

GRANDPARENTS DAY / ACTIVITY

SECOND GRADE, DUAL LANGUAGE PROGRAM. TEACHER: MRS. ANDRÉS

The activity I am proposing is called "Grandparents Day". It has been done in my school for three years in second grade. My partners are really proud of it because it has worked very well; grandparents and students are very willing to participate.

What does this activity consist on?

A few days before the activity, students bring home a letter that they have written themselves (see attached). They invite their grandparents (or some other special guest or relative) to honor "Grandparents Day" spending it with them at school and sharing games. There will be some reading presentations and a craft to share with the guests.

The activity can take place in the afternoon. The grandparents may also be invited to have lunch at school with the students before the activity starts.

This would be an example of the program:

- **Lunch (11.30 am – 12.00 pm)**
- **Poems (12.00 pm – 1.00 pm)**
After lunch, during half an hour all second graders will gather and then each class will read in chorus a poem to their grandpas, for example "Grandparent's Meet a Need" (attached) which we have already given to them in the days prior to the activity in order to practice the reading at home. After the three classes (as in my case) have read their poems to their relatives we come back to class to work with just our class.
- **Craft Activities (1.00 pm – 2.00 pm)**
The kids will have to make an easy craft with their grandpas. For example, they can use color paper to draw one of their hands on and the grandparents will do the same. Afterwards, they will cut up their drawn hands and stick them into a big color paper together (big ones below the small hand). When finished, the kids can read short poems (either in English or Spanish, see attached) to their relatives and stick it also with the hands.

Other materials will be handed to the students during the activity, such as diplomas, writing, crosswords, word searches, etc (attached) all related to the grandparents theme. Kids and grandpas will play and work together and have a very special time sharing all these activities.

- **The program should be finished by 2.00 pm**

NOTE: Since second graders need to practice writing for at least half an hour every day, other writing materials related to the activity will be handed through the week (see attached).

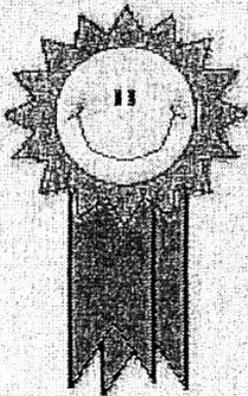
I have chosen this activity because it's something that kids (and grandparents) really enjoy, and also because it's very simple and easy to do. It can be done any time of the year.

Hope you like it!!!

Miriam Andrés Martín
Second Grade, Dual Language Program
Bryan Elementary School
Lexington,NE

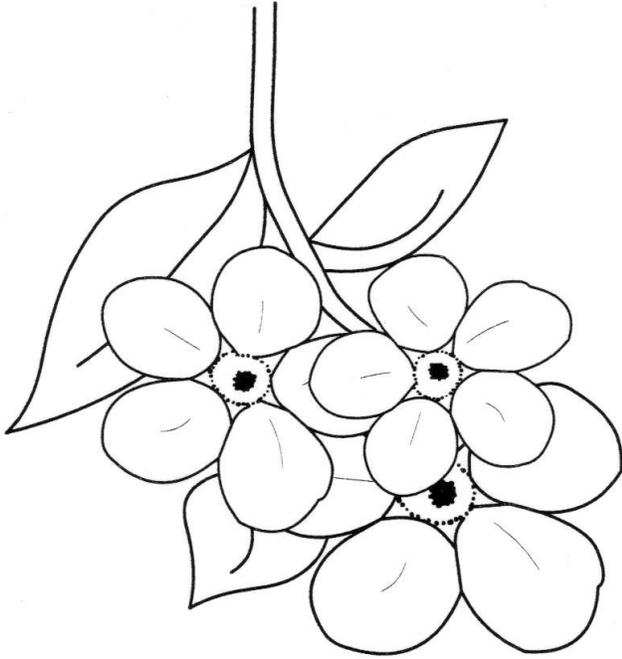
GRANDPARENTS ARE SPECIAL

Thank you for all the cookies
and kisses that you have
given me!



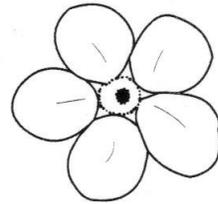
I Love YOU!
Zillions of Hugs from

XOXX



*Flores para mis
inolvidables abuelos*

© A Kid's Heart -
akidsheart.com



*Feliz día
de los
abuelitos*

El Ropero
Cri-Crí el Grillito Cantor"

© Francisco Gabilondo Soler "

¡Toma el llavero abuelita
y enseñame tu ropero!
Con cosas maravillosas
y tan hermosas que guardas tú.

¡Toma el llavero abuelita
y enseñame tu ropero!
Prometo estar quieto,
y no tocar lo que saques tú.

¡Ay qué bonita espada
de mi abuelito el Coronel!
deja que me la ponga
y entonces dime
si así era él.

Dame la muñequita
de grandes ojos color de mar,
deja que le pregunte
a que jugaba con mi mamá.

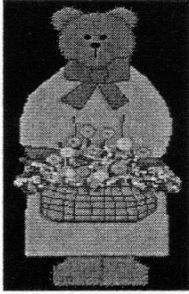
¡Toma el llavero abuelita
y enseñame tu ropero!
Con cosas maravillosas
y tan hermosas que guardas tú.

¡Toma el llavero abuelita
y enseñame tu ropero!
Prometo estar quieto,
y no tocar lo que saques tú.

Enseñame tu vestido

que hace ruidito al caminar,
y cuéntame cuando ibas
en carretera con tu papá.

