



Theme: Introductory Questions and Greetings

Time Span: 4 weeks, minimum

Level I

Core Vocabulary:

¿Cómo te llamas?	Me llamo _____.
¿De dónde eres?	Soy de _____.
¿Cómo estás?	Estoy muy bien, bien, más o menos, mal, muy mal.
¿Cuántos años tienes?	Tengo _____ años.
Hola	Adiós
Buenos días	Hasta luego
Hasta la vista	Hasta pronto
Buenas tardes	Chau
Buenas noches	Nos vemos
Señor	Gracias/muchas gracias
Señora	De nada
Señorita	

Optional Vocabulary:

Yo	Mi amigo/mis amigos
Tú	él/ella
Usted	Ustedes
¿Cómo se llama Ud.?	Mucho gusto
¿Cómo está Ud.?	igualmente
¿De dónde es Ud.?	
¿Cómo se llama ella?	Ella se llama _____.
¿Cómo se llama él?	El se llama _____.



Notas Culturales

- Teach the difference between formal and informal speech.
- Talk about all the places in the world that speak Spanish, including the U.S.
- Discuss how while many people in the U.S. will shake hands when they meet, that it is common in Latin American countries to kiss on the cheek (once, twice, or three times, depending on the region), embrace, lightly take the other person's hand, or any combination of those things.



- ¡Qué Onda! Just as we have slang greetings in English, Mexicans also have slang greetings. *¿Qué Onda?* is very popular among young people and translates loosely as "What's up?"

Activities Chart

Listed below are some suggestions for activities and their appropriate age levels.

Activity	k-2	3-4	5-8
Forward/Backward Game	x	x	x
Rhythm Game	x	x	x
Juego de Conversaciones		x	x
Palabra Scramble		x	x
Luz, Cámara, Acción	x	x	x
Formal/Informal person drawing	x	x	
Performance		x	x
Maraca Shake	x	x	x
Story - Ana Says	x	x	
Introductions	x	x	x
Mata la mosca	x	x	x
¿Cómo estás?	x	x	x
Hangman		x	x
Buenos Días	x	x	x
Marionetas	x	x	x

An explanation of the activities is listed below and on the following pages:

Forward/Backward Game - Have the students stand in a line facing you. Say either a greeting or a goodbye in Spanish. If you say a greeting, students should remain facing you. If you say a goodbye, they should turn away from you. You may vary the game by playing it as an elimination game or a speed game.

Introductions- Get to know your students by having them fill out the introduction worksheet on the page included. Have each student come to the front of the class and introduce themselves and explain their picture. Promote enthusiasm and self esteem by having all the students respond, "*Mucho gusto*" after each presentation. You can then say "*aplauso*" and have the students clap. Save these to hang around the room on the last day fiesta.



Story Time-Read the story *Ana Says* to the class. It explains situations where it is best to use formal hellos and goodbyes verses familiar ones. It has a "memory test" at the end to verify comprehension.

Mata La Mosca- Write the various vocabulary (words and phrases) on the board. Divide your class into two teams. Call one person from each team up to the board and give each player a fly swatter. Have the contestants turn away from the board with their hands behind their backs. Call out a word or phrase in English. The first student to "swat" the correct word or phrase in Spanish scores a point for his or her team. You can vary this by writing the words in English and calling out the phrases in Spanish.

Maraca shake-It is important that you are either introducing or reviewing a new conversational phrase each week. A fun way to do this is to bring in a maraca and have your students sit in a circle. Introduce the question and then the answer. Example: ¿De dónde eres? Soy de _____. Have the students pass around the maraca, asking and answering the basic question. The repetition will insure that the students really remember the phrases. (Variation: You can also pass a ball or a stuffed animal.) This is a great exercise to do every single class, as it encourages the students to both ask and answer questions.

¿Cómo estás?-Print off the attached face pictures and laminate them or glue them to a poster board. At the start of every class go around the room and ask each student, "¿Cómo estás?" Have the students point at the face that relates best to how they are feeling and then have them say their feeling in Spanish. Example: "Estoy bien." Then have the whole class repeat "bien." This is great reinforcement of these feeling words.

Rhythm game - This activity allows students to use rhythm to memorize Spanish phrases. Have the students make a circle with the teacher in the middle. Everyone starts the rhythm by alternately slapping their thighs then clapping their hands - slap/clap/slap/clap/slap/clap. The teacher chants the rhyme then points to a student who responds in Spanish with the answer.

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 _____."

