

- 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 Hola Marta Song with gestures. Take attendance and 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. Also sing La Araña Chiquita or Weather and Seasons Chant. 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: ¿En qué estación hace calor?
- 2.** Introduce the conversation question "¿Cuál es tu color favorito?" by using pictures or a poster to demonstrate the question and answer. Make sure to review the colors before the activity. To do this review use picture flashcards or a poster and have the students repeat after you. Remind the students of other questions that are very similar such as: ¿Cuál es tu estación favorita? And ¿Cuál es tu animal favorito?
* Activity: Have the students pair up and ask each other the question. Then in a large group have the students share their partner's answer. Example: Azul es el color favorito de María. Another way to review and reinforce this concept is to have the students sit in a circle and pass a ball. Whoever passes the ball must ask the question, "¿Cuál es tu color favorito?" and whoever catches the ball must answer, "Mi color favorito es _____." This can also be varied using the questions mentioned above.
- 3.** El Cuerpo- Review all the past body parts by singing the Baile Loco or Cabeza, hombros, rodillas y pies. Be sure to have all of the class standing and use movements and gestures to create a dynamic review. Teach "la espalda y el cuello" and any other body parts not in the songs by pointing to them and having the students guess the Spanish word. 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: Play Mata la Mosca with the drawing on page 35 of the curriculum guide or a different poster or drawing of a person. This time, call out a body part and have the children point to the body part on the picture. You can vary this activity by having the players come to the front of the room. When the teacher calls the body part out loud, the first player to point to the correct body part the first, scores a point for his or her team.
*Also, if your class has been working on the Cuerpo Gigante, you can add the new body part labels that you learned in class today. Be sure to save the project to show off at the last day fiesta!
- 4.** Los Colores- Review the colors by singing Los Colores to the tune of "Frere Jacques" while holding up colored construction paper as you hear each color in the song. Play a quick game to quiz the students on their colors. As you call out a color in Spanish for example "rojo" the students should quickly find and touch something in the room of that color. You can have them work individually or in teams scoring points.

*Activity: Teach and sing the Más Colores song from page 6 of the curriculum guide and this week's newsletter.

*Activity: Make a Color Collage as described on page 3 of the curriculum guide. Bring in old magazines and have the students cut out as many pieces of single colors as they can. Have several pieces of poster board labeled with the Spanish colors. The students then should paste their cut outs on the correct poster board. You can keep and display these poster boards at the fiesta for their parents to see.

*Activity: Divide the class into two teams. One player from each team comes up to the front of the room and each is given a box of crayons and a piece of paper. Whisper or show a piece of paper with the words (depending on the age of the students) of a color and an animal. The players must then draw the animal and color it. The player then holds up his her or drawing for the teammates to guess. Whichever team guesses the correct animal and color wins a point. Example: Teacher says "Perro negro" and the kids must draw and color a black dog. This game can be varied each week to incorporate other concepts too like clothing. Ie: Pantalones azules and the students draw pants and color them blue. This may also be a great time to introduce briefly how colors go after the animal in Spanish. Instead of Pink Pig in Spanish we say Pig Pink-Cerdo rosa, etc.

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.

- Talk about Mariachis and play some of mariachi music for the class. Show the students colorful pictures to describe what Mariachis wear like the charros or typical suits. Mariachis usually wear large sombreros, short jackets, white shirts, and bow ties. Some of them wear serapes or capes over their jackets. Use page 42 of the curriculum guide to teach the students the Mexican Hat dance. If they like the dance maybe you can perform it for the parents at the fiesta. (You can use the internet to find pictures and print them off to bring in for the class to get a great visual.)

6. Los Animales- Start off the animal review by singing Señor Lopez Had a Granja from last week. Have pictures of animals posted up at the board. Ask volunteers to come to the front of the room and point to the pictures of the animals as you sing them in the song. Continue the animal review by playing a shorter version of Charades. Ask volunteers to come to the front of the room. Whisper an animal vocabulary word to them and have them act it out for the class. Have the class guess the name of the animal and be sure to reinforce by having the whole class repeat the word out loud together. Teach "el ratón, el serpiente, la tortuga, el mono, y los animales" by using pictures of animals glued or taped onto colored squares of paper. Use the pictures to combine lessons of colors and body parts with the animals. Example: ¿De qué color es el ratón? ¿Cuántos pies tiene el perro?

*Activity: Sing Señor Lopez had a Granja from last week while holding up the pictures of the animals in the song.

*Activity: Play the Telephone Game using animal sounds and the Spanish words for the animals. Have the students sitting in a circle with pictures of animals displayed in the middle.

Start by whispering the name of an animal in Spanish to one student. Then he or she will pass the sound the animal makes around the circle as a secret. When it has gone around the circle the last student guesses what the animal is- in Spanish. This is a great quiet game to play with chatty groups.

7. La Ropa- Review all clothing items by having actual clothing items in the room. Have volunteers pick a clothing item and model it, while the class calls out the Spanish word for the item. Teach "el serape, el traje de baño, y el traje" by bringing in the actual clothing items or pictures to represent the items and having the students repeat after you.

*Activity: Do the En La Moda activity from page 40 of the curriculum guide. Have the students pretend that they are at a fashion show. Use the clothes that you have brought in to teach the lessons for them to wear over their clothes or they can simply model their own. Have a few students be the announcers and the others be the models. Bring in fun music and have them walk down the runway! As each student walks, have the announcers describe their clothes. For example: "Maria lleva una blusa azul con pantalones negros. Ella lleva calcetines blancos y los zapatos negros." This will be a fun review of the clothing and colors!

9. To combine the lessons of body parts and animals play a review activity of Guess What. Bring in cut outs of animal body parts from magazines or clip art. Then with the cut outs mixed together, have each student pick out of the mixture and guess what animal and what body part the picture represents. This is a great way to use the idea from the José Mira worksheet on page 54 and make it into an interactive activity. With the older students, use complete sentences to describe the animals after the students have figured out the body part and animal. For example: "Es un pájaro. Tiene dos piernas."

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 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.

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

- Play with Play Dough! Have the students each with a ball of play dough or clay. Then you can call out an animal or clothing item in Spanish and have the students try to create it. You can also review Level I topics by having them construct numbers or alphabet letters. Also, make sure to talk about the different colors of the play dough. Then each student can try to make the shape with the play dough and say it out loud. Young kids love clay and play dough and this is a great interactive hands-on activity to help them learn.
- Use a Mr. Potato Head doll to review the body parts. Then play a relay race game with the doll. Have the students stand in a line. As you call out a body part in Spanish the first student in line will race to put the part on Mr. Potato Head. Continue the activity until it is all put together.