



## **Embodied linguistics and “Papel Picado” in the Spanish I class**

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This curriculum unit is recommended for:  
World Languages-Spanish I, grades 9-12

Keywords: Spanish, World Languages, TPR, linguistics, movement, embodiment, school, vocabulary, culture, papel picado.

Teaching standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit, students of Spanish I will learn about school related aspects of the target language and their own, where they spend their time at school and culture including: music and traditions through lessons embedded in the Spanish I curriculum. Comprehensible Novice low level lessons will be introduced in order to promote students proficiency towards upper levels of understanding and cultural awareness. Embodied linguistics combined with the Mexican culture and the meaning of the traditional “papel picado,” will be the frame for students to experience language in real contexts while teachers of Spanish will be able to teach this unit with a sense of immersion right where they teach, using the elements they already have at CMS. This unit aligns with the North Carolina World Languages Standards on linguistics and communication in a cultural environment, and with the goal of serving students to be college ready when exiting high school. The summative assignment requires students to create original journal entries based on their daily life experiences at school; their class subjects, interactions with teachers and classmates, focusing on the language in action in the real context.

I plan to teach this unit in October 2021, and in Febrero 2022, to approximately 95 students in my Spanish I classes each semester.

# **Embodied linguistics in the school environment and the airflow through “papel picado”**

*Milagros Ugueto*

## **Introduction**

I work for the world languages department as one of the three Spanish I teachers at the Olympic High School, Southwest Charlotte, North Carolina. The school is made up of approximately 2,550 students, in which 45.5% are African American, 28.7% are Hispanic, 16.0% are white, 6.2% Asian, 3.3% two or more races, 0.2% American Indian, 0.2% Pacific Islander. Currently, I am in my fifth year at the Olympic High School (from now on OHS) and I am part of an international program named Participate Learning which invited me to teach my language in the United States.

As a Spanish I teacher, my main responsibility is to teach my students the target language through four basic skills: listening, speaking, reading and writing, along with other two linguistic components: grammar and vocabulary. All of these amalgamate in a cultural focus to accurately introduce the language to the Spanish I scholars. Moreover, the curriculum is thought to be taught in a Social Emotional Learning environment. I will teach this unit to all my Spanish I classes, considering my students needs and accommodations. By the time I start teaching this unit, my students will have the necessary background knowledge, from unit one, to be able to transition to the content knowledge they need to learn based on the curriculum for Spanish I.

In this curricular unit, Spanish I students will engage in lessons planned to get them thinking in the language they are learning. Students will begin with a basic process of memorization of new words in the classroom, followed by descriptions that require deeper understanding of the language to be able to apply the knowledge learned in specific objectives. The processes of teaching and learning get more complex and interesting when students start comparing, contrasting and organizing new information. Furthermore, students will be able to self-reflect and self-evaluate their learning as well as their classmates'. All this unit takes place considering the interpretive, interpersonal and presentational framework of the world languages curriculum.

The first part of unit two of the Spanish one curriculum, dedicates the first performance objective to “school,” as part of one of the places in which students, as teenagers, spend most of their time weekly. Since scholars are learning cultural aspects of the target language and comparing and contrasting them with their own culture, it will be the basis for them to link their daily lives at school with those of the people from the culture they are learning. They will be able to identify places at school, school subjects, school supplies, school furniture, teachers and staff

in general, class schedules, extracurricular activities on campus, likes and dislikes regarding classes, objects and people in general.

Having the privilege of envisioning teaching this curricular unit through Embodied Teaching and Learning, gives me a new whole perspective to address content that I have been teaching for the last 5 years and gives me the opportunity to compare my former practice that was less focused on movement with these new techniques. Even though I used a couple of the strategies I thought for this curricular unit before, improved experience and classroom management makes me feel that I am better prepared and stronger in my practice. This knowledge of expectations and building community with approximately thirty five students in each one of my classes in an active environment, does not stop me from welcoming movement, students raising their voices, joy and laughter and at the same time keeping students engaged, focused, achieving the objectives and proficiency as well.

## **Rationale**

Learning a foreign language like Spanish, requires learners to be engaged, in a non-threatening environment, in which they feel comfortable to interact in the four basic skills such as listening, speaking, reading and writing. Moreover, culture is intrinsic in the language, which makes learning a cultural experience in which the learner does not have to leave their country to live it. Spanish is one of the most spoken languages in the world, which makes it a twenty-first century must have that promises to open doors and promote job opportunities, travelling, and helping others. Whereby, my goal for this unit is to provide teachers with lessons, methodologies, strategies and materials that will reach every single student in a nurturing environment, through a meaningful approach suitable for the twenty first century student skillful with technology, and proficient enough to share information about their lives as students in the target language, at school, and interacting with different people in different moments of the school schedule. I also intend to incorporate the elements of culture that distinguish Spanish speaking countries, specifically Mexico in this curricular unit, focusing on the comparison and contrast of the lives of students in the US and in Mexico. I integrate the meaning of “papel picado,” and its relationship with movement through the airflow, as part of one of the most important symbols in the international celebration of the day of the dead. Lastly, I create this curricular unit with the idea of integrating Hispanic students as active members of each lesson, as specialists of the culture they represent and the language they speak.

