“Hola clase!”: Teaching 1st Graders Spanish Vocabulary While Targeting Different Learning Modalities

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Description of Teaching Context

During the 2010-2011 school year, I have been involved with a yearlong student teaching internship supported by a partnership between Penn State University and the State College Area School District. During this year I have had the opportunity to teach in a first grade classroom at Gray’s Woods Elementary School. Twenty-one students make up my first grade class, which includes ten females and eleven males. Of these twenty-one students, all but one, are Caucasian; this student is of Thai descent and primarily speaks Taiwanese at home. The students in my classroom are of an average socioeconomic status. Only 1 student in my class receives reduced lunch.

Of the twenty-one students within my classroom, two students receive Response to Instruction and Intervention for reading, for an hour each day. Currently, an additional student goes to the learning support room. There is one student with autism in my classroom that has a TSS, therapeutic staff support. This student also receives occupational therapy and goes to the learning support classroom for language arts as well as math. Three other students in my classroom also receive speech/language support. Two of these students receive support in the area of speech and the other student receives support in the area of language. In addition to this, three students collaborate with the emotional support teacher.

When looking at the first grade academic benchmarks, the majority of my students are considered on grade level, however there are several students in my class that struggle with behavioral and emotional issues. Of the twenty-one students in my classroom, the school’s Instructional Support Team has discussed four of my first grade students. This team of specialists met and discussed possible interventions that could be
implemented to help each of the students succeed in terms of their behavioral
development. These specialists also took part in creating behavior plans for students in
my classroom. At this point in the year, five students have personal behavior plans; one
of these students also has a personal TSS. In addition to behavior plans, two students
have daily notebooks, which go back and forth between my mentor and each student’s
parents. These notebooks assist in bridging the communication between my mentor and
the students’ parents. The use of these notebooks makes sure that parents are aware of
what kind of day their child had at school.

**Rationale**

In my own experience as a student, I began learning Spanish in the second grade.
Learning Spanish was something much different than anything else that was part of the
curriculum at my public school, and it intrigued me, as well as many of my fellow
classmates. I enjoyed learning Spanish, and wondered if my first grade students would
share the passion that I had for learning Spanish.

Throughout this year, I began to wonder if students were exhibiting off task
behavior because they were truly off task or if perhaps the reason some of my students
seemed off task was because they learn more effectively through a different modality
than the one being targeted by the teacher. Hoping that I would be able to spark an
interest in my often less than engaged students, as well as discover which types of
learners my students are, I decided that I was going to attempt to teach my students a
selection of Spanish vocabulary. I planned to do this while implementing activities
created with the intention to target auditory, visual, or kinesthetic learners. Since Spanish
is not currently part of the elementary curriculum in the State College Area School
District, I was also curious about which modality would be the easiest to integrate into the everyday activities in my classroom to support teaching Spanish.

**Main Wondering:**

How can I teach students Spanish vocabulary through activities, which target visual, auditory, and kinesthetic learners?

**Sub-Wonderings:**

- Will students strongly identify with only one of the modalities or will their strengths be spread across the three different modalities?
- Which of the three approaches, visual, auditory, or kinesthetic, will be easiest to integrate into the teaching of Spanish?
- Will students demonstrate preference while using one of the three learning modalities?

**Data Collection:**

**Before Inquiry**

**Pre-test**

*Data Collection*

Prior to teaching students Spanish vocabulary words I designed and implemented a pre-test to determine the knowledge they already had of Spanish vocabulary words (Appendix C). The pre-test consisted of vocabulary words, which I intended to teach to my students. The vocabulary words included: days of the week, colors, numbers (0-10), shapes, and the “specials” classes, such as gym, music, and art. The test included vocabulary words in Spanish and students were expected to write the corresponding
English word. There was also a section where the English vocabulary word was provided and students had to write the corresponding Spanish vocabulary word.

Analysis

When implementing this pre-test I wondered if students had any prior knowledge of the vocabulary words that I would be introducing throughout my inquiry. I also was assessing to see if students made the connection between the similarities in English and Spanish words. For example, a rectangle is a rectángulo in Spanish. When students were given the word rectángulo I was curious to see if students would recognize the resemblance and guess that rectángulo meant rectangle in English.

After analyzing the pre-test, it was obvious that the majority of students did have prior knowledge in terms of the Spanish vocabulary and that several students were able to recognize the connection between specific English and Spanish words. Out of the twenty-one students in my classroom, thirteen students were able to translate at least five of the vocabulary words. Of the eight students that were not able to translate at least five vocabulary words, half of them were able to translate words like rectángulo to rectangle or octágano to octagon.

