

1. **INTRODUCTION** Sing the Greetings Song as the students enter the room. Greet them by saying ¡Bienvenidos a la clase! Take attendance and review the classroom responsibilities. Sing the Hola Marta Song and substitute students' names into the song for Marta and have them respond with how they are feeling, similar to last week.

2. Conversation- Review the conversation lesson from last semester asking and answering "¿De dónde eres?" and "Soy de____." Use puppets to demonstrate the question and answer or pass around a maraca or stuffed animal and have the class practice asking and answering the question. Be sure to have the students repeat after you to reinforce learning. It may be fun to have a map and point out various locations. You can let the students make up where they were from to make it more fun. For example, "Soy de Costa Rica." You can do this by bringing in a globe and spinning it. Students can put their fingers down when the globe stops spinning and then say they are from wherever their finger lands. You can add an additional Spanish component to this by telling the students the country's name in Spanish. Example: If the student lands on the United States you can say, "Los Estados Unidos."
 *Activity: Have the students form pairs and use puppets to ask and answer "¿De dónde eres?" and "Soy de____." Feel free to challenge the students to have a complete conversation using other phrases from last year. Instead of puppets students can use this as an "acting" opportunity and ask and answer the question with silly voices and imaginary places.

3. Los Colores- Sing the Los Colores song from last week to review the all the colors. Point to a poster with the colors on it as you review each individual color. Teach the remaining colors "rosa y negro" by showing objects that represent the colors and have the students repeat after you.
 * Activity: Use the circling activity from page 3 and 11 of the curriculum guide to review the colors and numbers in Spanish. Feel free to let the students work in pairs with one sheet per group. Before starting the activity, review the colors by showing the markers and crayons and reciting the Spanish colors. Count to 20 with the students repeating after you. For the older students, challenge them with the higher multiples up to *cien*. For the activity, call out a number and color in Spanish. Have the students work together to circle the correct number with the color called. Example: cinco rojo- circle the number 5 with a red crayon.
 *Activity: As an alternate activity you can have a Colors Race. Break the class into two teams and give each a piece of paper with the name of the colors on it. (For the non-readers be sure to include sample of each color next to the word.) Students must then race around the room and find as many objects of each particular color. When students have exhausted the possibilities sit in a circle and ask (in Spanish) how many objects of each color the students found. Check their answers by counting the



objects together as a class and then asking, "¿Clase es correcto?" Be sure to set ground rules before starting the game.

4. **MERIENDA** (Snack and Culture time) Be sure to follow snack and culture time guidelines. Remember to review *por favor, gracias, y 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.
 - **iBesos y Abrazos!** (Kisses and Hugs) In the Hispanic culture people greet each other very differently. Most often when women see each other they kiss on the cheek. Men will also kiss women on the cheek and give their friends big hugs. Even when people meet for the first time they will often kiss!
5. **El Tiempo**- Review the weather concepts from last week by saying, "Vamos a repasar el tiempo. We are going to review the weather." Hold up a picture or flashcard of a particular weather scene and ask, "¿Qué tiempo hace?" Have the students guess. After reviewing all past weather phrases, introduce "llueve" and "nieva" by showing gestures and having the students repeat after you while mimicking the action or showing pictures.
 - *Activity: Use the weather wheel to review the weather phrases and ask "¿Qué tiempo hace hoy?" Sing the Weather song with gestures. Have a volunteer answer the question with the weather of the day.
 - *Activity: Play the weather bag game described on page 14 of the curriculum guide with pictures found on page 17 of the curriculum guide. Put the pictures into the brown paper bags and have the students line up in teams in front of the bags. As you call out a weather phrase one member from each team will race to be the first one to pull the correct picture from the bag.
 - *Activity: For the younger students, have them create a Weather mobile. This is described on page 14 of the curriculum guide. Use brightly colored construction paper and yarn to piece together pictures of a snowflake, a rain drop, and a sun.
6. **Las Estaciones**- Review all the seasons by showing pictures that represent them. Have the students repeat the words after you. Teach the question *¿Cuál es tu estación favorita?* And the possible answers to the students. You can also quiz the students on what weather occurs in the different seasons. For example: *¿Qué tiempo hace en el verano?*
 - *Activity: Do the maraca shake activity to practice the conversation element of "¿Cuál es tu estación favorita?" Have the students pass a maraca or ball around a circle to practice asking and answering the question.
7. **El Cuerpo**- Teach the body parts "cabeza, hombros, rodillas, piernas, y pies" by having all the students stand up. Point to each body part as you teach it and have the students repeat after you.



*Activity: Teach and sing the "Cabeza, hombros, rodillas, y pies" song to the tune of "Head, Shoulders, knees, and toes". The lyrics can be found on the newsletter and page 32 of the curriculum guide.

*Activity: Play Simón Dice described on page 29 of the curriculum guide. Review the regular rules of the Simon Says game with the students. Begin by saying "Simón dice toca la cabeza." or just "toca la cabeza." Once the students understand the game, speed up the commands until only one player is left. The winning student can become the next Simón or receive a sticker.

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 "nos vemos" 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 Around the World with color flashcards and pictures to represent the weather. For the younger students, have the cards colored or with pictures without words. For the older grades, mix words and colors to initiate word and color/picture recognition. Have one child stand next to the desk of another child, and hold up a flash card. Whichever child yells out the correct color or weather phrase first, wins. Move to the next desk/child and you repeat this game until one student has "gone around the world." This activity is listed on page 4 of the curriculum guide.
 - For the older students, play Mata la Mosca with the weather and seasons from page 27 of the curriculum guide.