## **Content Research of the seminar topic**

### ***Embodied Teaching and Learning--Background information***

In order to be successful while following directions in this curricular unit, it is important to understand what learners and teachers do as specific embodied dispositions: the combination of physical and cognitive understanding represented in the body, to collectively reflect on the ways students demonstrate learning (or barriers to learning) through their embodied dispositions. The purpose is to learn from and with others, particularly those working in diverse educational settings (Sato, and Eisuke, 2020, p.35).

As a teacher, I observe how my students respond to stimuli in class. As Sato and Eisuke (2020) address it, it is crucial to be attentive to embodied dispositions that indicate a disjuncture as an example of how teachers can assist to address learning needs before barriers to learning become established dispositions. This curricular unit will focus on the embodiment of teaching and learning Spanish considering the unity of mind and body to achieve proficiency in an active student center classroom. In order to accomplish this main goal, and to avoid discouraging the learning environment to be successful using action based learning, it must have a teacher who is caring, creative, and knowledgeable of different styles of learning.

It should have been a warning note for me as a year one teacher, that if as a facilitator I decide to just provide input to my students in an orthodox style, my students would be bored to death. To be honest I thought I was being up to date in my teaching, active enough, and that my students were engaged in their Socratic seminars, participating in think-pair-share activities, and in class and small group discussions. Then Parker (2018) opened my eyes, making me realize that yet, these active learning strategies share a commonality: sitting. By strategically incorporating elements of physicality into our teaching, we can enhance student focus and reinvigorate student attention by taking advantage of the cognitive benefits of movement.

But then how am I going to explain all the movement, the time, and the noise this embodied teaching demands? What if my administrator asks about the time wasted in asking the students to sit down and transition to another activity? Some teachers may be concerned about administrative observations. I will definitely refer to the embodied strategies in my lesson plan, explaining the duration of each of the strategies, and the necessary time to transition to the following activities. Moreover in that case, it is important to allow a few minutes on either end for students to set up and settle back down. Parker (2018) explains that these “lost” minutes are more than compensated by enhanced focus, increased creativity, and an infusion of energy into the classroom. However, classroom management, expectation and classroom policies must be

clearly stated from the very beginning for these strategies to be successful or at least to accomplish the goal of embodying learning.

### ***Spanish I Curriculum***

Spanish I students start the class with little to no knowledge of the subject unless they belong to the Hispanic community that understands and speaks Spanish as their first language. One of my roles as a language teacher is to keep all my students engaged in the class whether they know the language or not. The first unit of the Spanish I curriculum, prepares students to be able to transition into one of the main objectives; “school,” that is directly related to what they learned first in unit 1; describing male and female human beings, talking about activities they like to do, or foods they like to eat, the family members, personalities, calendar, greetings, etc.

### ***Total Physical Response***

“Tell me and I will forget; Teach me and I will remember; Involve me and I will learn.” This proverb attributed to different authors, reminds me that ideally, language teachers should plan lessons in order to provide maximum opportunities for students to hear the target language in interesting real-life communicative contexts. As part of the curricular unit, the technique Total Physical Response, will be implemented in all the objectives at different stages of the learning process. Glisan (1986) explains that as in first- language acquisition, students first respond physically to oral commands and progress gradually to productive language use. Training our students through a natural approach to learning the target language may benefit them in learning by experience in something that the brain already knows, transitioning with the meaningful background the students bring and that should be used in class.

The methodology Total Physical Response, has been studied and applied by a variety of teachers and researchers, and they have come to the conclusion that variations of it can easily be adopted for use in a proficiency-based curriculum. TPR in this context means the response by students to various types of oral stimuli, not only commands, during a pre-production stage. (Glisan, 1986, p. 422)

An important feature of TPR is the amount of functions and contexts suggested to implement in class. For this curricular unit, some specific suggested functions will be implemented:

- Organizing realia or pictures in semantic groups: vocabulary internalization, adjectives, education,
- Taking inventory of items in class, school, home and making lists. Functions: vocabulary internalization, expression likes and dislikes (gustar, definite articles.)
- Indicating ownership (possessive form)

- Looking for hidden objects/people with specific characteristics in the room. Functions: indicating purposes, uses, destinations, describing things (adjective agreement), indicating the presence and absence of things (indefinite and negative words). Expressing indefinite and unknown things
- Acting out actions or skits individually or using a doll or puppet. Functions: Describing how we get ready for the day (reflexive verbs and pronouns). Expressing feelings, expressing physical and emotional needs, expressing cultural gestures. (Glisan, 1986, p. 422)