Student Survey #1

Data Collection

In order to determine the type of learner each student believed they were, I developed a questionnaire, which explored the three areas of intelligence that I was targeting, auditory, kinesthetic, and visual (Appendix D). The questionnaire was administered to students before I began teaching Spanish vocabulary words and it
included seven sentences, each with a blank. Students were given three choices and had to choose the answer that they felt best completed each statement.

**Analysis**

Each one of the choices that students were given to complete the sentence related to one of the three learning modalities that I was targeting. For example, one of the sentences read, “I can remember names if I ______________.” Students were then given three choices including: hear them, see them on a nametag, or write them. If a student chose hearing them it would indicate an auditory preference, seeing them on a nametag would indicate a visual preference, and writing the names would indicate a kinesthetic preference.

After students completed their questionnaire I analyzed them. Each question that students answered was either a point towards auditory, kinesthetic, or visual. After I analyzed each question I then tallied how many points each student had for the three modalities. The modality with the most points was the type of learner that the student was then considered. I then went back and looked at the class as a whole to see how many points each modality received from all 21 students to see which modality was most preferred among the class.

Through the implementation of this student survey I was able to determine that the majority of the students considered themselves to be kinesthetic learners, with visual learners close behind (Appendix E). What I found to be interesting was that not one of the 21 students in my classroom indicated a preference for the auditory modality. However, I still decided to implement a lesson that specifically targeted auditory learners. I did not want to completely rule out the auditory learning modality because of prior
observations that I had made when students were partaking in auditory activities, such as singing.

During Inquiry

Spanish Lessons

Data Collection

Throughout my inquiry I taught students five different topics, while targeting a specific modality. Lessons were about ten to fifteen minutes long and were taught during our designated morning meeting time. I taught students numbers zero through ten and color words while targeting visual learners with a matching activity. Auditory learners were targeted when I taught the students the days of the week, using a song. Kinesthetic learners were targeted when students learned the Spanish names for shapes. During my Spanish lesson on shapes, students drew seven shapes and then wrote their corresponding Spanish name. Students learned the “specials” that they attend at school through a visual approach with pictures that represented each of the specials. For example, when students learned the Spanish name for art class I presented the class a picture of a paint palette with “la clase de arte” below it (Appendix F).

Analysis

While developing and implementing the five Spanish lessons I came to an important realization. I realized that since all of the Spanish vocabulary was different and certain topics could have been more difficult for students, it was impossible to determine if there was a correlation between students’ acquisition of the Spanish vocabulary words and the modality through which it was taught. I decided to continue teaching students Spanish vocabulary to see if I could answer my sub-wonderings. I also
decided to continue targeting a specific learning modality while implementing lessons in order to determine what learning modality students thought was most helpful. I was no longer looking to see what learning modality led to the most student success, but perhaps, which modality students thought was most helpful when learning new Spanish words.

**Anecdotal Notes**

*Data Collection*

Throughout my inquiry I recorded anecdotal notes, which consisted of students’ comments (Appendix G). Initially I began taking anecdotal notes in hopes of capturing students’ reactions to learning Spanish through a certain modality, but I soon realized that students were making comments about Spanish vocabulary during other instructional times as well. Students’ comments were positive and it was apparent that students were making cross curriculum connections with the Spanish vocabulary that they had learned.

*Analysis*

Throughout my evaluation of the anecdotal notes I discovered a common trend. It was evident that students were forming their own connections between the Spanish vocabulary that we had learned and other academic topics that we were covering. My anecdotal notes also made it obvious that students were excited to learn additional Spanish words and wanted to continue their instruction. I also recorded anecdotal notes pertaining to things that students brought in for sharing that were related to Spanish.

*After Inquiry*

**Student Survey #2**

*Data Collection*
At the conclusion of my inquiry students were given a survey where they were asked how they felt about learning Spanish as well as if they would like to continue learning Spanish (Appendix H). Students used “smiley faces” to rate how they felt about each of the questions. In addition, there was also a question asking the students what helped them learn Spanish the most: looking at the signs that I created, repeating vocabulary words after me, or drawing the names of the Spanish vocabulary words.

