions of Peru
6. Students will locate the city of Cuzco
7. Students will discuss the route to Cuzco.
8. Students will identify what is a legend
9. Students will review the title
10. Students will predict what will happen in the story
11. Students will discuss the drawings on the book
12. Students will watch a video about Macchu Picchu.
13. Teacher will read about Macchu Picchu
14. Students will discuss the life in Macchu Picchu
15. Students will identify animals that live in Macchu Picchu
16. Teacher will read aloud the story
17. Teacher and students will fill in a graphic organizer with the elements of the story.
18. Students will complete section of L of the KWL chart

E. Main Activities
   A. Students will fill in a KWL chart
   B. Students will fill in a graphic organizer with the elements of the story.
   C. Students

F. Review Activities/Assessment
   Students will review on a web organizer the main aspects of Macchu Picchu
   ESE/ESOL accommodations see information sheet below

G. Materials:
   Story book, video clip, computer, worksheets
4.5 Castellano: Federico García Lorca y Miguel de Cervantes

*El Lagarto está llorando/ Based on the alligator at Orquids Amazon site*

I. **Asignatura:** Castellano

II. **Grado:** Segundo

III. **Tema/Tópico:** Federico García Lorca El Lagarto está llorando

IV. **Normas:**

LA.A. 1.1.1: Identifica palabras y construye el significado del texto, ilustraciones, gráficos, y esquemas usando estrategias de fonética, estructura y pistas.

LA.A. 1.1.3: Usa el conocimiento apropiado del grado, y de la edad en el nivel del desarrollo del vocabulario en lectura.

LA. 1.1.4: Aumenta la comprensión en re-leer, contar y discutir.

V. **Objetivos instruccionales:**

A. Objetivos linguísticos:
   1. Identificar las partes de un poema
   2. Describir y discutir el contenido del poema
   3. Analizar los personajes del poema
   4. Construir sufijos, plurales y antónimos
   5. Diseñar un poema

B. Objetivos culturales:
   1. Localizar España en el mapa.
   2. Discutir la vida del poeta español Federico García Lorca.

VI. **El contenido**

A. Lenguaje: Vocabulario
   1. Colores incluyendo blanco, negro, azul, rojo y verde.
   2. Animales, incluyendo lagarto, león, rana, elefante, tiburón.
   3. Materiales: plomo, metal, plata, oro, plástico.
   5. Joyas: anillo, sortija, reloj, pendientes, aretes, collar y pulseras.

B. Lenguaje: Gramática
1. Plurales: Se explican las reglas de formación de plurales y se comentan los ejemplos: incluyendo, patos; leones; tortugas; y ratones.
2. Se introduce el concepto de palabras derivadas y el sufijo derivativo-ADO, incluyendo, plomado; metalizado; plateado; dorado; plastificado.
3. Adjetivos: Se repasan los antónimos, incluyendo: Viejo-joven; alto-bajo; ancho estrecho; claro-oscuro; flaco-gordo.

C. Cultura:
Discutir el ambiente del reino animal y los animales del Parque Nacional Everglades versus un parque nacional de España.

VII. Procedimientos instruccionales
A. Pre-Actividad(es):
Los estudiantes verán un video sobre el mundo del lagarto (Everglades).

Los estudiantes escribirán en una web semántica los aspectos importantes sobre el ambiente de los lagartos.

B. Actividades principales
2. La profesora escribirá el título del poema <<El lagarto está llorando.>> Los estudiantes analizarán el título del poema.
3. Los estudiantes harán predicciones sobre cada verso de la lectura.
4. La profesora explicará el significado de las palabras nuevas y harán cada actividad en el paquete que reciben. Algunas actividades se hacen en grupos o individualmente.

C. Veáse las actividades
a) Los estudiantes identificarán las fotos del poema.
b) Los estudiantes llenarán los espacios en blanco.
c) Los estudiantes leerán el poema.
d) Los estudiantes elaborarán un poema con los géneros de la lectura.

