

1. **INTRODUCTION** Sing the Greetings Song and the Hola Marta Song as the students enter the room, and greet them by saying ¡Buenos días or Buenas tardes! Take attendance and review the classroom responsibilities.

\*Activity: Sing the Weather Song with gestures and the students standing. Show the weather wheel and ask the students ¿Qué tiempo hace hoy? Have volunteers answer in Spanish and move the weather wheel to point to the pictures that represent the phrases.

2. Review the conversation lesson from last semester of "¿Cuántos años tienes?" by singing the song ¿Cuántos años tienes tú? with the lyrics below. Use puppets to demonstrate the question and answer. Let the students know you can vary the same question by asking about body parts. For example, "¿Cuántas piernas tienes?"

¿Cuántos años tienes tú? (Sing to the tune of "London Bridges")

¿Cuántos años tienes tú, tienes tú, tienes tú?

¿Cuántos años tienes tú?

Tengo \_\_\_ años. (seis, siete, ocho, nueve, etc.)

\*Activity: Have the students sit in a circle and pass the puppets, a ball, or maraca around to practice asking and answering the questions. You can also have the students pair up to ask and answer the questions with puppets.

3. El Cuerpo- Review the body parts "cabeza, hombros, rodillas, piernas, y pies" and teach "la cara, los ojos, las orejas, la boca, y la nariz" by pointing to them and having the students repeat after you. It would also be a great idea to draw a picture of a person on the board or bring one in to point to the body parts. It would be fun to bring in age appropriate images like Dora the Explorer for the younger kids or High School Musical characters for the older kids and teach or review body parts by pointing to the body parts on the picture.

\*Activity: Sing the "Cabeza, hombros, rodillas, y pies" song to the tune of "Head, Shoulders, knees, and toes" with the gestures. The lyrics can be found on the newsletter and page 32 of the curriculum guide and on last week's newsletter.

\*Activity: Do the Mi Cara activity from page 29 and 36 of the curriculum guide. Have the students draw and label his or her face. Feel free to make this a more creative art project by bringing in buttons, sequins, beads, or yarn for the students to add to the pictures. Keep the drawings and on the last day, have the parents find the self portrait of their children. (Remember that all activities are 5-7 minutes. If this activity takes longer, continue it next week or have the students bring home their pictures to finish there.)

4. **MERIENDA** (Snack and Culture time) Be sure to follow snack and culture time guidelines. Remember to review por favor, gracias, and de nada with the students. You can use the culture topic noted on the newsletter and below to discuss with the students, or feel free to add your own specific discussion topic. It is encouraged to bring in visuals, play traditional music, and really have fun with this part of the class.

- Show the students a map of the earth to see how it is divided into hemispheres and how the seasons are actually the opposite. So, when it is summer in the United States, it is winter in Uruguay. Ask follow up questions like, "¿Qué tiempo hace en Argentina ahora?"
5. El Tiempo- Review all past weather phrases and introduce "Está nublado" by showing gestures and flashcard pictures. Have the students repeat after you while mimicking the action.
- \*Activity: Teach and sing the weather and seasons chant with gestures. For example: When you say Nieva galore at the end have the students pretend to make snowballs and throw them at each other. This will also be on this week's newsletter.
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|-----------------|----------------|
| En la primavera | llueve mucho   |
| En el verano    | hace sol Hey!  |
| En el otoño     | hace viento    |
| En el invierno  | nieva "galore" |
6. Las Estaciones- Review all the seasons by showing pictures that represent them. As you show the pictures ask the students, "¿Cuál es la estación aquí?" and "¿Qué tiempo hace en \_(season)\_?" Teach the question "¿Cuál es la temperatura?" and possible answers. Have the students *levanta la mano* and call on them for the answers. You can reward them by giving them a high five and saying "Dame cinco" for correct answers.
- \*Activity: Do the Chile Weather Report activity from page 22 and 24 of the curriculum guide. Discuss the various weather conditions in the country by showing the students a map of the country and pictures. Have the older students pair up and give a weather report for the three different regions. During the weather report activity, review words like temperatura and grados. For the younger students, you can have them work in groups of three to draw pictures representing the different weather of the regions and share their pictures to the other groups. Use visuals or give the students the opportunity to draw images for their weather reports.
7. La Ropa- Teach the clothing items "el sombrero, el suéter, la falda, los zapatos, los pantalones, y los pantalones cortos" by bringing in the actual clothing and having the students repeat after you. For example: Hold up or wear el sombrero and say "Llevo un sombrero. I am wearing a hat. Clase repite por favor, sombrero."
- \*Activity: Use the items above to play the Bag of clothing game from page 39 of the curriculum guide. Put the items at the front of the room in bags or piles. If you can bring in two of each item, have the students in two teams. As you call out an item in Spanish have the students race to get the correct item. To make this more fun you can even have them dress up in the items you call. To combine lessons you can also review the colors of the clothing and what season they should be worn in. Example: Call out *invierno* and the students need to pull out a clothing item that would be worn in the winter.
8. **CLOSING** Sing the Adiós Amigos song or play Spanish music at the end of class as the students are cleaning and packing up. Hand out the newsletters, and have the students say "chau" to you in Spanish before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

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

- Play a game of Pictionary to review various Level II topics like the weather, clothing, and body parts. Draw on the board an object that represents one of their new vocabulary words and have the students *levanta la mano* to guess the correct Spanish word. For example, you could draw a picture of a sun to represent *hace sol*. It is also fun to have this as a competitive game where there are two teams. Assign a word and quietly whisper it into the ears of two students (one from each team). Each player draws the image at the board and whichever team calls out the correct answer first wins.
- Play Simón Dice or Evil Simón Dice found on page 29 of the curriculum guide. Use a variety of topics like body parts, colors, numbers, and clothing. For example: "Toca la boca", or "Toca los pantalones", or "baila por cinco segundos", or "toca algo rojo".