**Analysis**

This survey helped me determine which modality students thought was the most helpful, specifically when learning Spanish vocabulary words. Throughout my inquiry I had a general idea of how some of my students felt about learning Spanish, but this survey allowed me to get a definitive idea about how each of my twenty-one students felt about learning Spanish vocabulary words. It was interesting to see that the majority of students thought they learned Spanish vocabulary words the best when they heard me say the vocabulary word and then repeated it back to me, which was in direct contrast to what they reported in the pre-survey.

The modality that students identified the least with while learning Spanish was the kinesthetic modality (Appendix I). This was targeted when students had to draw shapes and then write their names. This strongly contradicted the results from the pre-survey (Appendix E). This data made me question how accurate the initial survey was, as well as if there was any correlation between the modalities through which the Spanish lessons were taught and the students’ acquisition of Spanish.

**Parent Survey**

**Data Collection**
After the conclusion of my Spanish lessons, I designed and distributed a parent survey, which asked the students’ parents a variety of questions (Appendix J). Questions inquired parents about topics ranging from their views on learning a second language to their child speaking Spanish at home, which they learned at school. The survey included yes or no questions, as well as open-ended questions where parents had the opportunity to elaborate.

Analysis

The survey that I sent home to students’ parents at the conclusion of my inquiry informed me about the parents’ own views about their child learning a second language. During the school day I was able to observe and see if students were incorporating the Spanish they had learned from our mini lessons into other academic areas, but the parent survey provided an opportunity for me to see if students were also incorporating the Spanish they had learned into their home life.

From the parent survey I discovered that students were not only integrating the Spanish that they had learned into other academic areas during the school day, but students were also integrating Spanish into their home lives. Twenty parents returned the parent surveys that I distributed (Appendix K). Of those twenty parents, eighteen said that they heard their child using Spanish at home. Parents also demonstrated overwhelming support in regards to their child learning a second language. In response to this question one parent said “with a competitive job market and changing demographics in the United States, knowing a second language puts you at an advantage”. When asked specifically what language parents hoped their child would learn eighteen of the twenty parents chose Spanish. Most parents shared that Spanish
would be beneficial since it is the second most common language spoken in the United States. One parent said that Spanish would help their child “succeed in a multicultural society”.

**Post Test**

*Data Collection*

Students were given a posttest at the conclusion of my inquiry (Appendix L). Unlike the pre-test, the posttest was given in English and students were required to translate the words into Spanish. The posttest was composed of three different sections. Topics covered on the posttest included, shapes, numbers, colors, days of the week, and “specials”. I compared the posttest to the pretest that students completed to see if students acquired any of the vocabulary from the Spanish lessons they were taught.

*Analysis*

After evaluating the posttests I determined that students learned a significant amount of Spanish vocabulary through the mini Spanish lessons. On the fifteen-question assessment students averaged a 92%. When looking at the three different sections of the assessment, each modeling a different modality, it was evident that scored lowest on the open ended section which targeted auditory learners (Appendix M). Students demonstrated the highest level of accuracy during the second part of the assessment, which targeted visual learners. Because students did so well on the assessment and got very few wrong, it was difficult to tell if there was any connection between the questions that students got wrong and the difficulty of the different topics they learned. I believe a more extensive assessment would be needed to determine this.


**Explanation of Findings**

**Claim #1: Spanish instruction was easy to integrate into the existing curriculum.**

Throughout my inquiry I was able to integrate Spanish into different pre-existing components of our daily schedule. Sharing is a component of the daily routine in my classroom each day when students are given time to share “educational items” with the class. After teaching the students Spanish, I was able to create learning opportunities, which reinforced the Spanish vocabulary we had learned, even when students brought in items that were not very “educational”. I also used Morning Meeting as a time to teach students my Spanish mini lessons and implement several games, which we had previously played, but this time incorporating the Spanish vocabulary. Another part of our day where I was able to incorporate Spanish was while students transitioned to the carpet or different stations around the classroom. Creating visuals around the classroom, which reminded students of the Spanish words that we had learned, was an easy way to integrate Spanish into the curriculum without taking time away from our busy day (Appendix N). I was extremely pleased when students began integrating Spanish vocabulary across different parts of our curriculum including math and language arts (Appendix G).

**Claim #2: Students enjoyed learning Spanish and asked for additional Spanish instruction.**

At the conclusion of my inquiry I gave each student a survey to see how he or she felt about learning Spanish (Appendix I). On this survey 14 out of 21 students said they enjoyed learning Spanish and 18 of the 21 students said they would like to learn more Spanish. Through this survey I was also learned that students not only enjoyed learning
Spanish, but they enjoyed teaching what they had learned to others. Over half of the students in my class taught their friends, siblings, or parents some of the Spanish vocabulary they learned.

