

1. **INTRODUCTION** Greet all the students with "Hola" and "Buenas Tardes" or "Buenos Días" as they enter the classroom. When all the students have entered the room, have everyone stand to sing the Greetings Song and Los Colores Song with gestures. Take attendance and have the students respond with "presente". Review the classroom responsibilities. Feel free to ask a few students, "cómo estás" to review that concept.
*Activity: Sing the Weather Song standing with gestures. 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. Feel free to incorporate review of seasons and clothing. Example: ¿Qué llevas cuando hace frío?
2. The conversation practice should be progressive each week and comprehensive. Review the conversation lesson of using "cuántos". Example: Hold up various objects of a certain color and asking "¿Cuántos rojos hay?" with body parts "¿Cuántos dedos tienes?" This will create total conceptual learning. You can also have students pair up or ask for volunteers to present entire conversations using phrases such as, "¿Cómo te llamas?" and "¿Cómo estás?"
3. El Cuerpo- Review the body parts by having the students stand and sing the 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. Sing each line first and then have the students repeat the first time through, and then have them sing it all together the second time through. For the body parts not included in the song, review by quizzing the students. For example: Point to your brazos.
*Activity: After introducing the new vocab with pointing to a picture/poster/or to actual body parts, play the Body Connections game from page 29 of the curriculum guide.
*Activity: Make a Cuerpo Gigante from page 31 of the curriculum guide. Use a large roll of paper and divide the class into two groups. Have one person from each group lay on the paper. Trace the child and have the groups work independently to color and label the body parts. Make sure they specify the colors. Have each group "introduce" their person to the other group using some of the introduction conversation vocabulary. Example: Mi amigo se llama Rosa. Tiene dos ojos cafés, una boca rosa, etc.
4. Los Colores- Review *los colores* by holding up colored construction paper and having the students call out the Spanish colors. Hand out the papers to the students, some colors may be repeated. Play the Los Colores song (Track 4) from the Sing, Dance, Laugh, and Eat Tacos CD Volume 1. Have the students hold up their color when they hear it in the song.

*Activity: For the older students, use the Los Colores Crossword Puzzle on page 10 of the curriculum guide and write the boxes and clues on the board. Make it an interactive game by having the students take turns guessing letters to start out. Then challenge them to use the clues to guess the Spanish words. Another great game would be to play Hangman using the color words.

5. **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. 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.
 - Remind the students of the self portraits they made of their faces last week. Self portraits are a very common form of artistic expression. Frida Kahlo is one of the greatest Mexican artists who primarily painted self portraits. Discuss more information about Frida and show the students pictures of her and some of her paintings. You can print off some of her paintings and her portrait from the internet. A great children's book to find in the library and read with your children would be Frida by Jonah Winter.
6. El Tiempo- Review all past weather phrases by singing the weather chant with gestures from last week. The lyrics are also on this week's newsletter.

*Activity: Teach and sing La Araña Chiquita to the tune of the Itsy Bitsy Spider. Have the students make the gesture of the spider climbing or hold up pictures of the rain and sun. The lyrics can be found on page 16 of the curriculum guide or on this week's newsletter.

*Activity: Play Around the world using pictures of the weather and seasons on flashcards. For the older students, you can challenge them by using the Spanish words instead of pictures.
7. Los Animales- Teach the animals "el perro, el gato, el pez, el pájaro, y la mascota" by using colorful pictures or stuffed animals to represent the animals. Have the students repeat the new vocabulary after you. Another fun way to introduce these is to act out the animal in the front of the room and have the students guess which animal it is. For example: if the animal is *perro* then you would bark. The class will say dog, and then you can follow up by saying "clase la palabra para dog es perro. The word for dog is perro." Then the class can repeat. Follow this by asking what color the animals are.

*Activity: Read the Story from the curriculum book starting on page 57 titled La Familia Martinez Visita Los Galapagos. Make sure to show the students a map of where the islands are found off the coast of Ecuador.

*Activity: Have the students draw one of the animals from today's lesson in the Mi Mascota paper from page 51 of the curriculum guide. For the older students, have them write the Spanish word of their animal under the picture. If there is time have the students present their mascotas and discuss the colors of each animal.

8. La Ropa- Review the clothing items "el sombrero, el suéter, la falda, los zapatos, los pantalones, y los pantalones cortos" and teach "la camisa, la camiseta, el vestido, y la chaqueta" by bringing in the actual clothing and having the students guess the Spanish word for the item while you hold it up. You can also ask for a volunteer to come up to the front of the room and pointing to his or her clothing and saying *¿Qué es esto?* For example: He or she could point to their pants and then the class would need to call out "pantalones".

*Activity: Play the Guess Who game from page 39 of the curriculum guide. Make sure to use descriptions that focus on the clothing vocabulary covered in class as well as review colors by adding the color description of the clothing. Focus on important questions like "¿Quién tiene los pantalones azules?" and "¿Quién lleva la camisa negra?"

9. **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 goodbye 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.
10. Extra activities if there is more time...
- For the older students, play a game of hangman using the Spanish vocabulary covered in class so far like colors, clothing, animals, and weather phrases. Draw a "gallows" on the board and choose a word or phrase. Write the number of blanks that correspond to the word/phrase. Example: The phrase is *el vestido morado* you would write 15 blanks on the board. Students will take turns guessing the letters in Spanish. It would be a great review to recite the Spanish alfabeto with the students before the activity.
 - For the younger students, play a variation of the game I spy. As you call out a color in Spanish have the students find an object in the classroom of that color and touch it. Example: If you call out *negro* they can run to the chalkboard and touch it. You can also add the clothing items they are wearing as well.