

1. **INTRODUCTION** Play Spanish music or sing some of the past songs the students have enjoyed from class. If you have maracas or sombreros bring them in to use while singing. Ask each student as they enter the room, "Cómo estás?" Take attendance and review the classroom responsibilities. Tell the students about the fiesta/parent showcase on the last class, but wait to hand out the invitations until the end of the class. Discuss the various activities and songs the class will be presenting to their parents.

\*Activity: Sing the Weather Song standing with gestures. Show the weather wheel and have a volunteer come up to ask "¿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 estamos? ¿Cuál es la estación en Argentina?"

2. Review various conversation components, by first demonstrating the conversation yourself with puppets at the front of the room or have two volunteers to come up to demonstrate the conversation for the class with puppets, as well. A good example of the conversational review is at the back of the Level I curriculum guide. If you don't have a Level I book, you can start with greetings and then follow with various questions such as "¿Cómo te llamas?", "¿Cómo estás?", "¿Cuántos años tienes?" and "¿De dónde eres?" After the demonstration, then have a skit prepared for the students to present at the fiesta. Rehearse these questions and answers next week and right before the fiesta to ensure success. For example: All students rehearse Me llamo\_\_\_\_. Mi color favorito es\_\_\_\_. Mi estación favorita es\_\_\_\_. They can have pictures that go along with this and each student can come up to the front of the room to present. A student or you can then ask the questions. For the older students, write the questions on the board for reference. For the younger students you may need to go question by question with you giving an example and then having them repeat.
3. El Cuerpo- Review all the past body parts by singing Cabeza, Hombros, Rodillas, y Pies and pointing to the body parts while singing. Continue to review the rest of the vocabulary by using a picture of a person on the board or a poster to point to the body parts. Have the students call out the Spanish words as you point to the body parts. To reinforce learning have the class collectively repeat the vocabulary that they don't remember as well.

\*Activity: Sing the Baile Loco from last week standing in a circle and using gestures. You can also challenge students by playing Simón Dice. You can start off as the Simón, but then encourage student volunteers to take turns acting as Simón.

\*Activity: Play the Body Connections game again to review the body parts. This is described on page 29 of the curriculum guide.

\*\* Note: If you have been working on the Cuerpo Gigante you can use it as review. To add a funny and visual aspect to the review, you can also have a student volunteer come up to the front of the room and as you say a body part individual students can come up and put a sticky note on the body part of the "model."

4. Los Colores- Review the colors by singing Los Colores to the tune of "Frere Jacques" and the Más Colores song from last week while holding up colored construction paper as you hear each color in the song or pointing to pictures on a poster. For the older kids, review and quiz the students by playing a game of Around the World with the color squares.
  
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.
  - Share with the students that children in Mexico often drink chocolate with breakfast. They stir it with a special utensil called a *molinillo* which is held between the palms and rotated back and forth. Teach the students the song that goes with this tradition. During the chorus of this rhyme, children rub their palms together and pretend to "stir" the chocolate with a *molinillo*. (Feel free to add this song into the newsletter for the students to practice.)
 

*Bate, bate, chocolate,  
 tu nariz de cacahuete.  
 Uno, dos, tres, CHO!  
 Uno, dos, tres, CO!  
 Uno, dos, tres, LA!  
 Uno, dos, tres, TE!  
 Chocolate, chocolate!  
 Bate, bate, chocolate!  
 Bate, bate, bate, bate,  
 Bate, bate, CHOCOLATE!*
  
  - Other culture note: Show the students Nicaragua on the map. Discuss with them that Nicaragua has the only fresh water lake in the world with sharks in it. The Nicaraguans call Lake Nicaragua, "the sweet sea." This is because the lake has everything that makes up a sea, but the salt! Show them a picture of a shark and have them repeat the Spanish word, *tiburón*, after you. If you can, find some pictures of the lake on the internet to bring in to show the students. They love visuals! If you can find pictures of Nicaraguan children, bring those in as well. Students love to see pictures of children of similar ages.
  
6. El Tiempo- Review all past weather phrases and seasons by showing pictures and having the students call out the Spanish vocabulary while making the gestures.
  - \*Activity: Play the Weather charades game from page 14 of the curriculum guide.
  