Dame aquel libro viejo
de mil estampas, lo quiero abrir.
A los niños en estos tiempos
los mismos cuentos
nos gusta oír

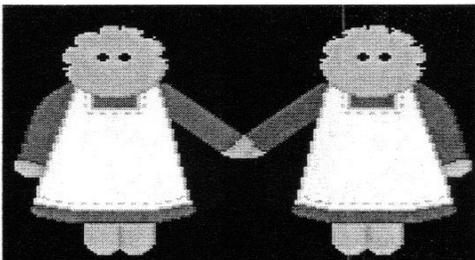


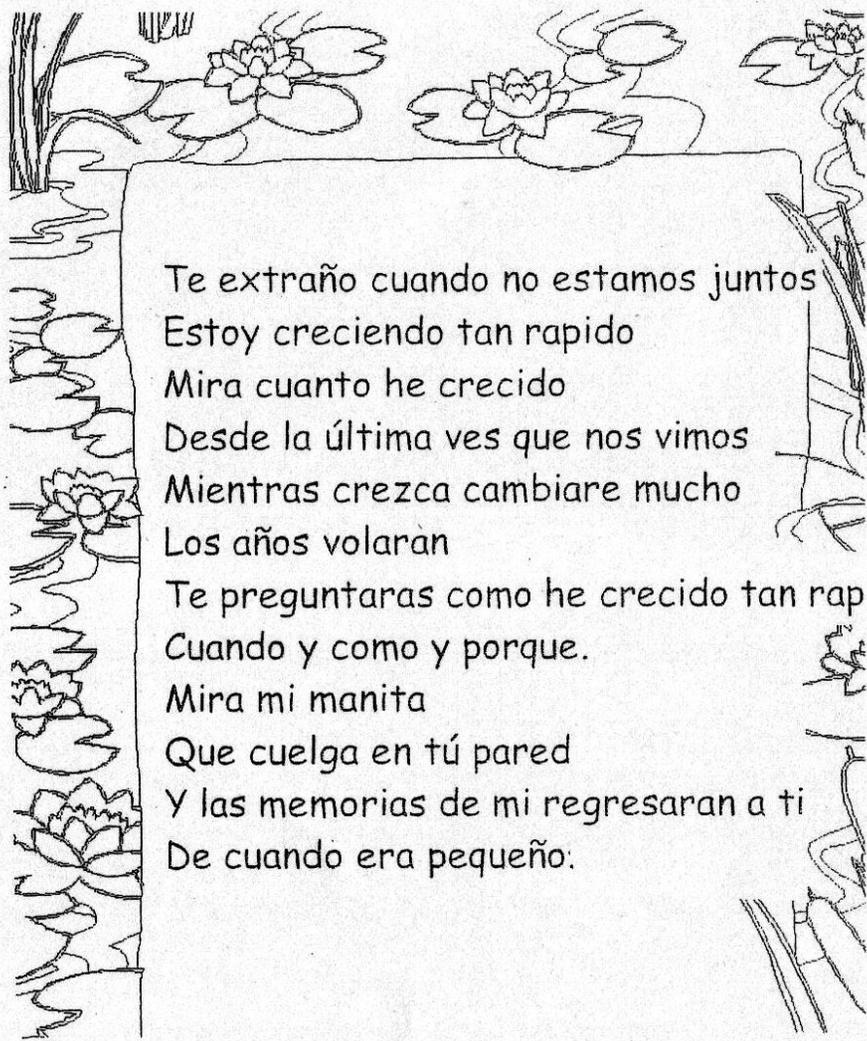
Los abuelos Son especiales

*¡Gracias por todas las golosinas y besos
que me han dado!*

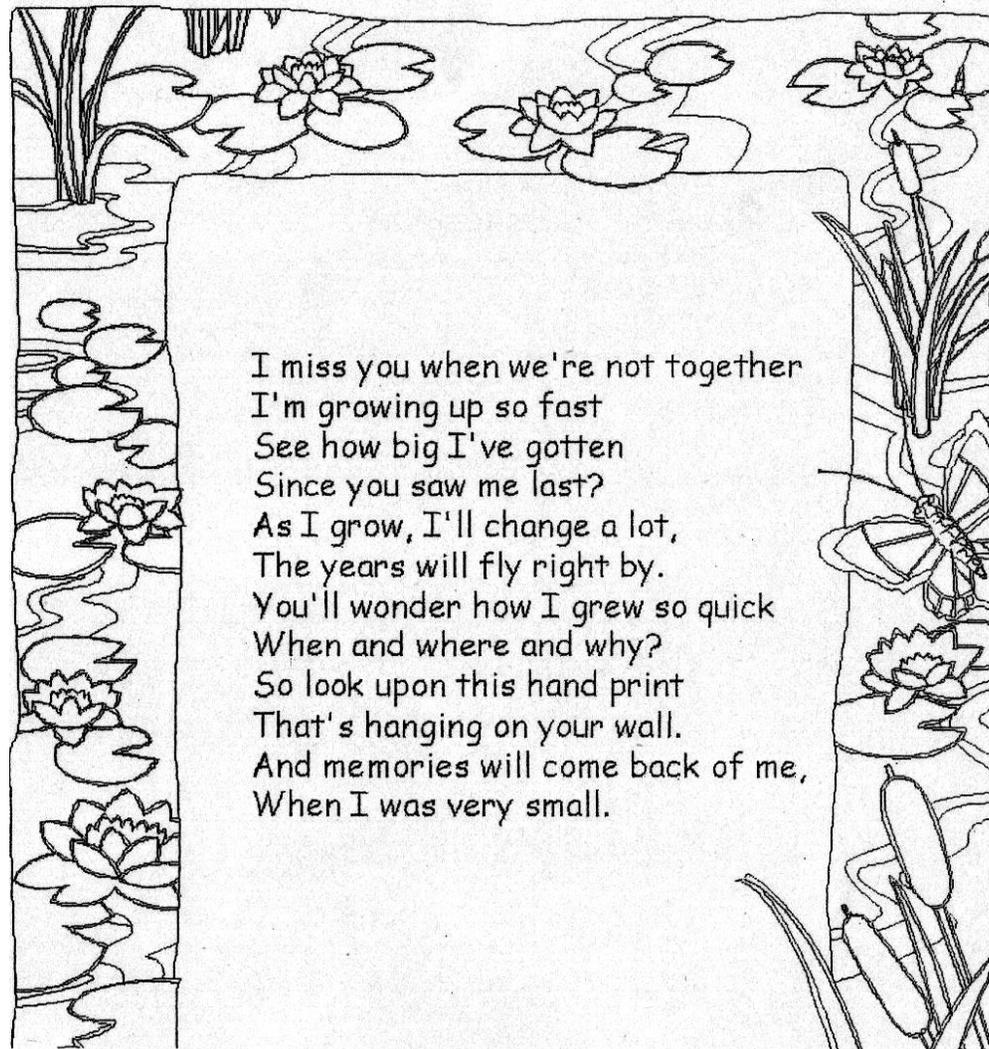
*¡Los quiero mucho!
Reciban millones de abrazos de*

