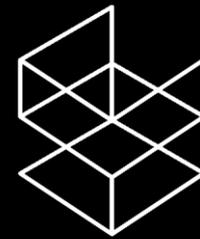


Spanish Newsletter Term 2



SUNSHINE
HEIGHTS
PRIMARY SCHOOL

Bienvenidos to term dos in Español!

Year Levels: PREP, Grades 1 and 2, Grades 3 and 4.

Queridos padres, cuidadores y familias,

Dear parents, carers and families,

Can you believe we are already in Term 2! Easter holidays have been and gone. Over the holidays, apart from enjoying a wonderful relaxing time in Victoria with friends and eating a lot chocolate, I have been preparing lots of new and exciting activities for the students for Term 2.

This term, **Prep** students will explore the topic of “*Mascotas*” (pets). The activities will be based on the book “*La Ratita Presumida*” (Little Miss Mouse), which is a fun traditional Spanish story with repetitive language patterns. They will be singing and dancing “*La Ratita Presumida*” rap, making masks and continue exploring *colores* and *números*. **Grades 1 and 2** will be exploring the topic of “*Mi Cuerpo*” (My Body) by learning vocabulary with action songs, such as ‘*Cabeza, hombros, rodillas, pies*’ (Head, shoulders, Knees and toes) and “*Chu Chu A*”. Later in the term, students will create a Spanish book about their imaginative monster, with different parts of the body. For **Grades 3 and 4** students will delve into the topic of “*El mundo Hispano Latino*” (The Hispanic-Latino World). Students, in groups of three, will explore about different aspects of a specific Spanish Speaking country (landmarks, food, traditional dances and costumes, wildlife and some basic information and vocabulary needed to travel to that country). This is going to be a collaborative project with Mr Greg, as students are also going to explore the music and dances of those countries in Music and Performance Arts. Then, we will put together a performance to present at the assembly at the end of the term. Super exciting! (**Below** is a more detailed list — by grade groupings — of the essential learnings that students are expect to learn this term.)

The **Spanish Club** will be continuing with its great work this term. The students from Grades 3 to 6 participating every Friday at lunch time, will learn some basics of ‘*Baloncesto*’ (basketball) as they have asked to do some Spanish sport. Yes, I know we are soccer lovers and we play most of the time soccer, but we also play a lot of basketball and we do really well in international basketball games. This term we are going to learn

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about the Spanish basketball team and get out into the basketball court to play some friendly games. Lots of fun!

And last, but not less, I am very excited to share with you that the specialist team was working really hard last term to put together the “Studio Habits of Mind” to be used consistently in all the specialists areas (The). This Studio Habits of Mind is a component of 8 behaviours that we think are important and have a dynamic energy when learning Arts, Music and Performing Arts, PE, Spanish and Multimedia; and we have adjusted these habits to our different specialist areas to start using them this term and the rest of the year. The habits are: 1. Develop Craft , 2. Observe, 3. Engage and Persist, 4. Stretch and Explore, 5. Envision, 6. Reflect, 7. Express and 8. Understand Art, Music, PE and Spanish World. We can't wait to see our students using this in our rooms!

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

Preps:

- Listen to the traditional Spanish story “*La Ratita Presumida*” and responding through acting, mime and drawing.
- Recognise and naming vocabulary related to “*mi mascota*” (my pet) and other familiar animals that appear in the tale “*La Ratita Presumida*” including: *un ratón* (a mouse), *un gato* (a cat), *un perro* (a dog), *un gallo* (a rooster), *un cerdo* (a pig), and *un burro* (a donkey).
- Sort things by colour and number, for example: ¿Es un perro marrón? Sí-No (Is a dog brown? Yes-No).
- Participate in songs and dances like “*La Ratita*” rap, learning the repetitive patterns, for example: ¿*Qué es? Es un perro.* (What is it? It is a dog.)

Grades 1 & 2:

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

Grades 3 & 4:

- Collect information from media and print resources about aspects of the Spanish-speaking world (basic information of the country, landmarks, food, traditional dances and costumes or wildlife), presenting it



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to others in new ways such as creating a spoken, print or visual presentation with names, descriptions and captions.

- Identify the countries that speak Spanish in a map.
- Notice and apply elements of Spanish grammar such as the use of gender, singular/plural forms, adjectives to describe, conjunctions to link ideas (y, o), or common verbs (ser, estar) in simple spoken, written and digital texts.
- Participate in cooperative tasks and experiences such a creating a project about a Spanish speaking country within a team.

I look forward to lots of fun in Spanish lessons with your children this term and I welcome you all to share in and enjoy the new Spanish being learnt. Updates and highlights of students learning Spanish will be posted on **SEESAW** and our **Spanish wall**. And as always, any ideas or suggestions from parents, guardians and families are welcome.

Saludos, (Regards)

Señorita Irene.



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