One of the skills that most of my students struggle with is listening. TPR has proven that this technique works and that improves students' listening comprehension, which is one of the most difficult skills on their Common Assessments. Asher (1969), emphasizes that if a high level of listening fluency is achieved, there may be a perceptual readiness to begin making the target language utterances

Spanish I students are exposed to the target vocabulary in different ways before being expected to speak, read or write. Students begin speaking by narrating orally the stimuli to which they have attended. They describe activities done in class, using the grammar and vocabulary practiced. Glisan (1986), explains that the TPR scenarios provide the basis for initial speaking practice. Students then respond to a progression of oral questions: yes-no questions; questions with one-word answers; completion-type statements; personal questions; questions to classmates, interviews with teacher/classmates. It is a beautiful process of building knowledge from the very basic level towards upper levels of proficiency and understanding.

### *Papel Picado as part of teaching Culture*

Approaching culture in the Spanish I class is part of the heart of the subject. At Olympic High School, world language teachers incorporate aspects of Mexican culture in the lesson plans in unit two. This unit's title is "Where I Spend my Time," referring to teenagers in their everyday routine. The unit suggests school and home. Both environments are addressed through the cultural similarities and differences of teenagers in Mexico and the United States. Some celebrations coincide with the first semester of the school year; Central and Northamerican Spanish speaking independence days, the "Hispanic Heritage Month," the "Day of the Dead," and most of the celebrations are related to Mexico. Embodied Teaching and Learning approaches the process of learning through movement, and that is given by the connection between mind and body. When incorporating culture in this process, I found a relationship among various elements;

movement, airflow and meaning. This relationship could be observed in the cultural meaning of “papel picado,” what it symbolizes, and how it could be used in order to teach elements of the target language and its culture.

As an ornamental art developed during the colony, when the cut paper was used only to decorate the altars of the churches during the days 1 and 2 of November, the authentic paper decorations are those made in Huaquechula, a small town near Altixco in the state of Puebla. Garcia (1991) p. 78 explains that every color in this tradition represents particular groups of people who died in specific situations. Spanish I students are guided through some of the Mexican traditions once they start unit two, which is the moment that this curricular unit will be taught. At the end of week one, when students complete the first objectives from the curriculum, they will build a “Day of the Dead” offering, and part of the elements of the offering is “El Papel Picado.” This year the offering is dedicated to my mother, who passed away 12 years ago. I decided to keep it authentic, although personal to make it real, and if my students feel comfortable including a person they want to remember who also passed away, they will be more than welcome to do it. Even if they decide not to bring pictures, they may remember their beloved ones who passed away by working on the “papel picado” activity. They will select the designs and cut them. Also, they will watch authentic videos of Mexican artisans who still make “papel picado,” following their ancestors' traditions. Again, embodiment takes place in the classroom, allowing students to use their fingers, hands, arms, their shoulders, eyes and brains to create beautiful decorations that represent a culture, and an international tradition, met in scissors, paper and history.

## **Instructional Implementation**

### ***Teaching Strategies***


***Gallery Walk*** To introduce the unit, your amazing students are going to do a ***gallery walk*** around the school, in which they will be introduced to the actual names of every place on campus, in the target language (TL). For instance, I will start in the auditorium, which in Spanish is “auditorio” and they already know the concept of cognates, since the first lesson of the semester I teach them to use cognates, which are words they find similar between their mother tongue and the language they are learning.

**Video activity, Live Kahoot, Snapshots with Brain breaks as transitions** This time I introduce the vocab with a **video** by “Tio Spanish,” then after that I do a **live Kahoot** in which instead of using their technological devices, I paste the four colors (red, yellow, green and blue) to answer the questions they see on the big screen.

**Presentational writing** At this point, based on the CMS Spanish I standards and objectives, students are expected to know how to speak and write about the following topics in Spanish:

- Numbers until 60
- Telling the time
- Name of school subjects/classes
- Location of their classrooms, room numbers, places on campus
- Physical descriptions and personality traits
- How to identify teachers and what the teach

Students will write their paragraphs based on the following prompt:

 For this week’s pen pal activity, students will write about their school; places on campus, their classes, teachers and activities. Make sure you check the boxes before writing a new sentence. Write in the form of a paragraph, not a list.

- Greet your pen pal
- Introduce yourself
- What is the name of the school you attend?
- Provide two descriptions of your school (size, look, etc)
- How many classes do you have? Which classes do you have?
- What is your favorite class?
- What is the name of the teacher of your favorite class?
- Describe your favorite teacher; her height, her hair, eyes, and her personality.
- Ask your pen pal a question about school related topics.
- End your paragraph with a farewell.
- Use the connectors; pero, y, también.