7. Los Animales- Review all past animals by using colorful pictures or stuffed animals to represent the animals. Have the students call out the Spanish words and repeat the words they don't remember.

\*Activity: Teach and sing La Cucaracha from page 49 of the curriculum guide and this week's newsletter. Show a picture of a cockroach while singing the song. Encourage the students to stand up and dance to make this more fun.

\*Activity: Play the Slap Jack Game. Have pictures of animals on different cards. Have the students in smaller groups each with a set of these cards. When you call out an animal on the pictures in Spanish, the first student to slap the correct picture wins the point. (You can also use these small cards to have the students play "Go Fish" to reinforce animal vocabulary during this or another class.) You can also vary the Slap Jack Game make it a large group activity similar to Mata La Mosca. Tape the pictures up at the board and divide the class into two teams. One person from each team comes up to the front of the room and faces away from the board. As you say the name of an animal in Spanish, the students need to turn around and try and slap the correct picture. Whoever slaps the correct one first, scores a point for his or her team.

8. La Ropa- Review all past clothing items by bringing in the actual clothing items or pictures to represent the items. Hold up the items and have the students call out the Spanish words. Have the students repeat after you for the items they don't remember.

\*Activity: Play a game of La Tienda. Have the students split into two or three groups depending upon the size of your class. Give each group a set of notecards with the clothing items written in Spanish that they will need to pick out at the store. For the younger students, you will need to orally tell them what their shopping list items are. Set all the clothing items up on "display" in the room. You will play the cashier, as the students have found all of the items on their shopping list you will check them off to see if they have matched the correct Spanish vocabulary from the shopping list with the items in the store. This is an example of turning the worksheet from page 45 of the curriculum guide into an interactive game. (You can also bring in pretend money and put price tags on the items for the older students to review numbers in Spanish.)

9. To combine the lessons of animals and body parts show pictures of different animals. Use the pictures to talk about the color of hair and eyes. You can also talk about how many body parts there are. Example: "¿Cuántas piernas tiene?" or "¿De qué color son sus ojos?" Choose one of the activities below and keep the projects to display to the parents at the fiesta.

\*Activity: Cut pictures of animals out of magazines and have them divided into three parts- head, stomach, and legs. Then mix them up and have the students piece them together. Or you can do the Super Silly Secret Monsters activity from page 31 of the curriculum guide. This way the students will draw the three different parts of the body creating secret monsters! Have the students present and point out the body parts and animals in Spanish. Keep these crafts and hang them in the room during the Parent Showcase at the last week of class.

\*Activity: Another variation would be to have each student start with a blank piece of paper. Tell them to draw a body part of any animal they choose, starting with the head. Then after the students have drawn the first body part have them pass their papers to the right. Then they will have a different drawing and will continue to draw the body. Have the students draw the neck, shoulders, and stomach of whatever animal they want, and it can be different from the head of the animal already on the paper. Then have the students pass the paper again to the right and draw the arms and legs of whatever animal they choose. So, the drawings could have, for example,



a lion's head, a pig's body, and a cow's arms and legs! To reinforce the vocabulary, hold up each picture for the class and go over the name of each animal included in the picture together.

10. **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 fiesta invitations. Have the students say goodbye to you in Spanish before leaving. Encourage them to use different goodbyes each week like *nos vemos*, *adiós*, *hasta luego*, and *hasta la vista*. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.
  
11. Extra activities if there is more time...
  - Play the Weather Bag Game or Clothing Bag game. Have flashcards with pictures representing the weather phrases in the paper bags or use clothing items in piles in the front of the room. The game is described on page 14 of the curriculum guide. The students will be divided into teams. The first person in line will race to find the correct picture or item that matches the Spanish word you call out. You can include pictures of animals, colors, and body parts to make it a complete review game.
  - Play Bingo using a basic grid with empty boxes about 5 by 5. Have an *espacio libre* in the middle. Let the older students write in the Spanish words they choose from a selected list of Level 2 vocabulary that you have created and written on the board. Have the younger students draw pictures of animals and use colors in their boxes. Five in a row or four corners can win the game. You can use M&M's or Skittles as markers to review the colors. Make sure to have the winners read off their answers in Spanish.