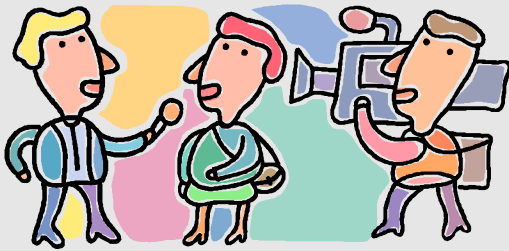
Teacher: This is a game and you're not done until you tell me where you're from.
Points to student - student says, "Soy de _____."

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."

Teacher: This is a game and I'm so sad to hear how your day has gone so bad.
Points to student - student says, "Estoy mal."



Variations - Instead of only one student responding, the teacher may point to four consecutive students to answer the same question, one right after the other. Also, the teacher can mix up the prompts and speed up the game, eliminating students who can't keep up. **Note:** This is a great activity to do 4 weeks in a row. Each week add a different verse and build on knowledge from the previous week.



Performance-Have the children "show off" their new skills with mini interviews using introductory questions. One student will act as the interviewer and the other students will be the interviewees. The interviewer will say a greeting to a specific student. Example: Buenos días. The chosen student will then need to say the correct greeting back. Then the interviewer will ask a series of introductory questions. Example:

- | | |
|---------------------------|-----------------|
| 1. Cómo te llamas? | Me llamo _____ |
| 2. De dónde eres? | Soy de _____ |
| 3. Cómo estás? | Muy bien y tu? |
| 4. ¡Gracias! Hasta luego. | De nada. Adiós. |

You can have the children interview in pairs or small groups, as well as in front of the class. Have them alternate being the interviewer and the interviewee. This will give them practice asking and answering questions. You can also have them role play to challenge their knowledge of formal vs. informal use of the introductory questions. Adapt for any age.

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



Music Suggestions:

Saludos Songs-(Sing to the tune of "Mary Had a Little Lamb")

Hola means hello-hello-hello

Hola means hello

Hola amigos! (clapping)

Adiós means goodbye-goodbye-goodbye

Adiós means goodbye

Adiós amigos! (clapping)

Note-This is a great song to sing at the start and the end of every class—especially for the younger children.

Buenos Días song (Sing to the tune of "Happy Birthday")

Buenos días a ti,

Buenos días a ti,

Buenos días a todos,

Buenos días a ti

Hola Marta - (Sing to the tune of "Frere Jaques")

Hola Marta. Hola Marta.

¿Cómo estás? ¿Cómo estás?

Muy bien, gracias. Muy bien, gracias.

Ya me voy. Ya me voy.

Variation: You can change the Hola Marta song each day by replacing the name Marta with the name of a student in your class. Point to that student and have him or her sing back either "Muy bien, gracias" or "Muy mal, gracias."

Adiós Amigos (Sing to the tune of "Frere Jacques")

Adiós amigos, adiós amigos,

Hasta la vista, hasta la vista

Hasta luego, hasta luego,

Chau, chau, chau. Chau, chau, chau

¿Cuántos años tienes tú? ("How old are you?") (Sing to the tune of "London Bridges")

¿Cuántos años tienes tú, tienes tú, tienes tú?

¿Cuántos años tienes tú?

Tengo _____ años. (seis, siete, ocho, nueve, diez, once, etc.)



Music Suggestions Continued...

Greetings song- (Sing to the tune of "Frere Jaques")

Buenos días, Buenos días
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias
¿Y Ud.?; ¿Y Ud.?
Buenas tardes, Buenas tardes
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias,
¿Y Ud.?, ¿Y Ud.?
Buenas noches, Buenas noches
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias,
Ya me voy, Ya me voy

HINT: The Greetings Song makes a perfect way to start every class.

*You can sing the first line and have the students sing the second line back to you.
You can also add hand gestures. Example: When you say Buenas tardes show a sun moving; Buenas noches, lay your head in your hands, etc.*

Pulgarcito, ¿Dónde estás? (Sing to the tune of "Frere Jacques")