XOXO



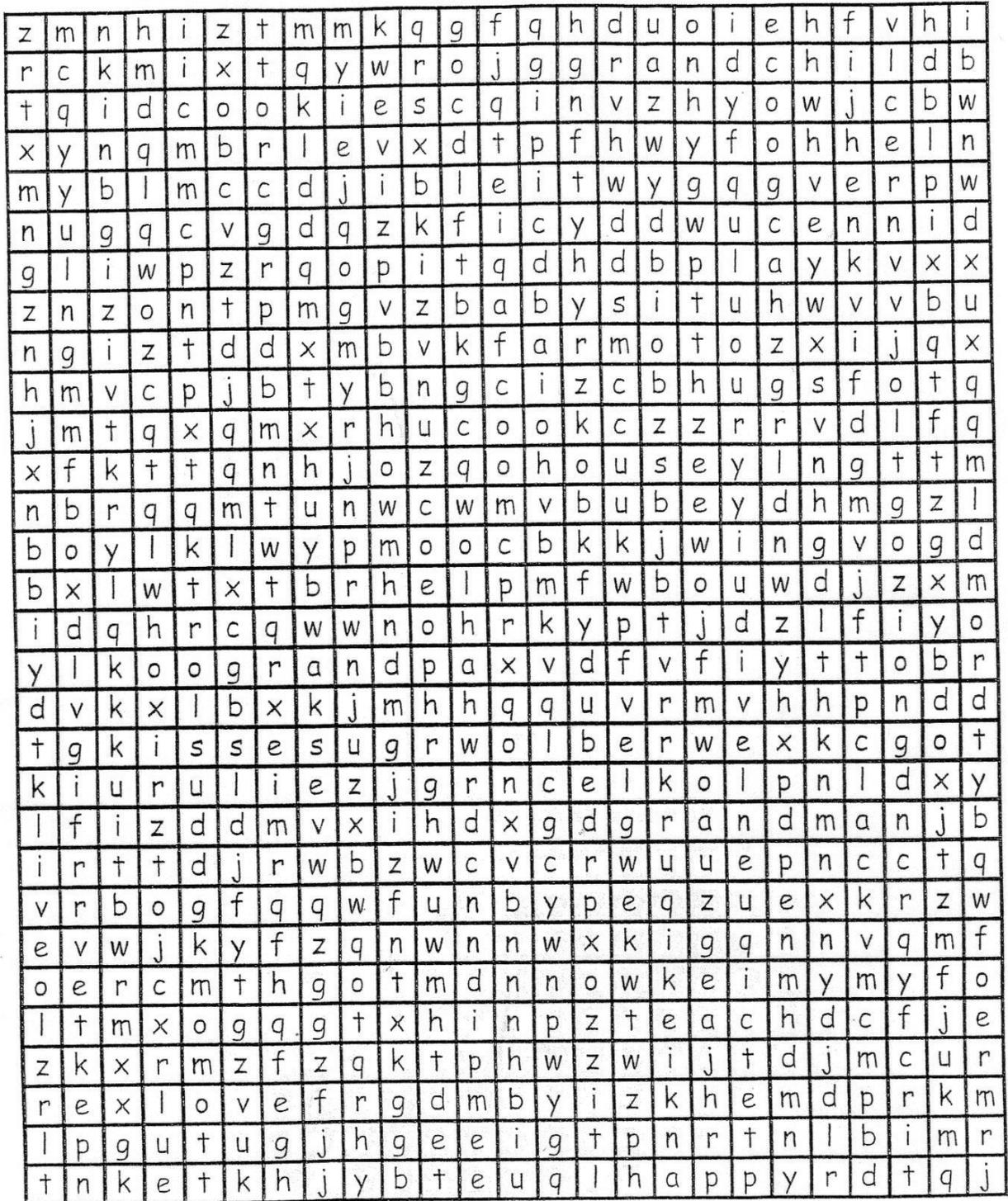


Te extraño cuando no estamos juntos
Estoy creciendo tan rapido
Mira cuanto he crecido
Desde la última vez que nos vimos
Mientras crezca cambiare mucho
Los años volaran
Te preguntaras como he crecido tan rap
Cuando y como y porque.
Mira mi manita
Que cuelga en tú pared
Y las memorias de mi regresaran a ti
De cuando era pequeño:



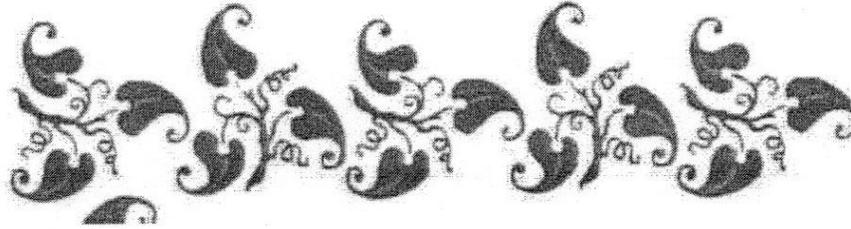
I miss you when we're not together
I'm growing up so fast
See how big I've gotten
Since you saw me last?
As I grow, I'll change a lot,
The years will fly right by.
You'll wonder how I grew so quick
When and where and why?
So look upon this hand print
That's hanging on your wall.
And memories will come back of me,
When I was very small.

Word Search: Grandparents Are Great!



grandchild grandma house cook play babysit grandpa happy
 farm love fun cookies kisses teach hugs help

©abcteach



Grandparents are Special!

The best thing about my grandparents is _____

My grandparents are nice because _____

My grandparents make me happy when _____

My grandparents love to _____

But the best thing about my grandparents is _____

_____!

Los Abuelos son Especiales.

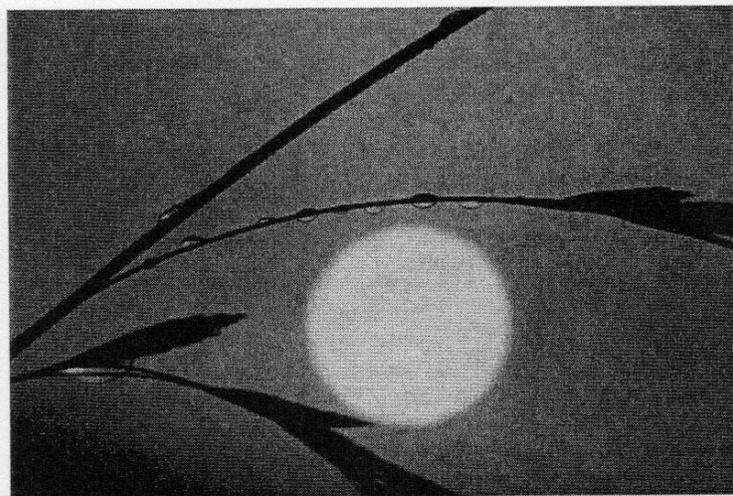
Lo mejor de mis abuelos
es.....