Throughout my inquiry I recorded anecdotal notes, which made it obvious that once students began learning Spanish vocabulary words they continually asked to learn additional words (Appendix G). This was also made evident during sharing when several students brought in lists of English words that we had not yet learned, translated into Spanish.

**Claim #3: Parents value their child learning a second language.**

The survey that I distributed to students’ parents at the conclusion of my inquiry was beneficial when trying to gain an insight in regards to parents’ views on their child learning a second language (Appendix K). Of the twenty returned surveys, every parent stated that they believed it was important for their child to learn a second language. Parents stated that knowing a second language would “be beneficial” and one parent specifically said that knowing a second language would put their child at an advantage. I also had two conversations with students’ parents, which both pertained to their support of me teaching Spanish.

**Reflections and Future Practices**

Conducting this inquiry was a learning experience, which I will reflect back on throughout my teaching career. Through this inquiry I learned that there are many benefits to using a second language in a primary classroom. It was truly amazing to see my students so excited to learn something and at the same time it was something that was
extremely easy to integrate into our daily routine. My students thoroughly enjoyed learning Spanish and I received an overwhelming amount of support from their parents. Now that my inquiry has come to completion I find myself with several wonderings. Though the majority of students enjoyed learning Spanish and hoped to receive more Spanish instruction, I wonder if having a say in what Spanish vocabulary the students were learning would have increased motivation for the few students who did not demonstrate as strong of an interest. I also wonder if I had taught students about Spanish speaking countries around the world, if that would have had an affect on students’ desire to learn Spanish. Perhaps students that enjoyed learning about Social Studies topics would then develop a passion for learning Spanish.

In regards to the future, I’m curious if my students will somehow continue their Spanish education after the school year comes to an end. Once students reach sixth grade they will have the opportunity to explore foreign languages. Students explore three different languages and then concentrate on one specific language. I’m curious if learning Spanish in my first grade classroom will have any affect on my students when they attend the middle school and have the choice in which language they will learn. Will my students choose Spanish or will they decide to explore a different language?

While my formal inquiry has come to an end I look forward to continuing my Spanish instruction throughout the remainder of the school year. I plan on allowing my students to have a voice in deciding what Spanish vocabulary they would like to learn. After having such a positive experience throughout this inquiry, it is not a question whether or not I will conduct other inquiries throughout my career. I look forward to improving my practice and becoming the best educator that I can be.
Appendix

Appendix A: Timeline

Inquiry Timeline

<table>
<thead>
<tr>
<th>Week 1</th>
<th>February 21-25</th>
</tr>
</thead>
</table>
| • I will give students a survey to see, which type of learner (auditory, kinesthetic, or visual) they identify with.  
• I will begin collecting samples of student work from times when they were taught with visual, auditory, and kinesthetic lessons.  
• I will take anecdotal notes on student's learning during different times when kinesthetic, visual, or auditory strategies are used to teach.  
• I will give students a pre-test to see if they have any prior knowledge in regards to the Spanish vocabulary that they will be learning. |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>February 28- March 4</th>
</tr>
</thead>
</table>
| • Final version of the Inquiry Brief is due.  
• I will take anecdotal notes on student's learning during different times when kinesthetic, visual, or auditory strategies are used to teach.  
• I will place labels around the classroom, which will have the Spanish names for objects.  
• Towards the end of the week I will teach a lesson on numbers. I will use kinesthetic and visual strategies to teach the students. At the end of the lesson I will ask the students which strategy helped them the most in regards to understanding the numbers from 1-10.  
• I will make small table signs for our tables with the Spanish numbers corresponding to the original table numbers. |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>SPRING BREAK- NO SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I will compile the data that I have so far and begin analyzing it.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>March 14-18</th>
</tr>
</thead>
</table>
| • I will teach the students shapes through a kinesthetic manner.  
• I will teach the students colors through a visual approach.  
• I will take anecdotal notes on student's learning of Spanish while they are learning through kinesthetic and visual approaches.  
• I will put the Spanish color words next to the English color words in our classroom as a visual reminder.  
• I will make signs with the different shapes and their corresponding Spanish names on them. They will be placed around the classroom. |