Repaso: Los estudiantes recibirán tiras con líneas del poema. Los estudiantes ordenarán el poema según el poema de Lorca.

D. Actividades culminantes
1. Los estudiantes crearán su propio poema siguiendo los apartados que se corresponden con las actividades realizadas a lo largo de la unidad.
2. Los estudiantes realizarán una ilustración de su poema y lo leerán delante de toda la clase.
VIII. Materiales y Equipo

diccionarios, afiche de diferentes poemas de Federico García Lorca, pizarrón, paquete de actividades, lápices de colores, leedor de documentos, lápices.

IX. Evaluación

A. Los estudiantes tienen que llenar el espacio en blanco con las palabras del banco de palabras. La evaluación incluirá:

1. Los colores
   1) blanco 2) negro 3) azul 4) rojo 5) verde.
2. Los animales
   1) patos; 2) león 3) rana 4) elefante 5) tortuga 6) tiburón.
3. Los materiales
   1) plomado; 2) metalizado; 3) plateado 4) dorado 5) plastificado.
4. Prendas de vestir:
   1) zapatos; 2) chaqueta; 3) botas: 4) sombrero 5) guantes 6) bolso/bolsa 7) camiseta.
5. Las joyas:
   1) anillo/sortija; 2) reloj; 3) pendientes/arêtes; 4) pulsera; 5) collar.

ESE/ESOL accommodations see information sheet below
El Lagarto está llorando
Federico García Lorca

Poesía Infantil

1. Animales

El poema trata de unos lagartos, pero también podría contar la historia de otros animales. **Observa** los siguientes dibujos de animales y **escribe** su nombre debajo de cada uno de ellos.

<table>
<thead>
<tr>
<th>1._______</th>
<th>2._______</th>
<th>3._______</th>
<th>4._______</th>
<th>5._______</th>
</tr>
</thead>
<tbody>
<tr>
<td>rana</td>
<td>tiburón</td>
<td>tortuga</td>
<td>león</td>
<td>elefante</td>
</tr>
</tbody>
</table>
Ahora dibuja tu animal favorito y averigua cómo se escribe en español.

El lagarto está llorando

Federico García Lorca

Poesía Infantil

2. Colores

B

El lagarto y la lagarta
Con delantalitos blancos.

En el poema, los delantalitos de los lagartos son blancos. Primero, ordena las letras de cada delantal y encontrarás el nombre de un color. Después, colorea cada uno de los delantalitos del color que le corresponde.
3. Joyas

C

Han perdido sin querer
Su anillito de deposados.

Los lagartos han perdido sus anillitos. ¿Qué otras joyas podrían haber perdido? Escribe el nombre de los objetos que aparecen en los dibujos y busca en un diccionario los que desconozcas.
4. Plomo 5. Plástico

4. Materiales

D.

¡Ay, su anillito de plomo, ay su anillito plomado!

De la palabra se deriva plom-ado. Completa las siguientes palabras derivadas.

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</thead>
<tbody>
<tr>
<td>Plomo</td>
<td>Metal</td>
<td>Plata</td>
<td>Oro</td>
<td>Plástico</td>
</tr>
<tr>
<td>1. plom___</td>
<td>me</td>
<td>3. plate___</td>
<td>4. dor____</td>
<td>5. plastific_</td>
</tr>
</tbody>
</table>
5. Plurales E.

Un cielo grande y sin gente monta en su globo a los pájaros.

La palabra “pájaros” está en plural. ¿Sabes cómo se forman los plurales de los animales que aparecen a continuación? Sigue el ejemplo y contempla el cuadro con los plurales.

<table>
<thead>
<tr>
<th>Sustantivo</th>
<th>Plural</th>
<th>Sustantivo</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>un pájaro</td>
<td>unos pájaros</td>
<td>un caracol</td>
<td>unos caracoles</td>
</tr>
<tr>
<td>un pato</td>
<td>unos patos</td>
<td>una tortuga</td>
<td>unas________</td>
</tr>
<tr>
<td>un ratón</td>
<td>unos________</td>
<td></td>
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</tr>
</tbody>
</table>

.
6. Prendas de vestir  F.