(Find an [example of this paragraph](#).)

This assignment is graded with the Pal’s [rubric](#) which is really clear to understand and that I teach and explain on the first day of school. Knowing the rubric will make the assignment easier



and precise. The items in the rubric are the following: (the points go from ½ to 4 then they are converted to the scale of 100%).

- Task completion
- Comprehensibility
- Level of discourse
- Vocabulary
- Language control
- Mechanics

***Presentational Speaking*** This is a presentational speaking practice that they do following a prompt and the Pal's rubric for speaking, but with the speed sharing technique. Students will have 60 seconds to talk about themselves, including the following information:

1. Saludo-Greeting
2. Nombre-Name
3. Edad-Age
4. Cumpleaños-Birthday
5. ¿De dónde eres?-Where are you from?
6. Descripciones físicas-Physical descriptions
7. Personalidad-Personality
8. Una clase que te guste -One school subject that you like
9. Una clase que no te guste-One school subject that you dislike
10. ¿Dónde son tus clases?(Periodos 1-4)-Where are your classes

This assignment is graded with the Pal's [rubric](#) which is really clear to understand and that I teach and explain on the first day of school. Knowing the rubric will make the assignment easier and precise. The items in the rubric are the following: (the points go from ½ to 4 then they are converted to the scale of 100%).

- Task completion
- Comprehensibility
- Fluency
- Vocabulary
- Language control
- Pronunciation



## Lesson Plans

### Introduction day #1: Places at School

Objective: In this session, introduce students to vocabulary about places at school (el campo de fútbol, la cafetería, el baño, la biblioteca, el salón de clases, la oficina, la enfermera, el campo de béisbol, etc.), Then to continue with the vocabulary, you may ask them to do a [brain break named, “aplausos, puño, palma” \(applause, fist, palm\)](#). Afterwards, transition to vocabulary related to school subjects (la ciencias, las matemáticas, el inglés, el español, la geografía, la educación física, el francés, la historia, las asignaturas electivas.)

The topic will be introduced with a slideshow that has images and phrases, containing cognates and they will interact as a class every time I introduce a subject and the similar pronunciation of the name in English. I ask my students: “What comes to your mind when you hear the word la oficina?” I expect them to say the office, connecting the name of the place, with the image and the person who works there, the principal. I keep asking, “What comes to your mind when I say the word las matemáticas?” find a similar word in English, then I expect them to answer: “Mathematics.” Even if the students have never studied Spanish, guide them by using those words that are similar in both languages.

Connect: students will play “[Moving Kahoot](#).” They will not use their devices, but they will go to the part of the classroom that has the color that represents the correct answer. In that moment, my role is to monitor that they follow directions and I may ask students who prefer to work from their desks, to help keep track of the correct answers and they will report what questions were right or wrong, having the opportunity to use the language.

Teaching Point: Read the text in Spanish about a senior touring a freshman on campus. After reading the text that explains that the school campus is too big and the freshman gets lost every day, ask the students to form a circle and to play the role of different leaders on campus such as counselors, teachers, coaches, principals, secretaries, administrators, registrars, and find solutions for the freshman not to get lost anymore. The discussion will be conducted in English but when talking about places and subjects students will use Spanish, it will be a bilingual discussion. Considering that your students are in Spanish 1, they will need to use English when sharing their ideas.

Active engagement: Introduce authentic materials as texts written by native speakers or learners of the language. This journal entry was written by a student in their first semester of ninth grade. Students will read the journal of a scholar, in which s/he includes name, age, birthday, procedence, describes personality, physical traits, and one or two things s/he likes to do. After that initial paragraph, the writer introduces a table with a class schedule containing five columns, and four rows with the following information: (this in an example you may adapt more examples on appendix 6)

Periodo	Hora	Clase	Ubicación	Profe
1	7:15 - 8:45	el español	salón 105	Profe Mila
2	8:52 - 10:22	las matemáticas	salón 577	Profe. Bean
3	10:29 - 12:33	la historia	móvil 13	Profe. White
4	12:39 - 2:15	el inglés	salón 213	Profe. Bennet

Students will work in groups of four people, discussing the personal information of the writer, then they will underline the periods and teachers, circle the times of each period, and highlight the classes and teachers. As part of their opinions, they are going to select which class is difficult, easy, boring or fun (difícil fácil, aburrida o divertida).

*Assessment:* Direct students to work on a bilingual word cloud, with the new vocab, then give them the presentational speaking rubric (Pal's rubric) with [directions to record a flipgrid](#), saying their four classes, the location and the names of their teachers. They should use their bilingual word cloud to remember vocab when necessary in the recording of the Flipgrid.

## **Day Two: School Vocabulary**

*Objective:* In this session students will be able to express their opinions about school subjects using the adjectives in Spanish.