Mis abuelos son buenos
porque.....

Mis abuelos me hacen sentir feliz
porque.....

A mis abuelos les encanta.....

Lo que mas me gusta de mis abuelos
es.....



Comic Project
20 puntos

Nombre _____ **Nivel** _____

Congratulations!

You have been selected by Marvel Comics to work for them and earn \$100,000 a year making comics. In order to get formally hired, they need you to create a comic about yourself. Here is what you need to do:

Goal:

1. Create a story about yourself using vocabulary and structures learned in your Spanish class using Comic Life or Power Point.

Requirements:

1. Page 1: Say your name, age, where you are from.
2. Page 2: Talk about activities that you do regularly. Which ones do you like? Which ones do you dislike? Include at least 5 activities such as hobbies, work, sports, etc.
3. Page 3: Describe yourself and two of your best friends. Mention their name, age and use the verb “ser” with adjectives.
4. Page 4. Describe your bedroom mentioning where some items are located. Use the verb “estar” and prepositions to indicate location.
5. When finished, create a PDF of your project and post it in Blackboard using the discussion board. See Directions on how to create a PDF file below.

Rubric:

	Beginning- (D+/D)	Progressing- (C+/C)	Proficient- (B+/B)	Advanced- (A+/A)
Visual Component	My visual component was either poorly prepared or non-existent .	My visual component was not very thorough or attractive. It may have supported only parts of my story.	My visual component was well done and supported my story.	My visual component was elaborate, attractive, and supported my story very well.
Understandability	My teacher struggled to understand my story.	My teacher mostly understood my story, but he or she often had to guess at what I was trying to say.	My teacher understood my story and seldom had to guess at what I was trying to say.	I said exactly what I meant; my teacher didn't have to guess at what I meant at all.
Grammar	In my story, I used some target structures inaccurately very frequently.	I may have used fewer than required structures; I used them inaccurately most of the time.	I used all required target structures in my piece. Most of the time I used them accurately.	I used all required target structures accurately throughout my piece.
Vocabulary	Vocabulary used was very basic and limited.	Vocabulary used was beyond basic, but still	Vocabulary used was very creative, but a little limited.	Vocabulary used was very creative, and went beyond

Comic Project
20 puntos

Nombre _____ Nivel _____

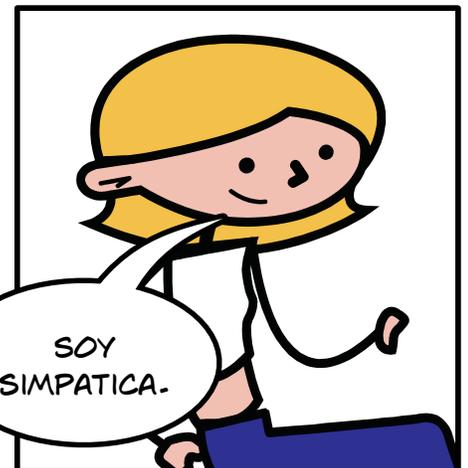
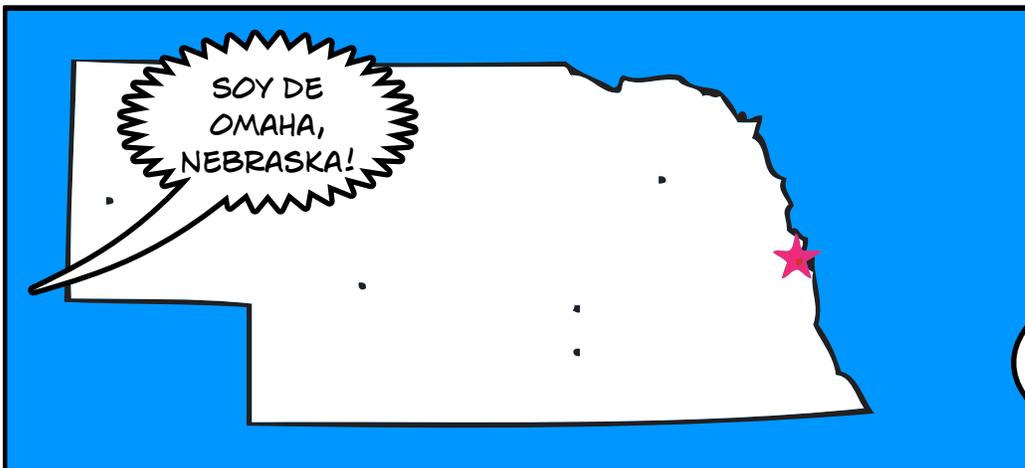
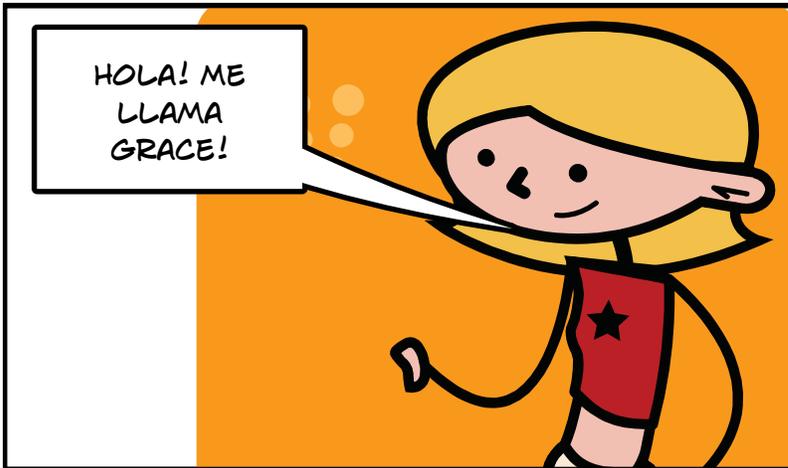
		limited.		expectations.
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How to create a PDF file:

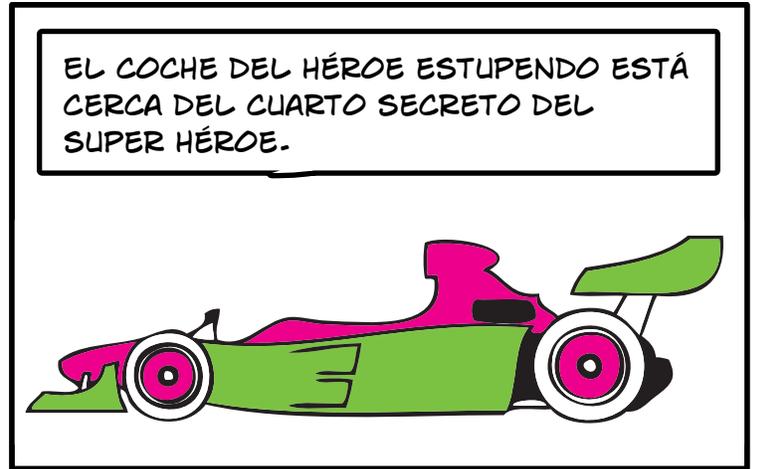
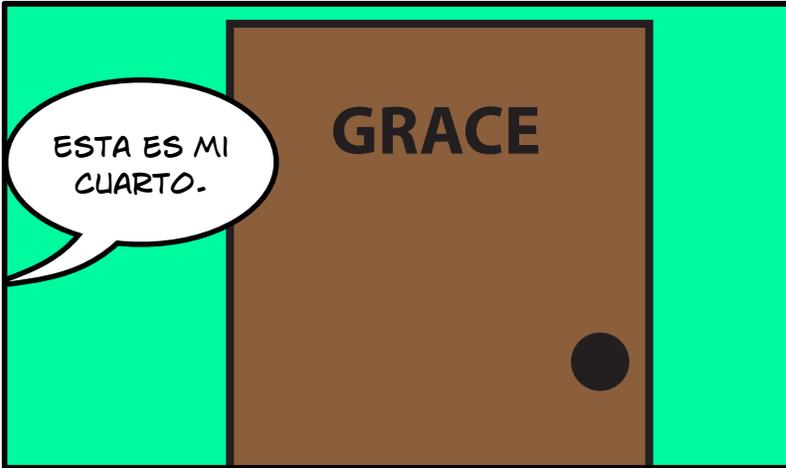
1. Open your comic life file.
2. Click on "File" and then click on "print". Next, click on the "PDF" button that appears on the bottom left corner of the printing window. Then, select "Save as PDF..."
3. Name your PDF file and save it.
4. Post this PDF file in the discussion board. Please, make sure that you are posting this under the link created by your teacher.

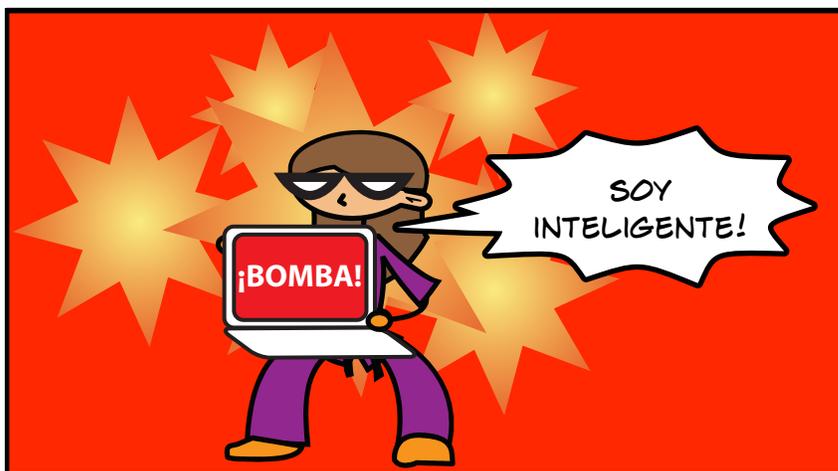
TRES HÉROES ESTUPENDOS

GRACE TWEDT









Los reyes - Gloria Fuertes

El _____ es el rey de la selva.

El _____ es el rey del fútbol.

El _____ es el rey del día.

El _____ es el rey de la noche.

El _____ es el rey del río.

El _____ es el rey del desierto.

El _____ es el rey del mar.

El _____ es el rey de las nubes.

El _____ es el rey de la tormenta.

El _____ es el rey del tormento.

El _____ es el rey del cielo.

¡El _____ es el rey de la tierra!

rayo - cocodrilo - león - astronauta - niño - gol - avión - camello - tiburón - sol - malo - mosquito
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Ahora tu compañero y tú cread dos frases siguiendo el modelo. Podéis usar el diccionario.

"Shapes People" Lesson - Physical Descriptions - Xil and Mónica.

Standards	Culture	Cross-Curriculum	Spanish phrases
<input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2	Description:	Description:	
<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2			
<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2			
<input type="checkbox"/> 5.1			

Materials:

- 1 "Shapes People" sheet: a sheet of paper with a triangle, a circle and a square with hands (black and white).
- 1 set of colored body parts/features: 3 instances of eyes, mouths and noses, 2 instances of hair and feet, 1 pair of shoes, 1 ear of corn, 1 ice-cream and 1 hat (Microsoft clipart).

Activities:

1. Students cut out features/body parts.
2. Read the following instructions to the students. They listen to the instructions and color the shapes and glue the features on the correct figure. They will create 3 different ones:
 - El triángulo es rosado.
 - El círculo es azul.
 - El cuadrado es verde.
 - El triángulo tiene los ojos tristes.
 - El círculo tiene los ojos azules.
 - El cuadrado tiene los ojos rojos.
 - El triángulo tiene la nariz rosada.
 - El círculo tiene la nariz azul.
 - El cuadrado tiene la nariz verde.
 - El triángulo tiene la boca triste.
 - El círculo tiene la boca roja.
 - El cuadrado tiene la boca enojada.
 - El círculo tiene el pelo amarillo.
 - El cuadrado tiene el pelo morado.
 - El triángulo tiene el sombrero.
 - El círculo tiene el helado.
 - El cuadrado tiene el maíz.
 - El triángulo tiene los pies pequeños.
 - El círculo tiene los pies grandes.
 - El cuadrado tiene zapatos.