<table>
<thead>
<tr>
<th>Week 5</th>
<th>March 21-25</th>
</tr>
</thead>
</table>
| • I will teach the students the days of the week through a song (auditory approach).  
• I will introduce the different specials (gym class, music class, library, art class) through a visual approach.  
• I will make additional signs for our specials and their times using the Spanish vocabulary that the students were taught.  
• I will make signs for each day of the week, using the Spanish vocabulary, and each day students will have to tell me which day it is.  
• I will take anecdotal notes on student's learning during different times when visual or auditory strategies are used to teach the Spanish vocabulary. |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>March 28-April 1</th>
</tr>
</thead>
</table>
| • I will start organizing and analyzing my data.  
• After all of my lessons have been taught I will implement a student survey asking students how they felt about learning Spanish, if they wish to continue learning Spanish, if they taught anyone the Spanish they learned, etc. |
Appendix B: Annotated Bibliography

Annotated Bibliography


This source was extremely beneficial while researching how to assess what learning styles my students were. This website provided several sample learning styles tests, which were appropriate for elementary students. I used these samples for guidance while I created my own learning styles assessment, which would better fit my class. Having no prior experience with assessing learning modalities, this source was extremely insightful when creating my own learning styles test.


This is a website that offers printable worksheets and activities for a variety of topics from Spanish to United States History. I used several of the activities found on the website to reinforce the Spanish vocabulary that students had learned. The Spanish activities on the website are “kid friendly” and are appropriate for beginning Spanish learners, which made them perfect activities for my first grade students.


This article addresses the importance of learning a second language, but from a perspective that I had not originally thought about. The author believes that an increase in proficiency will make the United States a safer country. The author also believes that students would benefit from learning a second language because they would gain respect for and knowledge of diverse cultures. Learning a second language is so valued by the author that he stated that learning a second language is a "necessary life skill". Originally when thinking about the benefits of teaching students a second language, I too thought it would be beneficial for students to learn about other cultures, but it never crossed my mind that an increase in proficiency would make the United States a safer country. This article benefited my inquiry because initially I was viewing the benefits of learning a second language from more of an academic standpoint, but this article opened my eyes to other benefits that I had not considered.

This source was beneficial to use for my inquiry because not only is it pertaining to second language acquisition, but it also takes into account the different learning styles. Reading this journal was insightful while researching and provided me with important background knowledge in regards to second language acquisition and the learning modalities, which are commonly touched upon. After pointing out that second language instructors often favor several learning styles, the author suggests several steps, which can be taken in order to address the needs of all students learning the second language. This information was extremely important since I was teaching Spanish for the first time, as well as targeting specific learning modalities for the first time.


While researching, prior to implementing Spanish lessons, I stumbled upon this blog. The website includes blog entries written by administrators of the website as well as Spanish teachers and general education teachers. Originally I was looking for Spanish lesson ideas, but I was surprised to find an entry called “Easy Spanish Learning Activities for You and Your Kids”. In this entry the author suggests five different types for teaching children Spanish. Of those five tips two of the rules pertained to targeting specific learning modalities while teaching Spanish. What I found most helpful was an additional tip, which suggested keeping learning fun while teaching students Spanish. This tip helped guide me while I created my lesson plans. Usually when you think of teaching an academic topic you think of a formal lesson, but the blog entry emphasized that it is “important to keep things fun in order to foster students’ interest”. The blog also said that “play based learning” is a great way to make learning Spanish easy for kids. Because of the information that I read on this blog I attempted to create Spanish lessons that would appear to be more like a game to students rather than a lesson.


*Bilingual Bingo* is a teacher resource book, which includes themed bingo boards with pictures as well as the corresponding Spanish and English words. Themes ranged from shapes to food to classroom objects. This was a perfect activity for my inquiry because it was an engaging activity and students were already familiar with the format for the game. It was also beneficial because it targeted not only one learning modality, but two. Visual learners would benefit from seeing the picture along with the Spanish vocabulary word and auditory learners would benefit from hearing me call each of the Spanish vocabulary words.

This particular journal was extremely useful prior to planning my Spanish lessons, which targeted auditory learners. The authors discussed how using songs to teach students Spanish would combine something that students enjoy doing while providing a natural way to teach students Spanish vocabulary. I had picked out a song about the days of the week that I planned on teaching students while targeting auditory learners. I was very familiar with the song, but this journal provided me with other important things to think about while introducing and teaching students the song. Reading this journal was also helpful because it helped me realize the benefits of using a song to teach students Spanish vocabulary rather than other auditory methods like having students repeat words back to me. Before reading this journal I was strictly thinking about teaching my students vocabulary, but this journal opened up my eyes to the importance of pronunciation and morphological or syntactic patterns.