*Connect:* Start the class by checking attendance asking one question that students will answer based on their own class schedules as part of their review. ¿Qué clase tienes en tu segundo

periodo? What class do you have in your second period? Model it for them then start. It is important that you have a great rapport with your students and that you know their names, that will help them connect with you and with the information you want them to remember.

*Teaching Point:* Continue with some TPR to introduce the new vocab related to what students do at school.

- Use images with the vocabulary in small groups. Organize the class in small groups with the activity: ["la ensalada"](#) then when you have groups no bigger than 10 students. Make sure that if there are fluent Spanish speakers in the class, they may be part of the groups and assign them the task of monitoring the practice while you walk around and assist them with anything they may need.
- Give them the vocabulary in images and if you do not have fluent Spanish speakers in your class, do it as a whole class.
- Do three rounds, first, while everybody is looking at the images, you say and mime the actions and then ask them to repeat them orally.
- Second, ask them to perform the actions being taught, try to do it randomly so that you change what they may expect to hear. Example: "yo como," "yo aprendo," "yo escribo," etc.
- Third round, after they have listened, repeated, performed, said the action, ask them to go back to their seats and organize sentences you will give them in a puzzle, to express actions students perform at school.

*Active Engagement:* Direct students to engage in a [running dictation](#). You will need to write a text: "Un dia en la escuela," based on what you have taught them. Make copies of the text, at least 20, depending on the amount of students you have. Normally I have thirty five students and I make 20 copies. You will form two teams, the runners and the writers, who eventually, will switch roles. You may do this activity with your writers/students: standing up, sitting on the floor, or sitting on their desks. Runners on the other hand, will need space to go and return, running, to dictate what is written on the text displayed on the other side of the writers. Before starting, label the texts with the names of the participants, ask them to put their cellphones away because they are not allowed, then [go through directions with them again](#). Play some fun Hispanic music and set the timer. The time you spend on this activity is really important, to keep students active, and enjoying. After half of the time and considering they may have written half of the text, make them switch; now the runner is the writer and vice versa. Also, they might be

thirsty and hot after the activity, so make arrangements. After the time is over, get the texts displayed and give them back to the team/pair of students playing together, and ask them to self correct the result of their dictation. Give them markers or pens different from what they used to write.

*Assessment:* Design a quiz on Canvas, Google classroom or the platform of your preference. Use multiple choice, matching, short answers, and also include an item in which students need to record a speaking part. Always incorporate activities that promote reinforcing the four skills.

### **Day three: School supplies**

*Objective:* In this session, students will understand what they and others need for their classes.

*Connect:* Display school supplies in the classroom even in places that you think your students are not going to look for. Select safe places to avoid accidents and give clear directions of the places they are allowed to go. Make sure you label all the supplies in Spanish only. Tell them that school supplies have been displayed all over the classroom and that individually, they have to gather them to put them in the order of the story you are going to tell them. In the story, they will play the role of the objects they find. For instance if you say “el papel” (paper) esta cansado, then the student with the paper will have to mime that part of the story. Take some time to write a short story in simple present based on the school supplies you teach them.

Sample Story:

*Los materiales escolares están descontrolados.*

*Hoy es lunes 23 de enero del 2000. Es un día bonito y tranquilo. Hoy la profesora del salón de música está alegre y escucha música latina. Los estudiantes aún no llegan y son las seis y cuarenta y cinco de la mañana. La profesora pausa la música y escucha: “estoy muy cansado.” Ella pregunta: ¿estudiantes?” Y escucha otra voz que dice: “yo también estoy muy cansado.” La profesora pregunta otra vez: “¿estudiantes? Y camina por todo el salón de música sin saber qué pasa. La profesora mira a la mesa y observa que el lápiz está caminando alegremente, y el borrador baila salsa. La regla está triste y el papel está enojado. El tajador come papas fritas y la pizarra habla por teléfono. El color rojo pide ir al baño, el color azul tiene el pelo largo, y el color verde es alto. “La computadora pide agua y el cuaderno quiere ir a la cafetería. Los materiales escolares están locos,” dice la maestra.*

*Teaching point:* Ask the class, how many of them have ever had a favorite school supply, what was it and why was it their favorite supply. Tell the students that they will do a think-pair-share. Students will share in English about those favorite supplies. There might be a group that says that they do not have any favorite supply, so tell them to make it up for the exercise. Both students share taking turns. Give them thirty seconds minimum, if you know they talk more give them more time. Ask them to come back to the class as a whole group then get them ready for the next activity.

*Active Engagement:* Tell your students that in groups of three, they will work on a project to create an illustration book in which they will do the pages of three different school supplies and at the end the whole book is going to be the result of all the teams in the classroom. Assign one school supply per student, three per team and make sure that at the end there are enough to cover the requirements of the objective. Direct them to label each school supply in Spanish only and explain what is the object for. If you have a small class, assign more school supplies per student. When everybody is done, put all the pages together for the [illustration book](#).