3. Question Circling:

The point of question circling is to keep students involved in the lesson by having them respond verbally to questions while repeating vocabulary. Follow these steps (you may need to point at the different items):

1. Ask a "yes" question (¿Son los zapatos? **Sí**).
2. Ask a "no" question (¿Son los pies? **No**).
3. Ask an either/or question (¿Son los zapatos o los pies? **Los Zapatos**).
4. Ask a "Q" question (¿Qué son? **Los Zapatos**).
5. Ask 1 or 2 detail questions (¿De qué color son los zapatos?).

TODO SOBRE MÍ



This is your chance to tell us all about you! There will be three parts to this project:

1. ROUGH DRAFT

Write a description of yourself. Write in **pen**. Include the following information:

- a) Name
- b) Where you are from originally
- c) Age
- d) Physical description of yourself: use at least one adjective.

Yo soy castaña y alta. Ojo! Adjectives describing boys should end in “o” and adjectives describing girls should end in “a”.

- e) Description of your personality: use at least one adjective.

Yo soy inteligente y gracioso.

- f) One thing that you LIKE and one thing that you do NOT LIKE to do.

Me gusta jugar al fútbol Americano pero no me gusta cantar.

Written portion: 40 points

2. ORAL PRESENTATION

Tell your classmates all about yourself en español! ☺

You will include all the information from your rough draft. You will be graded on pronunciation, flow, preparedness and enthusiasm.

Presentation: 40 points

3. ART WORK

Use construction paper to display an item that represents you (guitar, basketball, dog, horse, etc.) as you describe yourself in your rough draft.

You can write your final draft around the border of the item on your construction paper.

Art work: 20 points

Madrid web activity

This worksheet will be collected and graded.

Go to: <http://www.virtourist.com/europe/madrid/index.html>

1. What is Madrid famous for?
2. What are the three best museums in Madrid?
3. Click let's go –vamos! What is the name of this classical building?
4. Where are Madrid's main attractions? How can you visit them?
5. Click next. What is La Cibeles and to whom is it dedicated?
By the way, this is the monument where the Real Madrid soccer team fans always meet to party their victories.
6. Click next. When can you visit the museums for free?
7. Click next and next again, until slide 6. What kind of art can you see at the Museo del Prado?
8. Go to slide 8. What kind of art can you see at the Museo Thyssen Bornemitzsa?
9. Go to slide 11. What can you find in El Parque del Retiro?
10. Go to slide 13. What happened in Spain and in Madrid when Dictator Franco died in 1975, after 4 decades of Dictatorship?

11. How is this cultural movement called, meaning “the movement”?
12. Slide 14. What do you have to do to taste the real Madrid?
13. Go to slide 15. How many metro lines are there in Madrid?
14. Click next. Where can you go for a quick meal? What are “tapas”?
15. Click next. What type of art does el Museo Reina Sofía host?
16. What is the most important painting you can see there?
17. What does this painting illustrate and what does it denounce?
18. Go to slide 20. What is the name of this square and when was it built?
19. Go to slide 26. How is Spain now? Describe its government system.
20. Go to slide 33. What is the name of the highest building in Madrid? How many inhabitants has Madrid?
21. Go to slide 36. What’s the name of the best soccer team in Madrid?
22. Go to slide 44. Which are the 2 most famous streets (calles) where you can go shopping?
23. Go to slide 46. What’s the name of this square? Why is it famous?

CIUDAD 3-D

SPANISH 3-4

CATEGORY 1 BUILDINGS	NONE 0	LESS THAN 3 2	ALL 3 5
CATEGORY 2 BUILDINGS	5 OR LESS 0	10 OR LESS 10	ALL 15 15
CATEGORY 3 FEATURES	0 FEATURES 0	LESS THAN 3 2	ALL 5 5
BUILDING LABELS	LESS THAN 10 BUILDINGS LABELED 0	15 LABELS 5	ALL LABELS 10
NUMBER OF FLAGS	NO FLAGS 0	LESS THAN 5 FLAGS 2	10 OR MORE 5
GRAMMAR AND VOCABULARY CORRECTNESS IN LABELS AND FLAGS	SIGNIFICANT ERRORS IN SPANISH GRAMMAR AND VOCABULARY 0-5	SOME ERRORS, BASIC USE OF SPANISH GRAMMAR 5-10	APPROPRIATE USE OF SPANISH GRAMMAR AND VOCABULARY ACCORDING TO LEVEL 15
RESEMBLANCE OF CITY TO ORIGINAL	NO RESEMBLANCE 0	STREET NAMES AND LAY OUT HAVE SOME COMMON FEATURES 5	CITY NAMES, SPECIAL BUILDINGS AND LAY OUT SHOW EXTENSIVE RESEARCH OF ORIGINAL CITY 10
NEATNESS AND ORIGINALITY OF DESIGN	PROJECT IS NOT NEAT, UNFINISHED DETAILS 0	PROJECT HAS SOME UNFINISHED PARTS, PROJECT IS SCHEMATIC AND POOR 5-10	PROJECT ORIGINALTY AND QUALITY IS OUTSTANDING 15
DAILY WORK OF ALL GROUPS MEMBERS	SOME GROUP MEMBERS DID NOT WORK. OFF TASK (REDIRECTED BY TEACHER) 0	ALL GROUP MEMBERS COLLABORATED AND WORKED. 5	
QUESTIONNAIRE	SIMPLE ANSWERS (YES OR NO) 5	ANSWER SHOWS GROUP DISCUSSION. SHORT ANSWERS 10	ANSWERS SHOWS GROUP DISCUSSION, CRITICAL THINKING, DECISION MAKING AND EXTENDED ANSWERS 15

TOTAL POINTS 100

70% OF GROUP GRADE

STUDENT EVALUATION SHEET

NAME _____ CLASS PERIOD _____

Today, you are evaluating other students' project. They have designed a city in a Spanish speaking country. Based on a map of the real city, they have constructed buildings to show stores, special and unique buildings of the real city, city features, as well as flags showing messages with sentences in Spanish that refer to the actions you can do in every building. Your answers in the following paper will be a 30 % of their final grade in this project.

Please circle your answer.

Thank you in advance for all your effort and positive feedback.