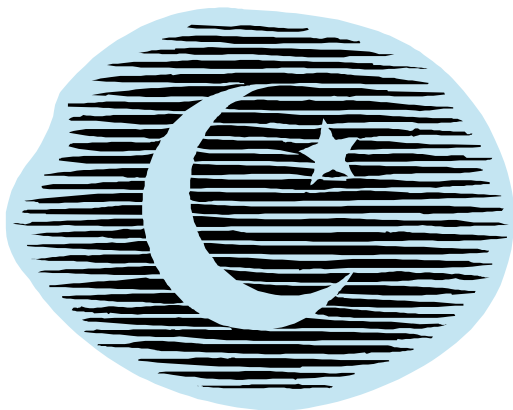
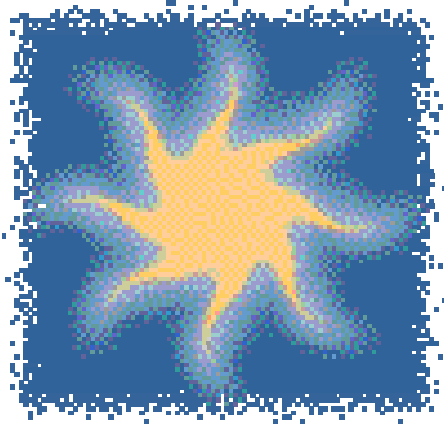
Pulgarcito, Pulgarcito, ¿Dónde estás? (Put your hands behind your back)
¡Aquí estoy! ¡Aquí estoy! (One thumb comes out and then the other)
¿Cómo está usted? Muy bien, gracias. (Thumbs pretend to talk to each other)
Ya me voy. Ya me voy. (One hand and then the other goes behind your back.)

Buenos Días, Mis Amigos-Play this song from *Sing, Dance, Laugh and Eat Tacos 2*.
Have students raise their hands or stand each time they hear "Buenos días."



Buenos Días, Buenas Tardes, Buenas Noches

Introduce these three formal greetings to your students by making posters or large flash cards of these images. Each time the students come into class tell them they need to greet you with the appropriate greeting. Hold up one of the pictures so they know which greeting to use. You can also use these flashcards in the future to play the Around the World game.





¡Juego de Palabras!

Teachers: Divide your class into partners. Copy the sentences below so that there is one for each pair. Cut the individual words so that each word of the sentence is on its own slip of paper. Put each complete sentence into an envelope and number it. Start out with sentence number one. Hand out the #1 envelope to each pair. The pairs must then work together to unscramble the sentence. The first pair to correctly unscramble the sentence first wins that round. Keep playing until all of the sentences below have been unscrambled.

1. Buenos días, Señor Martinez.
2. ¿Cómo está Ud?
3. ¿Cómo te llamas?
4. Me llamo Juan.
5. Mi amigo es Carlos.
6. ¿De dónde eres?
7. Estoy muy bien, gracias.
8. Hasta la vista, Señora Gonzalez.



After your students have learned the vocabulary you can play Hangman to review greetings, goodbyes, and basic questions. Draw a "gallows" on the board and choose a word or phrase. Write the number of blanks that correspond to the word/phrase. Example: If the phrase you chose is *Buenos días* you would write ten blanks up at the board. Students would take turns guessing the letters in Spanish. If they guess correct fill in the letter everywhere it is in the phrase. Example: If the student guessed "e" you would fill the third blank in. If the guess is correct, keep playing. If not, draw a body part on the gallows. The object is for the students to guess the word or phrase before all the body parts have been drawn and the "man is hung."

Here are some words and phrases you can use:

- ¿Cómo estás?
- ¿Cómo te llamas?
- ¿De dónde eres?
- Estoy muy bien.
- Estoy más o menos.
- Buenos días
- Hasta luego
- Buenas tardes
- Buenas noches
- Nos vemos
- Muchas gracias
- De nada
- ¿Cómo se llama Ud.?
- Mucho gusto.



¡Marionetas!

Puppets are a great tool for promoting conversation. Bring in small finger puppets. Each week as you introduce a new basic question or phrase ask for two "voluntarios" who will use the finger puppets to demonstrate the conversation in front of the class. For example: The first week introduce "Hola. ¿Cómo te llamas? Me llamo_____." The next week the volunteers will say this conversation to each other and they will add new phrases, "¿Cómo estás? Estoy bien." Each week keep adding on to the conversation.



You can also have your students make their own bag puppets:

1. Lay paper bag (sandwich bags work great) flat with the bottom facing up.
2. Use crayons, markers, or colored pencils to draw eyes, nose, hair, ears, etc. on the top part (rectangular bottom of bag when opened). Hint: You can also bring in scrap construction paper, plastic eyes, glitter and yarn to decorate the puppets.
3. Lift the face up and draw or paste in the tongue.
4. Close the face and draw an upper lip under the nose and a lower lip below the flap.

Have your students choose Spanish names for their puppets using the cultural piece on names. Then each week students can work in pairs to practice their conversational skills.