

1. INTRODUCTION Sing the Greetings Song and Saludos Song from page 6 as the students enter the room, and greet them by saying ¡Hola! Take attendance and review the classroom responsibilities.
2. Review Spanish questions and answers such as: asking your name, how you are feeling, and where you are from by using posters or flashcards. Have volunteers act out the Spanish questions and answers. You can also use puppets from previous family activities or the younger students can pass a ball or maraca around a circle.
  - \*Activity: Play the Rhythm game to reinforce the conversational elements. This activity is described on page 4 of the curriculum guide.
3. Introduce "¿Cuántos años tienes?" by singing the song ¿Cuántos años tienes tú? on page 6 of the curriculum guide. After this great review of introductions, have the students color a picture and fill in the spaces of the Introductions Page to share more about themselves to each other. This is on page 16 of the curriculum guide. Once the students are finished, have them come to the front of the class and introduce themselves and explain their picture. Promote enthusiasm and self esteem by having all students respond, "mucho gusto" after each presentation. You can also then say "aplauzo" and have the students clap. Save these to have the students present to their parents at the parent showcase.
4. ¡Los Números!- Review numbers 1-20 by having the students count along as you do exercises together. For example count to diez while doing jumping jacks, then count to veinte while doing push ups or sit ups. More ideas for these ejercicios are on page 38 of the curriculum guide. Teach the multiples 30-100 by using flashcards and having them repeat after you. You can also review by playing mata la mosca, the eliminator game, or around the world.
  - \*Activity: Play Bingo with the grid on page 36. Feel free to have the students randomly fill in the numbers they know. Call out the numbers in Spanish. Five in a row or four corners wins the game. Have the students that win call out the numbers in Spanish that they had. For markers you can bring in M&M's, skittles, or cheerios to make it more fun. Have the students wait to eat them until after the game.
5. MERIENDA (Snack and Culture time) Follow the regular snack guidelines. Review por favor, gracias, and de nada as you hand out the snacks. You can use the culture topic noted on the newsletter and below to discuss with the students. There is also an extensive list of topics on page 72 and 73 of the curriculum guide. 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.
  - Explain the difference between mamá y papá vs. padre y madre. Also, the word for potato is papa. This is very similar to the word for papá, which is dad. This will help reinforce why accents are so important in Spanish- They wouldn't want to call their dads potatoes!

6. La Familia- Review all of the family vocabulary, using flashcards to quiz the students and see how much of the vocabulary they remember. It would be great if you could find one of the books from page 47 of the curriculum guide at the library to share with the students. If the students are excelling feel free to challenge them with more of the optional advanced vocabulary. You can also expand on differences between gender, plural words, and formal vs informal.
  - \*Activity: Have the Show and Tell. Have any students that still have pictures to present show the class.
  - \*Activity: Sing the Mi Familia song on page 47 of the curriculum guide.
  
7. Teach the vocabulary Señor, Señora, y Señorita by showing magazine pictures of people who represent the words. Review the informal vs formal lesson.
  - \*Activity: Formal vs. Informal Person Drawing- Have the students draw un amigo on one side of paper and draw la mamá del amigo on the other side. When the drawings are finished, call out a formal or informal phrase. The students must turn their drawings over so that the teacher is talking to the 'right' individual.
  - \*Activity: Hold up a magazine with age appropriate pictures and familiar images and have the students guess "tú" or "usted". Example for the younger students show a picture of Dora the Explorer= "tú"; the President= "usted". For the older students, use pictures of pop culture celebrities like Hannah Montana.
  
8. Review the Spanish alfabeto by singing the Alphabet Song from the CD. Teach the letters U-Z with a poster or the letters written on the board. Teach the students how in Spanish the letters b and v share the same sound and give some examples. This completes the alfabeto! Review with the students by playing a game of Alphabet Race from page 60 of the curriculum guide. You can have the teams stand at the board in front of the room to write the answers as well.
  - \*Activity: Review the SANCHO song as well.
  
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 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...
  - iBrilla!- Have the students all stand by their desks/chairs. Give the class a simple word in Spanish like "Hola" or "Adiós". The class will go one by one giving each consecutive letter of the word to spell it. For example, the first student says "hache", the next says "o", and so on. After the word is done, the next person says "iBrilla!" You will need to give the students another word to spell. This game will work better with the older students.
  - Papa Caliente- Have the students sit in a circle and pass a potato or ball. Put on Spanish music and when you stop the music the person left holding the potato must answer a question that you ask in Spanish. Feel free to cover a variety of Level I material covered so far.