TEAM 1	Strongly Disagree	Disagree	Agree	Strongly Disagree
The project is neat and clean	1	2	3	4
The project is original	1	2	3	4
All stores have info flags with sentences in Spanish	1	2	3	4
All stores are labeled	1	2	3	4
The project looks like a real city (it has pedestrian crossings, sidewalks, traffic lights, etc	1	2	3	4
It is visually attractive	1	2	3	4
It shows hard work and research	1	2	3	4
You would vote for this project to be shown outside school	1	2	3	4
This project is useful to learn about daily life and layout of a city in a Spanish speaking country	1	2	3	4
TOTAL (Please count points and write the Total)				

TEAM 2	Strongly Disagree	Disagree	Agree	Strongly Disagree
The project is neat and clean	1	2	3	4
The project is original	1	2	3	4
All stores have info flags with sentences in Spanish	1	2	3	4
All stores are labeled	1	2	3	4
The project looks like a real city (it has pedestrian crossings, sidewalks, traffic lights, etc	1	2	3	4
It is visually attractive	1	2	3	4
It shows hard work and research	1	2	3	4
You would vote for this project to be shown outside school	1	2	3	4
This project is useful to learn about daily life and layout of a city in a Spanish speaking country	1	2	3	4
TOTAL (Please count points and write the Total)				

TEAM 3	Strongly Disagree	Disagree	Agree	Strongly Disagree
The project is neat and clean	1	2	3	4
The project is original	1	2	3	4
All stores have info flags with sentences in Spanish	1	2	3	4
All stores are labeled	1	2	3	4
The project looks like a real city (it has pedestrian crossings, sidewalks, traffic lights, etc	1	2	3	4
It is visually attractive	1	2	3	4
It shows hard work and research	1	2	3	4
You would vote for this project to be shown outside school	1	2	3	4
This project is useful to learn about daily life and layout of a city in a Spanish speaking country	1	2	3	4
TOTAL (Please count points and write the Total)				

TEAM 4	Strongly Disagree	Disagree	Agree	Strongly Disagree
The project is neat and clean	1	2	3	4
The project is original	1	2	3	4
All stores have info flags with sentences in Spanish	1	2	3	4
All stores are labeled	1	2	3	4
The project looks like a real city (it has pedestrian crossings, sidewalks, traffic lights, etc	1	2	3	4
It is visually attractive	1	2	3	4
It shows hard work and research	1	2	3	4
You would vote for this project to be shown outside school	1	2	3	4
This project is useful to learn about daily life and layout of a city in a Spanish speaking country	1	2	3	4
TOTAL (Please count points and write the Total)				

TEAM 5	Strongly Disagree	Disagree	Agree	Strongly Disagree
The project is neat and clean	1	2	3	4
The project is original	1	2	3	4
All stores have info flags with sentences in Spanish	1	2	3	4
All stores are labeled	1	2	3	4
The project looks like a real city (it has pedestrian crossings, sidewalks, traffic lights, etc	1	2	3	4
It is visually attractive	1	2	3	4
It shows hard work and research	1	2	3	4
You would vote for this project to be shown outside school	1	2	3	4
This project is useful to learn about daily life and layout of a city in a Spanish speaking country	1	2	3	4
TOTAL (Please count points and write the Total)				

TEAM 6	Strongly Disagree	Disagree	Agree	Strongly Disagree
The project is neat and clean	1	2	3	4
The project is original	1	2	3	4
All stores have info flags with sentences in Spanish	1	2	3	4
All stores are labeled	1	2	3	4
The project looks like a real city (it has pedestrian crossings, sidewalks, traffic lights, etc	1	2	3	4
It is visually attractive	1	2	3	4
It shows hard work and research	1	2	3	4
You would vote for this project to be shown outside school	1	2	3	4
This project is useful to learn about daily life and layout of a city in a Spanish speaking country	1	2	3	4
TOTAL (Please count points and write the Total)				

TEAM 7	Strongly Disagree	Disagree	Agree	Strongly Disagree
The project is neat and clean	1	2	3	4
The project is original	1	2	3	4
All stores have info flags with sentences in Spanish	1	2	3	4
All stores are labeled	1	2	3	4
The project looks like a real city (it has pedestrian crossings, sidewalks, traffic lights, etc	1	2	3	4
It is visually attractive	1	2	3	4
It shows hard work and research	1	2	3	4
You would vote for this project to be shown outside school	1	2	3	4
This project is useful to learn about daily life and layout of a city in a Spanish speaking country	1	2	3	4
TOTAL (Please count points and write the Total)				

TEAM 8	Strongly Disagree	Disagree	Agree	Strongly Disagree
The project is neat and clean	1	2	3	4
The project is original	1	2	3	4
All stores have info flags with sentences in Spanish	1	2	3	4
All stores are labeled	1	2	3	4
The project looks like a real city (it has pedestrian crossings, sidewalks, traffic lights, etc	1	2	3	4
It is visually attractive	1	2	3	4
It shows hard work and research	1	2	3	4
You would vote for this project to be shown outside school	1	2	3	4
This project is useful to learn about daily life and layout of a city in a Spanish speaking country	1	2	3	4
TOTAL (Please count points and write the Total)				

GROUP QUESTIONNAIRE

- 1. What unique or special buildings did you find in the city of your choice? Name them.**
- 2. Why are they special or unique?**
- 3. Can you find those buildings in your own community?**
- 4. Could you find every building, store or city feature you were looking for in this city?**
- 5. If your answer is yes, explain why do you think they were all easy to find.**
- 6. If your answer is no, explain why do you think there are some buildings you could not find.**
- 7. What do you think is the relation between the city you built and the culture of the country where it is located?**
- 8. Is the morphology of the city you saw in google maps different from Omaha? Why?**
- 9. Are there any similarities between Omaha and the city of your choice?**
- 10. What are those similarities? Explain in terms of morphology, services, buildings or other if any.**
- 11. Do you think the city of your choice is more rural or urban? Why?**
- 12. Are rural or urban areas in the United States different from the city of your choice? Why?**
- 13. What other services or buildings do you think are important in a city that you did not show in your Spanish labels?**
- 14. What services would you like to find in an ideal city of the future to make it more humane and easy to live?**
- 15. Are there any city services in Omaha that make it easier to live compared to the city of your choice?**
- 16. Are there any city services in the city of your choice that make it easier to live compared to Omaha?**
- 17. To whom do you think all this information you researched could be meaningful?**
- 18. Do you think this information about the city of your choice could have economic value to an American company wanting to invest in Spanish speaking country? How?**

