

- INTRODUCTION** Play Spanish music like tracks 6 and 7, "Vamos al zoológico" and "Vengan a ver mi granja", from the Sing, Dance, Laugh, and Eat Tacos CD Volume 1 as the students enter the room. Greet them by saying ¡Hola! Take attendance and have the students say "presente." Review the classroom responsibilities.
 - *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.
- To review the past conversational topics, have the students sit in a circle and play the Rhythm game. Everyone starts the rhythm by alternately slapping their thighs and clapping their hands- slap/clap/slap/clap. Chant the rhyme then point to a student to respond in Spanish with the answer. Feel free to add new elements into the rhyme. Feel free to substitute this activity by using volunteers to practice the comprehensive conversational review by using puppets.

Teacher: This is a game, this is a game, this is a game where you say your name. Points to student- student says, "Me llamo _____."

Teacher: This is a game and you're not done until you tell me where you're from. Points to student- student says, "Soy de _____."

Teacher: This is a game and now it's time to tell all of us that you are fine. Points to student- student says, "Estoy bien."
- El Cuerpo- Review the body parts and teach "el pelo, el estómago, los dientes, y la lengua" by singing and dancing to the Baile Loco. It is ok that they may not remember all of the body parts since you will be demonstrating what body part to "put in". It would also be a great idea to draw a picture of a person on the board or use a poster to point to the body parts.
 - *Activity: Create the Persona Divertida from the activity described on page 31 of the curriculum guide. Have each student in the class separately draw an assigned body part. Then bring the pictures together to see the final results and call out the body parts in Spanish.
 - *Activity: Feel free to continue the Cuerpo Gigante project from last week if not complete.
 - *Activity: Play the bag activity with the body parts vocabulary. Example: Create little clip art pictures of each body part and copy it two times and put them into bags. Each team then races to pull out the correct picture when you call out the word.
- Los Colores- Review the colors by holding up pictures of animals and saying ¿De qué color es el gato? for example. For the older kids, bring in age appropriate images from magazines and ask what color hair, eyes, etc. are. Example: Point to a picture of Winnie the Pooh or Clifford and ask ¿De qué color son sus ojos? This is a fun way to use visual aids to combine the lessons of colors, body parts, and animals.
 - *Activity: Sing the Los Colores song to the tune of "Frere Jacques".
 - *Activity: Play the Art contest from page 4 and 9 of the curriculum guide. Say a color in Spanish and have the children begin drawing in that color. Keep yelling out new colors. Each time you say a new color they have to switch their crayon to that color. When you say, "Basta" they must stop and hold up their drawings. Verify the students' understanding by having them show their pictures and point out the various colors in Spanish.

*Activity: Divide the class into two teams, and have one person from each team come to the front of the room and face the board with his or her eyes closed. When you say, "listo" the students can turn around. You can be holding up a piece of paper of a particular color. Whichever player says the correct color first scores a point for his or her team. Each week this game can be made more complicated adding clothing items, animals, body parts, etc. Example: If you show a picture of blue pants and the student must say, "pantalones azules" If they only know one of the words they score half a point, for example.

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. 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.

- Discuss how people make animal sounds differently in other languages. In Spain, for example, a dog doesn't say bow-wow, but "guau-guau." Birds don't say chirp-chirp they say, "pío, pío." The rooster says, "cu-curru-cu-cú" instead of cock a doodle doo! Also talk about the strange foods that are eaten in different countries. For example: Guinea pig is really common in Ecuador and grasshoppers in Mexico, as are ant eggs mixed with "huevos" in Mexico.

6. **El Tiempo**- Review all past weather phrases by singing La Araña Chiquita and the Weather and Seasons chant. Quiz the students on the weather and seasons by showing pictures and having the students call out the weather phrases while making the gestures.

*Activity: Play the Bag of clothing game listed on page 22 of the curriculum guide. This time yell out a season or weather phrase and the child will need to race to put on the appropriate clothes. For example: If you call *el verano* or *hace sol*, the students would look for flip flops or sunglasses. This is a great review and combination of weather, seasons, and clothing topics.

7. **Los Animales**- Review the animals by showing the Mascota pictures from the previous week and having the students guess what the animals are in Spanish. Teach "el caballo, el cerdo, la vaca, el pato, y el conejo" by playing a mini game of Pictionary. Example: Start by drawing el caballo. Once the students guess what animal you are drawing "horse", tell them "sí es el caballo. Repite clase." Feel free to have the winner or a volunteer come up and draw the next animal.

*Activity: Teach and sing Señor Lopez had a Granja to the tune of Old McDonald. The lyrics are on page 49 of the curriculum guide and on this week's newsletter. Make sure to hold up pictures of the animals as you sing the song.

*Activity: Divide the class into two groups. Have two large pieces of paper for the students to draw on. Have one group draw a farm setting with the farm animals. Have the other group draw a jungle setting with the other animals. After giving them 5 minutes to work as a team creating the picture have the groups present their pictures to each other. Help them to describe the animals in Spanish. Example: "Este es el pato."

*Activity: Play Pato, Pato, Pavo, which is described on page 48 of the curriculum guide. Have the students make a circle and choose one child to be the "ducker". This student will walk around the circle tapping the other students on the head while saying, "pato." When he or she says, "pavo", the person he was tapping at the time gets up and chases the ducker around the circle. The ducker tries to make it

back to the circle before getting tagged. If he/she does, the child sits down and the new student is the ducker. You can change it around and use other animals too like- "ivaca, vaca, caballo!"

*Activity: Stories- Check your library for the books listed on this week's newsletter to share with the students in class, as they are great practice for the children's comprehension skills.

8. La Ropa- Review the clothing items "el sombrero, el suéter, la falda, los zapatos, los pantalones, los pantalones cortos, la camisa, la camiseta, el vestido, y la chaqueta" and teach "los calcetines, los guantes, la blusa, y los anteojos del sol" by bringing in the actual clothing and having the students repeat after you. You could also bring in pictures to represent the items.

*Activity: Play the Match up game from page 39 of the curriculum guide. Using the clothing items that you brought in to teach the lesson, place them around the room and have signs with the Spanish words to match the items. Have the students get into two teams. Place the cards on the incorrect items and then have the students work together to quickly match the Spanish word cards with the clothing items. Then reset the room and see how fast the next team can do it. This would be a great activity for the older students who can read the cards. For the younger students, the activity will need to be orally done. For example, have the items scattered throughout the room and call out each item one at a time to have the teams work together to find the clothing and bring them to you. See which team can find all the items the fastest!

*Activity: Introduce the conversation question "¿Qué llevas hoy?" by using puppets, stuffed animals, or pictures to demonstrate the question and answer. Then have the students stand or sit in a circle. Have them toss a ball around the circle randomly and ask each other the question.

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...

- Play a game of Papa Caliente to review the various topics covered so far this semester. Bring in a potato or ball and have the students sit in a circle. Put on Spanish music and have the students begin passing the potato around the circle. When you stop the music, the person holding the potato must answer a question. For example, "What is the Spanish word for dog?" or a harder question, "¿De qué color es tu camisa?"
- For the older students, draw one of the crossword puzzles from the curriculum guide or part of one on the board. Example: El cuerpo crossword from page 33 of the curriculum guide. Start with number one down, and tell the students the clue is "mouth". Then have them *levanta la mano* if they know the answer. Then let the student write the letters in the puzzle up on the board. This is a great way to turn a worksheet into a fun interactive game for the whole class to enjoy!
- Feel free to play other games such as Bingo, Calk Walk, Jeopardy, or Musical Chairs.