El sol, capitán redondo,  
Lleva un chaleco de raso.

El sol lleva un chaleco de raso. ¿Qué otras prendas de vestir podría llevar el sol? Complete las palabras con las vocales que faltan.

1. Z__P_T__S

2. B_LS__

3. B__T__S

4. S_MBR__R__

5. P__NT__L__N

6. C__M__S__T__
7. CH__QU__T__

8. GU__NT__S

7. Adjetivos G.

¡Miradlos que viejos son!
¡Qué viejos son los lagartos!

Estos lagartos son viejos. ¿Qué es lo contrario de viejo? Relaciona con una línea el adjetivo de la columna de la izquierda con su contrario en la columna de la derecha.
8. **Leamos el poema H.**

¡Ay cómo lloran y lloran, ¡ay!, ¡ay cómo están llorando!

¿Por qué lloran los lagartos?_____________________________________

Ahora lee el poema entero. ¿Te gusta?

9. **Ahora te toca a ti. Evaluación.**
   a. Vas a crear tu propio poema. Para ello completa los espacios en blanco con las diferentes opciones que te han dado en las actividades anteriores. Por ejemplo, pon en el apartado A el nombre del animal que quieras del ejercicio 1
A. _______ está llorando.
La _______ está llorando.

B. El _________ y la _________
con delantalitos _________

C. Han perdido sin querer
su _________ de desposados.

D. ¡Ay, su _________ de _________
Ay, su _________ __________

E. Un cielo grande y sin gente
monta en su globo a los _________

F. El sol, capitán redondo.
Lleva un _______ de raso.

G. ¡Mirad los que _________ son!

a) negro b) lagarto c) pulsera d) anillito e) lagarta f) blancos g) dorado h) plomado i) viejos j) pájaros k) lloran l) chaleco
I. **Subject:** Music  
II. **Grade:** Second Grade  
III. **Theme/Topic:** Inca Music

**IV: Standards:**  
MU: Cr1.2a Improvise rhythmic and melodic patterns and musical ideas for specific purposes.  
MU: Cr 1.1 3a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context such as personal and social.

**V. Instructional Objectives: Essential Questions**  
a-To identify the instruments that are played in the listening excerpt.  
b-To Find Andes, Peru on a world map.  
c-To find the definitions of orchestra, concerto, and cadenza.  
d-See the picture of the Andean panpipes, siku.  
e-Identify the meter changes in the song and clap to each of the beat patterns.  
f-Play drums as in the transcription of the song with proper stress on specific beats.  
g-Listen to an indigenous Peruvian orchestra.  
h-Be introduced to two Peruvian musicians.  
i-Learn about Machu Picchu.  
j-Listen to “Machu Picchu Concerto for Kena and Orchestra”.  
k-Discuss the aspects of the piece.

A-Linguistic Objectives  
**Cultural Objectives**  
a. To identify the instruments that are played in the Andes region.  
b. To discuss the impact and influence of Andean music in different regions of the world.

VI. **Instructional Procedures**  
1-Students will identify the location of the Andes, Peru on a world map. Ayamara culture:  
2- Teacher will explain the influence of Ayamara culture and its contribution to music. The Ayamaras is a native ethnic group that has lived in the Andes regions of Bolivia, Chile, and Peru for over 2000 years. It was established by the Inca Empire, and colonized by Spain in the 15th century that lasted until the 19th century. The dominant languages spoken by this group are Spanish and Ayamara. Although influenced by European music, Ayamara music has been preserved as a unique indigenous tradition.  
3-Students will identify pictures of different instruments.  
4-Students will be introduced to the thems of orchestra, concerto and cadenza.  
5-Students will listen to “Panpipes from Peru”, by Aconcagua or “Peru: A musical Journey” Inca on Los Jilacatas”. (Ayamara dance by Ayamara Ensemble No 202.  
   Other CD with music from Peru can also be found in a public library.  
6-Students will choose an instrument others will clap their hands and will play according to the rhythm.
E. Review Activities
Students will describe the instrument that are played in Andean music.