Enlaces para la clase de español

- Actividades con canciones:
<http://formespa.rediris.es/canciones/#arriba>
- Presentaciones de powerpoint con temas de gramática:
<http://tpduggan.tripod.com/powerp.html>
- Quizzes para películas:
http://www.teachersdiscovery-foreignlanguage.com/template.php?content=quiz_videos.php&pg=A&sbj=Spanish
<http://www.cornerhouse.org/resources/?page=49873>
- Para repasar vocabulario:
Sopas de letras <http://www.abroadlanguages.com/languagegames/spanish.asp>
<http://www.sunderlandschools.org/mfl-sunderland/resources%20sp%20pz.htm>
Ahorcado <http://www.abroadlanguages.com/languagegames/hangman/spanish.asp#>
- Quia, juegos online: <http://www.quia.com/shared/spanish/>
- **Mis primeras lecciones de español 2:**
Casa, colores, dónde está, qué hora es, de compras, cuánto vale.
<http://www.juntadeandalucia.es/averroes/html/adjuntos/2008/09/11/0001/lecciones.html>
- Web activities: <http://www.clta.net/lessons/>

Websites

These are webpages teachers can use during this month....
Hispanic Heritage Month (Sep 15th - Oct 15th)

Here are a couple other websites that you can go to for good information. I also have many books and CDs that would be appropriate to read/listen to this month or ANYTIME! This is a great time to help students understand a growing population in our community.

<http://www.factmonster.com/spot/hhm1.html>

<http://www.history.com/classroom/hhm/>

http://www.crayola.com/calendar/detail.cfm?event_id=161&year=2006

http://www.smithsonianeducation.org/educators/resource_library/hispanic_resources.html

<http://www.lessonplanet.com/search?keywords=hispanic+heritage+month&rating=3>

<http://www.justreadfamilies.org/Reading/HHM.asp>

Jessi Navarro Gonzalez
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VTR September 2009

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1) CUENTOS EN ESPAÑOL

<http://www.codyscuentos.com>

- **Básico**

Very short stories with basic words, simple grammar and sentence structure. Easy as 1-2-3!

[\[Listen Now\]](#) [\[Get the Transcripts\]](#)

- **Intermedio**

Step up from the basics. Further your understanding of Spanish with these accessible tales!

[\[Listen Now\]](#) [\[Get the Transcripts\]](#)

- **Avanzado**

Go for the gold! Challenge yourself and enjoy stories written at a native Spanish speaker level.

[\[Listen Now\]](#) [\[Get the Transcripts\]](#)

Categories

- [Cuentos clásicos](#)
- [Cuentos originales](#)
- [Cuentos regionales](#)
- [Leyendas](#)

[Caperucita Roja](#)



2) POEMA DE GLORIA FUERTES “ Doña semana”.



Doña semana

Doña semana tuvo siete hijos
los siete varones ninguno fue dama.

Doña semana tuvo siete días,
a los siete lavó
a los siete peinó
a los siete crió
y 24 horas a los siete dio.

El **LUNES** era perezoso,
gruñía al levantarse
y hacía siempre el oso.

El **MARTES** era repelente,
y si era día trece no le quería la gente.
!Pobre Martes y trece!

El **MIÉRCOLES** era un mocetón,
feucho y torpón (que tenía envidia
de su hermano el Jueves).

El **JUEVES** era simpático
daba globos y cariño,
el Jueves solo quería a los niños.

El **VIERNES** era un despiste,
no comía ni alpiste y siempre estaba triste.
-¿Por qué estás triste Viernes? - le pregunté yo.
- Porque soy un Viernes.
¿Te parece poco? - me contestó.

En cambio el **SÁBADO** era alegre
y vivaracho, le querían los mayores.

El Sábado se iba, a los parques y jardines,
a los museos y cines.

El Sábado era inteligente y hacía feliz a
la gente.

El **DOMINGO**, fue el ultimo hijo que
tuvo doña Semana, como era el más
pequeño, le querían todos sus hermanos

y todos los humanos.

El Domingo, misa, excursion y risa.
El Domingo era un día espléndido,

distinto a los otros días, (solo un poco al
Jueves se parecía).

El Domingo había nacido para hacernos
felices.

El Domingo en casa está papa.

El Domingo te invita a jugar,
a no ir al colegio, ni a trabajar,
a ir al campo a hacer vida sana.
El Domingo es el mejor hijo de
Doña Semana.

[YouTube - Recitado del poema Doña Semana, de Gloria Fuertes.](#)



2 min 10 sec - Dec 2, 2008 -

Recitado del **poema Doña Semana**, de **Gloria Fuertes**, por los alumnos de castellano de 5º del CP BENICADIM de Beniarbeig, el curso 08-09.



www.youtube.com/watch?v=XbuHY_M-0b4 -

1.

Doña semana tuvo siete hijos los siete varones ninguno fue dama.

2.

Doña semana tuvo siete días, a los siete lavó, a los siete peinó, a los siete crió y 24 horas a los siete dio.

3.

El LUNES era perezoso, gruñía al levantarse y hacía siempre el oso.

4.

El MARTES era repelente, y si era día trece no le quería la gente. ¡Pobre Martes y trece!

5.

El MIÉRCOLES era un mocetón, feucho y torpón (que tenía envidia de su hermano el Jueves).

6.

El JUEVES era simpático daba globos y cariño, el Jueves solo quería a los niños.

7.

El VIERNES era un despiste, no comía ni alpiste y siempre estaba triste.
-¿Por qué estás triste Viernes?
- le pregunté yo.
- Porque soy un Viernes.
¿Te parece poco?
- me contestó.

8.

En cambio el SÁBADO era alegre y vivaracho, le querían los mayores. El Sábado se iba, a los parques y jardines, a los museos y cines. El Sábado era inteligente y hacía feliz a la gente.

9.

El DOMINGO, fue el último hijo que tuvo doña Semana, como era el más pequeño, le querían todos sus hermanos y todos los humanos.

10.

El Domingo, misa, excursión y risa. El Domingo era un día espléndido, distinto a los otros días, (solo un poco al Jueves se parecía).

11.

El Domingo había nacido para hacernos felices.
El Domingo en casa está papa.

12.

El Domingo te invita a jugar, a no ir al colegio, ni a trabajar, a ir al campo a hacer vida sana. El Domingo es el mejor hijo de Doña Semana.