**Day four: Presentational Writing Practice and Mexican “Papel Picado”** (sample models on [Appendix 9](#))

*Objective:* In the following two sessions, students will write the entries for their journals as part of their presentational writing exercises. Students will study the tradition of Mexican “Papel Picado,” the importance of it, and will work on their own pieces of tissue paper cut to honor people who passed away.

*Connect:* Ask your students to do some speed sharing. Tell them to stand up, form two circles; one big and one small inside the big one. Tell them that you are going to play music and they will have to walk at the rhythm of it. The inner circle will walk clockwise, the outer circle will walk in the opposite direction. When the music stops, they have to look at the person next to them in the circle and provide the information you will ask them to share, listed below. They will keep walking in circles as directed and every time the music stops they will provide the information requested which is going to be the information they need to write their texts. Here you will activate prior knowledge and get them ready, feeling successful when writing and reviewing with their classmates, words they may have forgotten. Tell your students to choose one person to write about, could be someone who passed away and they would like to remember, with the purpose to connect their writings with the tradition of “Papel Picado” later in the lesson. This part will help review and connect with content already taught. Then give them the Pal’s [rubric](#), that normally is introduced at the beginning of the semester.

Give precise directions to:

1. Begin by writing the name of the person they want to write about.
2. Say what is the relationship they have with that person (friend, teacher, classmate, member of the family, etc.)
3. Age
4. Tell them to provide 4 physical descriptions of that person.
5. Tell them to provide three personality traits of the person.

*Teaching point:* Direct students to work in pairs after they finish that part of the journal. Once in pairs, tell them to switch texts and peer correct their entries. Correct a random text on the board using different colors to show them the six items in the Pal's Rubric.

Introduce the topic about "The Day of the Dead," and begin by preparing the elements on the offering. The first two elements to make are "El Papel Picado" and the "Marigold Flowers." Show them [the clip of the movie "Coco."](#) and guide them to identify the "Papel Picado" as part of the offering on the "Day of the Dead." After watching the clip, ask them to draw in the air using their fingers, the two school supplies they may use to make "Papel Picado." They may come up with a square and the middle and index finger pretending to be scissors. After that, pass out materials to begin cutting the paper.

*Active Engagement:* Give students a graphic organizer in which they report information about the dead person they wrote about; name of the person described, age, physical description and personality trait. Once they are done with this written activity, ask them to start building the offering with the elements they cut. While cutting the paper for the offering, remind students of the cultural importance of "Papel Picado" for Mexican people specially during the celebration of the day of the dead. If they choose a relative to write about, or a celebrity or any person they choose, they should know that this celebration focuses on those people who passed away and the things they did when they were alive, and the food they loved, in order to remember them as they were.

*Assessment:* Tell the students to get their own writings back and using the Pal's rubric self-assess their work. Ask them to write their grades converted and make them aware about the importance of being completely honest about their own feedback. Show your students [the video about "Papel Picado."](#) in English, then show them a [second video \(click here to access\) in Spanish](#) but with the authentic artists. Tell them to be mindful of the information they will learn and how important this is for Mexican people. Accompany both videos with simple questions they will answer before, during and after watching the video.

### **Day five: Collective Writing Practice**



*Objective:* In this session, students will write the entries for their journals as part of their presentational writing exercises. This time this will be a collective task in which they will have to work in teams.

*Connect:* Tell your students that they will use paper and that they will keep the track of the sentences, and in groups of five people, they will write on their assigned poster paper what school supply to use depending on the activity a student need to perform in class, for instance;

- Para escribir yo necesito un cuaderno y un lápiz
- Para leer, yo necesito un libro
- Para colorear yo necesito colores
- Para investigar, yo necesito la computadora
- Para estudiar la geografía, yo necesito un mapa
- Para estudiar matemáticas, necesito una calculadora, etc.

*Teaching point:* Direct students to go back as a whole class and to form questions based on their sentences. Give them paper and markers and tell them what you expect them to write with an example. For instance: What do I/you need to write? What do I/you need to read? What do you need to color? What do you need to study geography? etc.

*Active Engagement:* Once they have written the questions, ask them to go to the paper poster to place the questions next to the correct school supply. Then ask them to read the question and the answer. You may ask them to write the questions in both English and Spanish.

*Assessment:* Direct students to go to Flipgrid and record two questions with their answers of what they need in the classroom.

## **Culmination**

The final artifact that your students will produce is a journal in which they will register daily entries at the end of every lesson, which will be part of their exit tickets. These daily journals will also function as data for you to plan further lessons, whether reteaching any specific content or to verify that it was learned and the student may interact using the four skills. Also, they will help students notice their progress, their proficiency after each class and it will also function as reinforcing material because it will be based on the essential questions of each objective/I can statement they learn every day. Embodied cognition (EC) and embodied learning shows promising effects of bodily engagement and movement on children's cognitive and academic

outcomes. My main goal is that through embodied learning, students will better learn the content in an active environment, which is healthy and promotes social interaction in a nurturing way.