This blog helped spark ideas for the bulletin board that I created in my classroom. While teaching Spanish and trying to figure out how I could integrate Spanish into the classroom, one thing that I realized was that if I put visuals around the classroom it did not take time away from any of the other subjects we were learning, but it was still reinforcing the vocabulary students had learned. While I was excited about creating a Spanish themed bulletin board, displaying the vocabulary we learned, I was worried that students would look at the bulletin board for about a week, but then quickly forget about it. Before creating my bulletin board I researched and found this teacher blog. On the blog a teacher said that you can spend hours creating a bulletin board, but if they do not serve a purpose or are not meaningful they will do nothing more than take up space on the walls. This same teacher then suggested creating interactive bulletin boards and showed different examples. This led me to me creating my own interactive Spanish bulletin board in my classroom. Students thoroughly enjoyed changing the days of the week and the “specials” on the bulletin board and it became a morning routine in our classroom.


This website was helpful because it gave me background knowledge on the three different learning modalities, which I targeted. It was important to have a strong understanding of each of the modalities so that I would be able to successfully target the intended modality during my Spanish lesson. This website not only informed me of what each of the modalities was, but it also provided me with
several tips to use while teaching students with these three specific learning modalities. The website also pointed out things that might be more difficult for students that learn best through the three modalities. This was something I did not originally think about. Initially I was thinking of what I should do in order to target each of the modalities, but I had not taken into consideration things that I should not do. This was something that I took into consideration later on when I began planning and implementing my Spanish lessons.


This was another helpful source to review before teaching students a Spanish song. The website gave step-by-step instructions for things to think about while introducing a new song. I later used these steps while introducing the days of the week song. There were also suggestions for conversation after teaching students the song, such as asking students if any of the Spanish vocabulary sounded similar to other words they knew. Originally I had just planned on teaching students a Spanish-English song to help teach them the Spanish content, but I did not think about making connections in order to help teach them the content. During our conversation after learning the song students were able to make several connections to both English and Spanish words. These connections helped students remember the Spanish vocabulary words within the song. Reading information from this website helped strengthen my Spanish instruction.
Appendix C: Student Pre-test

Look at the English words below and write re-write the word in Spanish.

- ten _______________
- five _______________
- Sunday ____________
- two _______________
- four _______________
- orange _____________
- eight _______________
- brown ______________
- red ________________
- circle ______________
- pink________________
- trapezoid ___________
- white ______________
- rhombus ____________
- Tuesday ____________
- yellow ______________

Look at the Spanish words below and re-write the word in English.

- siete _______________
- verde ______________
- tres _______________
- sábado _____________
- jueves _____________
- hexágono __________
- siete ______________
- nueve _____________
- morado ______________
- miércoles __________
- cuadrado __________
- rectángulo __________
- uno _________________
- azul _________________
- cinco _________________
- octágonos ____________
Appendix D: Student Survey #1

Name __________________________ Date _______________

1. I can remember names if I _________________________.
   hear them          see them on a nametag          write them

2. I am the best at math when I _______________________.
   talk out problems count with my fingers use flash cards

3. When reading a story I understand it better when I _________________.
   look at pictures act the story out listen to the story aloud

4. Most of my free time is spent _______________________.
   reading playing sports talking to friends

5. When learning something new I like _______________________.
   to hear the teacher explain how to do it
   watch the teacher show me how to do it
   try to do it on my own first
6. I would rather go to ______________.
   gym class art class music class

7. If you were at a birthday party, what would you remember the next day?
   the faces of the people
   the names of the people
   the things that you did
Appendix E: Student Survey #1 Results

1. I can remember names if I _____________________.
   - hear them
   - see them on a nametag
   - write them
   | 4 | 13 | 1 |
   - 6

2. I am the best at math when I _____________________.
   - talk out problems
   - count with my fingers
   - use flash cards
   | 1 | 13 | 5 |
   - 7

3. When reading a story I understand it better when I _____________________.
   - look at pictures
   - act the story out
   - listen to the story aloud
   | 11 | 2 | 4 |
   - 10

4. When listening to a song I _____________________.
   - sing along
   - dance along
   - listen to the words and beats
   - 6

5. Most of my free time is spent _____________________.
   - reading
   - playing sports
   - talking to friends
   | 4 | 12 | 5 |
   - 10

6. When learning something new I like _____________________.
   - to hear the teacher explain how to do it
   - watch the teacher show me how to do it
   - try to do it on my own first
   | 7 | 10 | 4 |
   - 12
7. I would rather go to ____________.
   gym class  art class  music class
   15  5  1

8. If you were at a birthday party, what would you remember the next day?
   1. the faces of the people
   3. the names of the people
   17. the things that you did
Appendix F: Lesson Resources

la biblioteca
la clase de musica
la clase de arte
la clase de gimnasia
Appendix G: Anecdotal Notes

3-3-11 - While I was out of the classroom, Mrs. Bryan called a table by the number in English and he asked, "Why did you do that? It's table uno."

