

1. INTRODUCTION Play Spanish music as the students enter the room, and greet them by saying ¡Hola! Take attendance and review the classroom responsibilities.  
\*Activity: Start class by singing the Greetings Song. Have everyone standing and using hand gestures.
2. Conversation Element- Have the students sitting on the floor in a circle. Review the past conversation questions they have learned by having volunteers present the questions and answers in the front of the room. Then teach the students *¿Cuántos \_\_\_ tienes?* and the response *Tengo \_\_\_*. Use the family vocabulary this week by asking how many siblings or cousins they have. For example one student would ask *¿Cuántos hermanos tienes?* and the response could be *Tengo dos hermanos*. To make this more fun have the students pass a ball, maraca, or stuffed animal around the circle.
3. Review counting to ten in Spanish together as a class by reading a Contar Cheerios and have students count cheerios in individual bags. Use the cheerios to teach the students numbers 11-15. If they are excelling at the numbers, feel free to challenge them to learn numbers 11-20.  
\*Activity: Play a game with dice. Bring in dice and have all of the children sit in a circle on the floor. Roll the dice and ask one student to count the number of dots in Spanish. Keep rolling the dice and going around the circle until each child has had a chance to answer. -For the older students, you can make it a competition between two students to give the correct Spanish number of the dice the fastest. Encourage positive reinforcement by asking the class *"¿Clase es correcto?"* And have everyone respond, *"sí, es correcto."*
4. Sit in a circle and as you introduce each greeting and goodbye vocabulary word and have the students repeat after you. Do this to teach the remaining vocabulary: *hasta luego, hasta pronto, chau, nos vemos, y hasta la vista*.  
\*Activity: Play the Backward/Forward Game, which is described on page 3 of the curriculum guide.
5. Teach the song Diez Amigos sung to the tune of "10 Little Indians." The lyrics can be found on page 31 of the curriculum guide.  
\*Activity: Another fun song to have the students listen to would be Cuenta from the "Sing, Dance, Laugh, and Eat Tacos" CD. You can give the students notecards with the numbers and have them hold their numbers high when they hear it in the song.
6. MERIENDA (Snack and Culture Time) Have the students sit on the floor facing you as you talk about your culture lesson for the day they should quietly eat their snack. Remember to review *por favor* and *gracias* while handing out the snacks. Teach them *"de nada"* as a response to *gracias*. Remember to review your newsletters for the nota cultural ideas and to use visuals with these lessons. If you plan on using your own, which is encouraged, make

sure to edit your newsletters accordingly. Morning classes will not need snack time. After snack is over, let the students know this will be the bathroom break time where they can get a drink of water and throw away their garbage. This should be the only break for leaving the classroom in order to avoid future disruptions, so remind them to take advantage of the time. If some students are not finished with their snacks, ask them to put them in their backpacks for later. Make sure to supervise the students in the hallways.

7. La Familia- Review the past family vocabulary by singing the Mi Familia song and the Family Countdown song, which can be found on page 47 of the curriculum guide. Teach primo, prima, primos. Emphasize the difference between gender and plural words. (Once you teach this concept allow students to guess words. Example: If you teacher primo is boy cousin ask the class what they think the word for girl cousin would be.) To reinforce the vocabulary have the students repeat after you. To make this more fun have the students use different voices like a whisper, high pitched voice, or a loud voice.

\*Activity: Ask the students to bring Show and Tell pictures to class next week of their family members. You can also bring a picture of your family to show them as well. A reminder will also be in the newsletter.

\*Activity: Read one of the Stories from page 47 of the curriculum guide.

8. Review the Spanish alfabeto from A-K by playing the Eliminator game, which you can adapt from using numbers to using the alphabet. This activity is described on page 27 of the curriculum guide. Then teach the letters L-P.

\*Activity: Play the "Alphabet Song" from the 'Sing, Dance, Laugh, and Eat Tacos Volume 2' CD and have the students sing along. In the next weeks as the learn the song better you can have them march to it.

\*Activity: Play the Name game from page 60 of the curriculum guide. You can also show them some of the Hispanic names from page 63. If the students want, you can assign them a Spanish name or have them choose their own and practice asking and answering ¿Cómo te llamas? Me llamo\_\_\_\_\_.

9. CLOSING Sing the Adiós Amigos song to the tune of 'Frere Jacques' at the end of class as the students are cleaning and packing up. This song is on page 6 of the curriculum guide. Hand out the newsletters and have the students say good bye to you in Spanish before they leave. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

10. Extra activities if there is more time...

- Play a game of Hangman found on page 10 of the curriculum guide. This will only work for the older students who can read. Remember to review before the game.
- For the younger students you could play a game of Bingo using the Spanish letters of the alphabet.