



## Mis ahorros

**One of my favorite things about back to school is getting to know my students... and with upper levels, getting to know them better! I do card talk in level 1 and then we talk about what we did over the summer "card talk" style in level 2. In level 3 and 4, I don't want the beginning of the year to feel exactly the same as it did in level 1 and 2!**

**This "getting to know you more" activity is a great way to kick off level 3 or 4 with a twist! It also digs a little deeper, since we are working with upper level students, and addresses one of the UN's sustainable development goals and addresses the UN's Universal Declaration of Basic Human Rights!**

### **SDG 8 -**

Promover el crecimiento económico sostenido, inclusivo y sostenible, el empleo pleno y productivo y el trabajo decente para todos.

### **Declaration of Basic Human Rights:**

#### **Artículo 23**

- Toda persona tiene derecho al trabajo, a la libre elección de su trabajo, a condiciones equitativas y satisfactorias de trabajo y a la protección contra el desempleo.
- Toda persona tiene derecho, sin discriminación alguna, a igual salario por trabajo igual.
- Toda persona que trabaja tiene derecho a una remuneración equitativa y satisfactoria, que le asegure, así como a su familia, una existencia conforme a la dignidad humana y que será completada, en caso necesario, por cualesquiera otros medios de protección social.
- Toda persona tiene derecho a fundar sindicatos y a sindicarse para la defensa de sus intereses.



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I learned about Circling with Balls (now called Card Talk) from Ben Slavic. It has been a great way to start the year and introduce a lot of new language slowly, and in an engaging context. My older students don't need quite such a slow re-introduction into the year so I find that this talk about savings is just the quick refresher for their listening ears!

Day 1 I have students do the mis ahorros activity on page 3. Students draw 2-3 things they might like to save for in the future. We will revisit this sheet later in the week so they won't use the lines at the bottom until then! After they have drawn in the things they would like to save for, choose any student and hold their sheet up for the class to see. Ask questions about this student's drawings.

Ex. The student has drawn a car.

Clase, ¿para qué ahorrará (I write this word on the board in Spanish in blue and English in red) Caden? Sí, ahorrará para un carro. ¿Por qué necesitará Caden un carro? Ohhhh... necesitará un carro para ir al trabajo. ¿Dónde trabajará? You can continue asking questions to the class or to Caden until you have some basic information about each of his drawings. I spend about 5 minutes on each student. When I see that Trey is also saving for a car, I make sure to go back and review Caden's drawing... Clase, ¡Trey ahorrará para un carro! ¿Otra persona ahorrará para un carro? ¡Sí! Caden y Trey ahorrarán... ¿qué significa ahorrarán con N? Sí, significa THEY will save... para un carro.

If I spend about 5 minutes per student (plus our song of the week) I usually make it through about 8 kids in a class period. In my 48 minute periods, I need 2.5 days to get through everyone.

Day 2: Continue talking about students

Day 3: Finish talking about students. After I've talked about the last student, I will allow students about 5 minutes to doodle any extra things they heard from their classmates that they would like to save for. I will give them a quick pop-up that to say "I will" they just change the á to é and I will ask them to write about what they will save for and why. After the discussions we've had, they always have a lot to say.

I am going to follow this up with Kristy Placido's [FREE Kiva Microfinance](#) unit this year. I want students to see what people around the world are saving for!



# Mis ahorros

¿Para qué ahorras? Dibuja las cosas para las que quieres ahorrar en el cerdito.



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