## **Appendix 1: Implementing Teaching Standards**

NL.CMT.1 Use the language to engage in interpersonal communication.

NL.CMT.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

NL.CMT.2 Understand words and concepts presented in the language.

NL.CMT.2.3 Generalize short fiction and nonfiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).

NL.CMT.3 Use the language to present information to an audience.

NL.CMT.3.1 Identify arts, sports, games and media from the target culture.

NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

NL.CMT.4 Compare the students' culture and the target culture.

NL.CMT.4.4 Identify products from the target cultures that are used globally.

## **Appendix 2: Teacher and Student Resources**

### **Materials**

Teachers and students may need the following resources when implementing the curricular unit:

- Projector
- Computer
- Internet
- Sample models for the presentational writing practice
- Sample models for the presentational speaking practice
- Online access to Flipgrid
- Videos explaining the brain breaks in the lesson
- Paper for students to do the minibook of vocabulary
- Sharpened pencils
- Color pencils
- Sharpners
- Composition notebook for the exit ticket journals
- Printed squares; red, yellow, green, blue, for the moving Kahoot.
- Flashcards with images and words based on the vocabulary for the unit
- The actual places on campus to take students on the gallery walk (the office, the cafeteria, the football field, etc.)
- Movie clip from the movie “Coco,” referring to “Papel Picado.”
- Colorful paper for “el papel picado.” see appendix 9 for examples.
- Enough scissors for each student to be able to cut the paper
- Tissue paper for the “Marigold flowers”
- Poster paper for the collective writing practice
- School supplies in the classroom
- Printed paragraphs for the running dictation
- The preferred platform to design quizzes
- Charged Chromebooks for each student

## Rubrics

### Level 1 Writing Tasks Analytic Rubric

Name \_\_\_\_\_

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Level of Discourse	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4
Mechanics	½	1	1½	2	2½	3	3½	4

Raw Score: \_\_\_\_\_ / 24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; ME: Meets Expectations;

AME: Almost Meets Expectations; DNME: Does Not Meet Expectations

Converted % Score: \_\_\_\_\_ %

**Part B**

## Level 1 Speaking Tasks Analytic Rubric

Name \_\_\_\_\_

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Pronunciation	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: \_\_\_\_\_ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C	AME
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22.5	94.9%	A	EE	10.5	70.1%	C	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
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20	88.0%	B+	ME	8	64.0%	D	DNME
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19	85.7%	B	ME	7	61.2%	F	DNME
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18	83.7%	B	ME	6	57.9%	F	DNME
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16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; ME: Meets Expectations;  
AME: Almost Meets Expectations; DNME: Does Not Meet Expectations

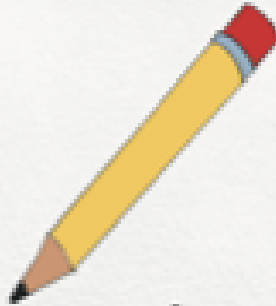
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**Vocabulary for School Supplies Book**

**Grupo I**



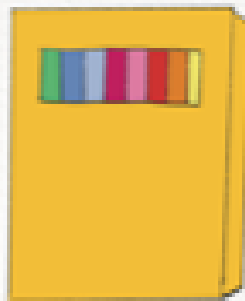
*Hoja de papel*



**LÁPIZ**



*Regla*



*Colores*



### Online Resources





## Classroom Samples

### Sample models for a school schedules 1 and 2

# El Horario Escolar

Primer Bloque	Las Ciencias	Profesora Carpenter	Salón 560	7:15-8:45
Segundo Bloque	Gerencia de Carrera	Profe braswell	Salón 625	8:52-10:22
Tercer Bloque	Danza	Profesora Messer	Salón 200	10:29-12:33
Cuarto Bloque	Historia de America	Profe Tumolo	Salón 208	12:39-2:15

La Clase de Ciencias normalmente tiene el papel y el lápiz, tambien el chromebook

La Clase de Gerencia de Carrera normalmente tiene el lápiz y el cuaderno

La Clase de danza normalmente tiene cambio de ropa

La Clase de historia de America normalmente tiene el cuaderno y el lapiz tambien la carpeta

Mi Profesora favorita es Profesora Carpenter Profesora Carpenter es bonita y delgada Profesora Carpenter es inteligente y  
empática, tambien es artística

Kyle Rorion  
P:1 Xyla  
h Jr

Kyla, Kylie, Damaris and Hector

## Sample model for a school schedule 2

Primer Bloque 7:15-8:45 Matemáticas Profe Gittens  
Siete y quince - ocho y cuarenta y cinco Salón # 236