- Used Spanish numbers during transitions - "I'm going to count down to 0 in Spanish. When I get to 0, tip toe to your seat." 3-3-11

- 5 in the sky w/ Spanish #s. I counted and kids clapped along w/ correct # of fingers. 3-3-11

- 3/3/11 - taught 0-10 @ MM - had pictures w/ stars placed in order on the board - had a word bank with matching words in no specific order - I matched them. Sometimes students helped me - we then went thru and repeated.
them together - kids then did this again and we put the corresponding # of fingers up - also had numerical # next to name

3-4-11 Mrs. Bryan called table 1 and said or table uno - "I am done with counting"

3.4 - after introducing Spanish a student went on an online translator and put in animals, numbers, colors, and other things. She said she liked learning Spanish during sharing.

3/4/11 - tentatively ID'ed a N.M. - had pictures with girl bleeding on table. He told us he was a soccer game - I worked with same student last week we met new name - Juan and shorter.
3-16 - We were grouping shapes. We had to put them in groups based on the shapes' characteristics. McKenna and [name redacted] called the triangles the *tresa* groups b/c it had three sides and squares, rhombuses, and rectangles the *cuatras* because it had 4 sides.

3-18 - at the end of the day, we were lined up ready to leave and he said *Adios Amigos*.

3-22 - [name redacted] named her quilt *Triangulo* quilt. She asked me if we could learn the pledge and GW pledge in Spanish. She taught days and asked how to say today is in Spanish.
3-23 - and asked how to say gold and silver in Spanish.

3-24 - asked if he could have a list of the words we've learned so he can share it with his family.

- students noticed the colors on crayons are also written in Spanish.

3-31 - we were working on long o and I asked for examples, students said - ocho, cuarto, cinco - as they got excited and tried thinking of all the Spanish words w/ long o.
4-11. brought in my first 100 words in Spanish for sharing
Appendix H: Student Survey #2

Name __________________________

1. Did you like learning Spanish?

[Smiley face]  [Neutral face]  [Sad face]

2. Do you want to learn more Spanish?

[Smiley face]  [Neutral face]  [Sad face]

How did you feel each day when I told you we would be learning new Spanish words?

[Smiley face]  [Neutral face]  [Sad face]

Did you like using Spanish when changing stations?

[Smiley face]  [Neutral face]  [Sad face]

Did you teach anyone that is not in our class, any Spanish that you learned?
(Circle one)

Yes                  No

If you did teach someone a Spanish word, who was it?

When we learned Spanish what helped you the most?
(circle one)
Looking at the posters
Repeating the words after Miss Greimel
Writing or drawing the words or shapes
Appendix I: Student Post Survey Results

1. happy  
   blank  
   sad
   0  1  1

2. happy  
   blank  
   sad
   3

3. happy  
   blank  
   sad
   1

4. happy  
   blank  
   sad
   4

5. yes  
   no
   10

6. who  
   sister-mom-dad-friends-brother

7. modalities
   visual
   auditory
   kinesthetic
   8  9  11
Appendix J: Parent Survey

Dear Room 17 Families,

Recently I have been teaching our students a selection of Spanish vocabulary words. The data that I have collected will be shared as part of an inquiry presentation at the annual Professional Development School Inquiry Conference on April 30th. The vocabulary words included: colors, numbers, shapes, days of the week, and the “specials” that they attend at school. The students have shown an overwhelming interest in learning Spanish, and I am curious to see if that interest has been apparent at home. I would greatly appreciate it if you would answer the few questions below and return this form to me by April 13th. Thank you very much for your help, it has been my pleasure working with you and your child.

Sincerely,
Britlyn Greimel

1. Have you heard your child say any Spanish vocabulary words at home or mention anything about learning Spanish?
   Yes                     No

2. If yes, could you please list the Spanish words that you heard your child say or anything that they mentioned about learning Spanish.