Assessment:
Students will be assessed as they identify the instruments.
ESE/ESOL accommodations see information sheet below

F. Materials

rectangular piece of cardboard about 4 feet (1.2 meters) long by 1 foot (0.3 meter)
I. **Subject:** Mathematics

G. **Grade:** Second Grade

H. **Theme/Topic:** To count in Quechua

IV. **Standards:**

MAFS. 2.OA 1.1 Determine the unknown number in an equation relating four or more whole numbers

V. **Instructional Objectives: Essential Questions**

To understand the value system in Quechua

Cultural Objectives:

a. Select and use the qualities of structures and functions of art to improve communication of ideas.

b. How language can serve as expressions of culture and influence behavior of people living in a particular culture.

Linguistic Objectives:

To pronounce the numbers in Quechua

V. **Instructional Procedure**

1. To locate Peru on a world map.
2. Teacher will explain Quechua Language. Other information at [www.quechua.org.uk](http://www.quechua.org.uk)
3. To watch YouTube video: How to count in Quechua.

3. Students will be introduced to the numbers in Quechua

1. Juk, juq, uc, hoq
2. Iskai, iskay
3. Kimsa, kinsa
4. Tawa
5. Pichqa, pisqa
6. Soqta
7. K'anchis, qanchis
8. Pusac, pusaq
9. Isk'un, isqon
10. Chunka
11. Chunka juq niyoq
12. Chunka iskai niyoq
13. Chunka kimsayoq
14. Chunka tawayoq
15. Chunka pichq'ayoq
16. Chunka soqtayoq
17. Chunka k'anchis niyoq
18 Chunka pusaq niyoq
19 Chunka isk’un niyoq
20 Iskay chunkay niyoq
100 Pachaj
1,000 Warank’a

Students will add different digits. For example: o add: goes with the suffix -wan. 3+4=7: kimsawan tawa, qanchis-mi. -mi is an euphonic particle that expresses certainty of the speaker. Chunka iskayniyuqwan iskay chunka tawayuq, kimsa chunka pusaqniyuqmi. (12+24=36)

Assessment & Rubrics

Below Average

Mechanics
Can understand a bit of the lesson taught but pronunciation, and attitude are distracting

Language output
Can only comply very few of teacher’s requirements

Good

Mechanics
Can say the whole sentence with a few slips, but acceptable

Language Output
Can cover the required sentence structures, but does not clearly communicate to the audience/classmates

Excellent

Mechanics
Can say what are taught which reflects in pronunciation and enunciation

Language output
Can do very good role play, presentation clearly communicates the activity or pair work goals.

E. Review Activities/Assessment: Oral and written
   To count in Quechua
ESE/ESOL accommodations see information sheet below

F. Materials worksheets, pencil, beads, and number cards
I. **Subject**: Art  
II. **Grade**: Second Grade  
III. **Theme/Topic**: Designing Artilleras  
IV. **Time**: 60 minutes (2 periods)

Objectives: Students after viewing different pictures of Arpilleras. Students will design their own Arpilleras.

Cultural Objectives:  
1- Students see art in relation to their surroundings and those of the world.  
2- Students can express how they feel about a work of art or a particular style of art.  
3- Students can find the meaning and the beauty in a piece of art while discussing art using the correct vocabulary.  
4- Students can identify the message of the artist through the method used in constructing the piece.  
5- Students see connections between art and other subjects.

