



# Island Park UFSD

**WORLD LANGUAGE PROGRAM**

**December 2017**

**Francis X. Hegarty Elementary School**  
**Lincoln Orens Middle School**

## Schedules of Classes

**Mrs. Wilhelm**

Day 1 10.26-10.54

**Mrs. McDonald**

Day 2 8.50-9.35

**Mrs. T. Hodge**

Day 2 10.26-10.54

**Mrs. Ried**

Day 3 10.26-10.54

**Mrs. Spirou**

Day 4 10.26-10.54

**Mrs. Bauer**

Day 1 8.50-9.35

Day 3 9.38-10.23

**Mrs. Berg**

Day 1 9.38-10.23

Day 3 8.50-9.35

**Ms. DeLucia**

Day 2 9.38-10.23

Day 4 8.50-9.35

**Ms. Drago**

Day 1 11.20-12.05

Day 3 11.20-12.05

**Ms. Betancourt**

Day 1 12.58-1.43

Day 3 12.58-1.43

**Mrs. Morales/Mrs. Vides**

Day 2 11.20-12.05

Day 4 11.20-12.05

**Mrs. Lazare**

Day 2 12.58-1.43

Day 4 12.58-1.43

**Section 6\_1**

Day 1 2.35-3.20

**Section 6\_2**

Day 2 2.35-3.20

**Section 6\_3**

Day 3 2.35-3.20

**Section 6\_4**

Day 4 2.35-3.20

## In the News

A common dish in Spain is the tasty Spanish Paella of Valencia. Many recipes include various types of seafood and spices. You may want to try this recipe and expose your family to one of the most delicious Spanish dishes.

In a very wide pan or paella pan, preheated over medium high heat, add 2 tablespoons extra-virgin olive oil, 2 turns of the pan, crushed garlic, red pepper flakes, add rice and sauté 2 or 3 minutes. Add saffron threads, bay leaf, broth, and thyme and bring liquids to a boil over high heat. Cover the pan with lid or foil and reduce heat to simmer.

In a separate nonstick skillet, over medium high heat, brown chicken on both sides in 1 tablespoon extra-virgin olive oil, 1 turn of the pan. Season chicken with salt and pepper. Add peppers and onions to the pan and cook 3 minutes longer. Add chorizo to the pan and cook 2 minutes more. Remove pan from heat.

After about 13 minutes, add shellfish to the rice pan, nesting them in cooking rice. Pour in peas, scatter lemon zest over the rice and seafood, then cover the pan again. After 5 minutes, remove cover or foil from the paella and discard any unopened mussel shells. Stir rice and seafood mixture and lift out bay and thyme stems, now bare of their leaves. Arrange cooked chicken and peppers, onions and chorizo around the pan. Top with parsley and scallions. Serve with wedges of lemon and warm bread.



Recipe courtesy by: Rachael Ray

## Kindergarten

This month, the students will learn the days of the week and the names of fruit from the story, "La oruga muy hambrienta," by Eric Carle.

## Vocabulary

manzana/apple  
naranja/orange  
pera/pear  
fresa/strawberry  
ciruela/plum



## Los días de la semana

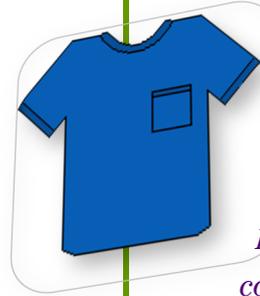
*lunes*  
*martes*  
*miércoles*  
*jueves*  
*viernes*  
*sábado*  
*domingo*

## Grade 1

Students will be able to name articles of clothing and colors by imagining they visit a clothing market in Perú. Students will be able to talk about a city by identifying buildings and houses in the city. Students will identify places in a community by saying where someone is located in a community.

### Essential questions:

1. *¿Qué palabras usamos para la ropa y los colores en español?*
2. *¿Dónde viven las personas?*
3. *¿Qué lugares tiene una comunidad?*



## Vocabulario

*camiseta/t-shirt*

*falda/skirt*

*gorra/hat*

*pantalón/pants*

*casa/house*

*ciudad/city*

*pueblo/town*

*edificio/building*

*panadería/bakery*

*comedor/living room*

*dormitorio/bedroom*

## Grade 5– *La clase y la escuela*

This month, the students will provide and obtain information about school. They will also express their personal feelings about school.



### VOCABULARIO

la alumna *student (f.)*  
el alumno *student (m.)*  
el bolígrafo *pen*  
el cuaderno *notebook*  
el diccionario *dictionary*  
el escritorio *desk*  
la estudiante *student (f.)*  
el estudiante *student (m.)*  
el lápiz *pencil*  
la maestra *teacher (f.)*  
el maestro *teacher (m.)*  
el mapa *map*  
la mochila *backpack*

hay *there is, there are*  
fácil *easy*  
muchos(as) *many*  
otro(a) *other*  
la pared *wall*  
tiene *has*

la nota *grade*  
el papel *paper*  
la pared *wall*  
la pizarra *blackboard*  
la pluma *pen*  
la profesora *teacher (f.)*  
el profesor *teacher (m.)*  
la puerta *door*  
la regla *ruler*  
la silla *chair*  
el reloj *clock*  
la ventana *window*

¡Buena suerte! *Good luck!*  
¡Claro! *Of course!*  
estupendo *great, fine*  
No importa. *It doesn't matter.*

## Grade 6– *Creating talking avatars for fluency.*

This month the students will apply what they have learned this year to create a project using technology. The students will generate a talking avatar that will provide information on a well-known Spanish-speaking personality. The avatar will be directed to speak about their place of origin along with their accomplishments.