3. Do you think that it is important for children to learn a second language?
   Yes                     No

4. If yes, what language would you like your child to learn? Why?

5. Does your family speak a language besides English at home? If yes, what language is it?
Appendix K: Returned Parent Surveys

Dear Room 17 Families,

Recently I have been teaching our students a selection of Spanish vocabulary words. The data that I have collected will be shared as part of an inquiry presentation at the annual Professional Development School Inquiry Conference on April 30th. The vocabulary words included: colors, numbers, shapes, days of the week, and the “specials” that they attend at school. The students have shown an overwhelming interest in learning Spanish, and I am curious to see if that interest has been apparent at home. I would greatly appreciate it if you would answer the few questions below and return this form to me by April 13th. Thank you very much for your help, it has been my pleasure working with you and your child.

Sincerely,
Britlyn Greimel

1. Have you heard your child say any Spanish vocabulary words at home or mention anything about learning Spanish?

   Yes  No

2. If yes, could you please list the Spanish words that you heard your child say or anything that they mentioned about learning Spanish.

   Colors, numbers. She already knows those from Dear the Explorer. She has been singing the Days of the Week song.

3. Do you think that it is important for children to learn a second language?

   Yes  No

4. If yes, what language would you like your child to learn? Why?

   Spanish or French, with a competitive job market and changing demographics in the U.S., knowing a 2nd language puts you at an advantage.

5. Does your family speak a language besides English at home? If yes, what language is it?

   No. Our older daughter has taken German for the last 3 years and my husband travels to Japan, so he knows quite a bit of Japanese but English is the only constant language at home.
Dear Room 17 Families,

Recently I have been teaching our students a selection of Spanish vocabulary words. The data that I have collected will be shared as part of an inquiry presentation at the annual Professional Development School Inquiry Conference on April 30th. The vocabulary words included: colors, numbers, shapes, days of the week, and the “specials” that they attend at school. The students have shown an overwhelming interest in learning Spanish, and I am curious to see if that interest has been apparent at home. I would greatly appreciate it if you would answer the few questions below and return this form to me by April 13th. Thank you very much for your help, it has been my pleasure working with you and your child.

Sincerely,
Britlyn Greimel

1. Have you heard your child say any Spanish vocabulary words at home or mention anything about learning Spanish?
   
   Yes  No

2. If yes, could you please list the Spanish words that you heard your child say or anything that they mentioned about learning Spanish.
   
   She likes it, she learned & remembered a
   Rojo, azul, cuatro, cinco, siete, ocho, much
   Miércoles, jueves, martes, viernes, diez

3. Do you think that it is important for children to learn a second language?
   
   Yes  No

4. If yes, what language would you like your child to learn? Why?
   
   Spanish. I think it is extremely important to be exposed to different languages early. I strongly believe elementary schools should offer it.

5. Does your family speak a language besides English at home? If yes, what language is it?
   
   No.
Appendix L: Post Test

Name ____________________

Use the word box below to complete each sentence. Write the correct word on the line.

| verde | triángulo | lunes | diez | la clase de arte |

1. A shape with three sides is called a ________________________.
2. We have ______________________ fingers.
3. Mrs. Scaltz is our teacher for ____________________________.
4. Grass and broccoli are the color ____________________________.
5. On ______________________ we go to library.

Draw a line matching the English word to its matching Spanish word.

6. yellow viernes
7. square la biblioteca
8. Friday cuatro
9. four amarillo
10. library cuadrado

11. _____
12. _____
13. _____
14. _____
15. _____
**Appendix M: Post Test Results**

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<th>Spanish Word</th>
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<tr>
<td>lunes</td>
<td>diez</td>
</tr>
<tr>
<td>la clase de arte</td>
<td></td>
</tr>
</tbody>
</table>

1. A shape with three sides is called a _______.
2. We have _______ fingers.
3. Mrs. Scaltz is our teacher for _______.
4. Grass and broccoli are the color _______.
5. On _______ we go to library.

---

<table>
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<tbody>
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<tr>
<td>square</td>
<td>la biblioteca</td>
</tr>
<tr>
<td>Friday</td>
<td>cuatro</td>
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<td>four</td>
<td>amarillo</td>
</tr>
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<td>library</td>
<td>cuadrado</td>
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<th>Word</th>
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<tr>
<td>12</td>
<td>circle</td>
</tr>
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<td>Sunday</td>
</tr>
<tr>
<td>14</td>
<td>ocho</td>
</tr>
<tr>
<td>15</td>
<td>gym</td>
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Appendix N: Classroom Visuals