Instructional Activities  
1- Teacher will explain what is an Arpillera? Arpilleras are intricately detailed hand sewn textile pictures. Each piece illustrates some aspect of daily life for the women of the Andes. The arpillera, in an array of colors, tells the story of the country markets where locals come to buy vegetables, clothing and wool for weaving.  
2- Teacher will show different Arpilleras designs.  
3- Each student is given a copy of an Arpillera textile picture as a guide.  
4- Choose a background according to the color in the picture.  
5- Working from the objects furthest from away, cut and paste the construction pieces on the background.

Materials  
- Arpillera textile art  
- Colored for background  
- Colored scrap pieces  
- Scissors

Assessment:  
Students will discuss their Arpillera and why they chose their design. ESE/ESOL accommodations see information sheet below.
Bibliography


Websites www.history.com/topics/Inca
www.crystalinks.com/inca_civilization.html
www.history.com/topics/inca
www.everyculture.com/wc/Norway-to-Russia/Quechua.html
www.teacherheart.net.Christopher Columbus

Additional Resources for students and teachers provided by LACSI

Books-Nonfiction

Weldon, Christina. Ashoka, Everyone a Changemaker. Fitzhenry & Whiteside, 2016

Books-Nonfiction Travel Guides

Fodor’s Peru. Fodors Travel Guides, 2015.

Books-Fiction


Introducing students to Peruvian geography:


The links below include some really useful information on key features of Peruvian life, culture, geography. The write-ups are succinct and appropriate for a broad age group.

- Peru: http://www.everyculture.com/No-Sa/Peru.html

If you need student resources (now or in the future) on the Inca civilization or Spanish conquest and colonization the links below have some good stuff.

- [http://www.discover-peru.org/conquest-and-colony-of-peru/](http://www.discover-peru.org/conquest-and-colony-of-peru/): This link is specific to conquest and early colonization in Peru and includes some good information on the religious dimensions of the conquest, indigenous depopulation, key dates, and more. It’s really short and useful for students and teachers.

- [http://www.history.com/topics/inca](http://www.history.com/topics/inca): This link includes a summary of the emergence of the Inca Empire and a short (3-4 minute) video on the subject.

- [http://www.crystalinks.com/inca_civilization.html](http://www.crystalinks.com/inca_civilization.html): This links to an article on the Inca. It’s a little more detailed and has some really good info on Inca society. It’s age-appropriate for young students but informative for general audiences.

- [http://www.pbs.org/wgbh/nova/ancient/lost-inca-empire.html](http://www.pbs.org/wgbh/nova/ancient/lost-inca-empire.html): A useful write-up on the Inca empire as well as links to other Inca-related topics.


Peruvian Food/Cuisine:

- You might want to check out this recipe book for some ideas on Peruvian food, ingredients, dishes, etc. The title is *The Fire of Peru*. It includes recipes, history, stories, cultural anecdotes, and food pictures. It’s light reading and it might give you some ideas for future projects/activities: [https://books.google.com/books?id=RirzCQAQBAJ&pg=PT200&dq=peru+quinoa&hl=en&sa=X&ved=0ahUKEwjbs4CC06vQAhXJMSYKHdOCAJoQ6AEIIzAB#v=onepage&q=peru%20quinoa&f=false](https://books.google.com/books?id=RirzCQAQBAJ&pg=PT200&dq=peru+quinoa&hl=en&sa=X&ved=0ahUKEwjbs4CC06vQAhXJMSYKHdOCAJoQ6AEIIzAB#v=onepage&q=peru%20quinoa&f=false)
## ESOL Classroom Strategies for English Language Learners (ELLs)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activate Prior Knowledge</strong></td>
<td>Scaffold new information based on student’s past experiences</td>
<td>KWL, BKLW, Prediction, Picture walk, Discussion</td>
</tr>
<tr>
<td><strong>Alternative Assessments</strong></td>
<td>Utilize different ways to accurately evaluate/measure student experiences, achievement, and progress</td>
<td>Oral tests, Rubrics, Individual/group projects, Portfolios, Cloze, Self/peer assessment, Student demonstrations, Games, Teacher observation, Conferencing, Checklists, Running records</td>
</tr>
<tr>
<td><strong>BRIM (Balanced Rotational Instruction Model)</strong></td>
<td>Balanced literacy program, that links oral and written English language development, and academic development specified in the Sunshine State Standards.</td>
<td>Computer assisted learning, Immediate feedback, Teacher as facilitator, Community Language Learning, Self directed learning, Extensive interaction, Balanced reading, Authentic assessment</td>
</tr>
<tr>
<td><strong>Center Activities</strong></td>
<td>Learning centers where students work together or independently to accomplish a learning task</td>
<td>Games, writing, listening, Play groups, Readers theater, etc.</td>
</tr>
<tr>
<td><strong>Cognitive Academic Language Learning Approach (CALLA)</strong></td>
<td>Methods that enhance academic performance using academic language and strategies</td>
<td>Activate prior knowledge, Emphasis on academic vocabulary in content areas, Identification of study skills, Note taking, Modeling</td>
</tr>
<tr>
<td><strong>Community Language Learning Groups</strong></td>
<td>Grouping ELLs to stimulate interaction between students in the target language</td>
<td>Games, Think-pair-share, Challenge and debate</td>
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<tr>
<td><strong>Computer Assisted Instruction (see Technology)</strong></td>
<td>Drill-and-practice, tutorial, or simulation activities on the computer to enhance learning, reinforce skills, and supplement traditional, teacher directed instruction.</td>
<td>Computer Assisted Learning, Language Software programs</td>
</tr>
<tr>
<td><strong>Cooperative / Collaborative Learning (also called Temporary skill groups)</strong></td>
<td>Grouping students to accomplish a learning task or activity</td>
<td>Jigsaw, Numbered heads, Interviews, Corners, Information Gap, Games, Think-pair-share, Debates, Reciprocal teaching, Group projects</td>
</tr>
<tr>
<td><strong>Critical Thinking Skills</strong></td>
<td>Applying, Analyzing, Synthesizing, Evaluating many kinds of information</td>
<td>Write test questions, Group projects</td>
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<tr>
<td><strong>Drama</strong></td>
<td>Using dramatics to enhance language acquisition</td>
<td>Pantomimes, films, videos, Reader’s Theater, Role plays, Movement, Dance, Puppetry, Finger plays, Creative dramatics, Simulation games</td>
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<tr>
<td><strong>Extended Day</strong></td>
<td>Morning, afternoon or evening sessions for tutoring or extra practice before or after the regular school day</td>
<td>Practice skills introduced during the regular day</td>
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<tr>
<td><strong>Flexible Skill Group</strong></td>
<td>Students are grouped and regrouped according to specific goals, activities, and individual needs.</td>
<td>BRIM; Strategies on ESOL website</td>
</tr>
<tr>
<td><strong>Graphic Organizers / Thinking Maps</strong></td>
<td>Utilizing pictorial or visual representations that help organize academic information</td>
<td>Venn diagrams, cluster maps, timelines, sequence chains, etc.</td>
</tr>
<tr>
<td><strong>Guided Reading or Guided Writing</strong></td>
<td>A teacher supports each reader’s development of effective strategies for processing text at increasing levels of difficulty</td>
<td>Reading, writing, and practicing strategies with teacher support</td>
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<tr>
<td>Section</td>
<td>Description</td>
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<td>----------------------------------------------</td>
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<tr>
<td>Hands-on Instruction (See Natural Approach)</td>
<td>Learn by doing; experiential learning</td>
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<td>Total Physical Response (TPR)</td>
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<td></td>
<td>Multi-sensory activities (music, dance, art, demonstrations),</td>
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<td>Language Experience Approach,</td>
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<td>Alternative assessments</td>
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<tr>
<td>Home (Native) Language Support</td>
<td>Utilizing the ELL’s native language to facilitate learning</td>
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<td>Native language dictionaries,</td>
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<td>Bilingual facilitators/aides,</td>
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<td>Translations, Native language assessments, Native language materials or realia</td>
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