Segundo Bloque 8:55-10:22 Ingles Profe Boogs  
Ocho y cincuenta y dos - Diez y veintidós Salón # 226

Tercero Bloque 10:29-12:33 Ciencia Profe Graham  
Diez y veintinueve - Doce y treinta y tres Salón # 218  
Mi Profesor favorita es  
Ella es baja y morena

Cuarto Bloque 12:39-2:15 Historia Profe Lenski  
Doce y treinta y nueve - Dos y quince Salón # 563

### Materiales

Matemáticas  
Papel  
Calculadora

Ingles  
Lapiz  
Libro

Ciencia  
Regla  
Telescopio

Historia  
Mapa  
Papel  
Lapiz

## Sample Assignments

### *Flipgrid Sample Assignment*

Flipgrid

Groups / Create Topic

**Create Topic**

Details Settings

\* Title

Mi horario de clases 20 / 35

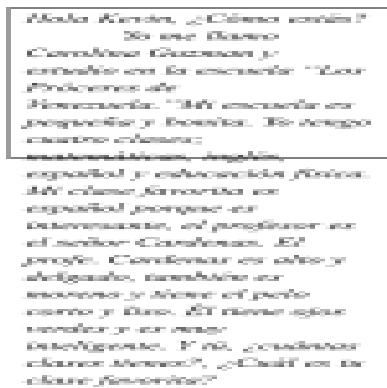
\* Description

255 / 1000

Record a Flipgrid saying your four classes, the location and the names of your teachers. Use your bilingual word cloud to remember vocab when necessary. Also, take notes about what you want to record to feel more comfortable when sharing the information.

Cancel Post

### *Pen pal assignment model*



### *Sample text for the Running Dictation Activity*

#### Lee, corre y dicta

- 1) Buenos días, me llamo Roberto y tengo dieciséis años.
- 2) Mi cumpleaños es el catorce de octubre
- 3) Yo vivo en Charlotte.
- 4) Yo soy de Honduras. Mi número de teléfono es siete cero cuatro nueve dos siete tres cinco ocho.
- 5) Hoy es el nueve de septiembre.
- 6) Yo estudio en el OHS
- 7) Me gusta la historia.



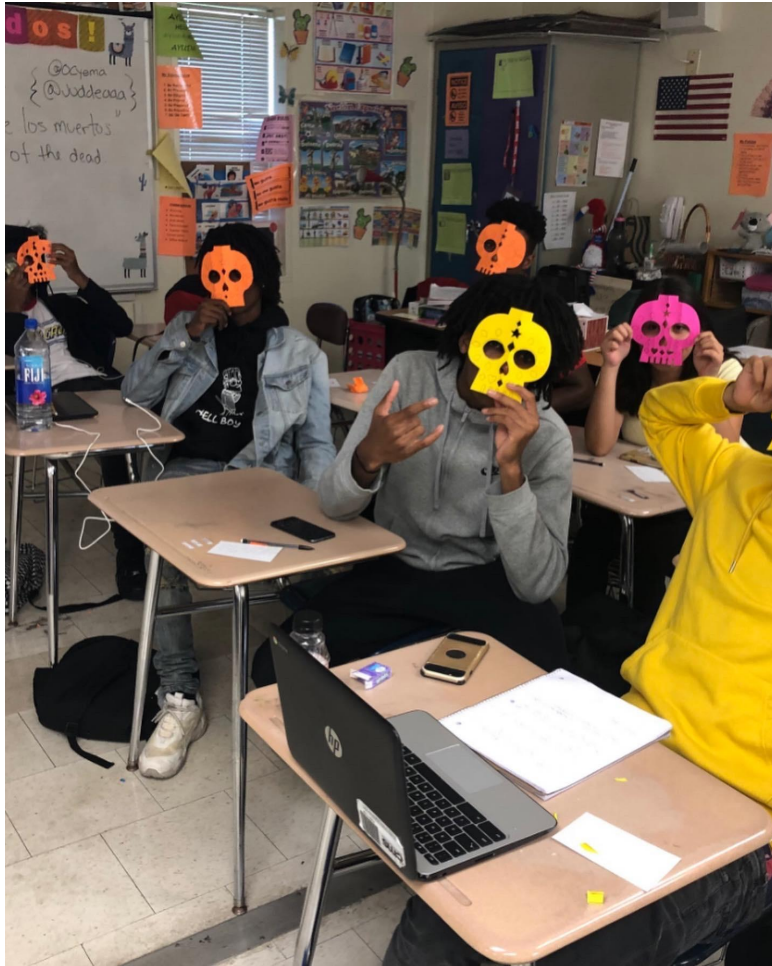
**“Papel Picado”**



*Different shapes and colors of papel picado*



*Students in the process of cutting the paper.*





*Finished Offering by Spanish I students*



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