



**Theme: Numbers 0-100**

**Time Span: 4 weeks, minimum**

**Level I**

**Core Vocabulary:**

Cero	Once
Uno	Doce
Dos	Trece
Tres	Catorce
Cuatro	Quince
Cinco	Diez y seis/dieciséis
Seis	Diez y siete/diecisiete
Siete	Diez y ocho/dieciocho
Ocho	Diez y nueve/diecinueve
Nueve	
Diez	

Veinte
Treinta
Cuarenta
Cincuenta
Sesenta
Setenta
Ochenta
Noventa
Cien
Y
Son
Menos
Hay

**Optional Vocabulary:**

- ¿Cuánto cuesta(n)?
  - Dinero
  - Dólar (dólares)
  - Centavo(s)
  - ¿Cuántos años tiene tu \_\_\_?  
(miembro de la familia)
- ¿Cuántos años tienes?  
Tengo \_\_\_\_ años.
- Tiene \_\_\_\_\_ años.



### Activities Chart

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

Activity	k-2	3-4	5-8
The Eliminator Game	x	x	x
Ejercicios		x	x
Los Números Race	x	x	x
Bingo	x	x	x
Los Números con Diez		x	x
¿Cuántos Hay?	x	x	x
Pop Up	x		
Sin Sillas	x	x	x
Concentration game		x	x
Mata la Mosca	x	x	x
Count Off	x	x	x
Numbers Hunt	x	x	x
Dice	x	x	x
Muéstrame	x	x	
Number Circle	x	x	
Candy Store	x	x	x
Price is Right		x	x

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

#### The Eliminator Game

Write the numbers 0-10 on the chalkboard. Have the students repeat the words as you point to the numbers. Then have them count with you 0-10. After counting as a group, erase a number and count again. When you get to the missing number, only the class may say it. Each time through, erase one more number (or two for an advanced class) until the whole list is memorized. This can also be used for the multiples of ten.

**Pop Up Game:** This game is good for younger children. Pass out cards with different numerals to each student. Call out the numbers in Spanish, and have students pop-up and sit down very quickly in their seats, as their numbers are being called. See how fast the class can go. Students can also play the teacher in this game, calling out the numbers themselves.



**Mata La Mosca**

See explanation under the Introductory Questions section, but replace with numbers vocabulary.

**Bingo**

Use the enclosed 5x5 grid with a free space in the middle. B = 1-15, I = 16-30, N = 31-45, G = 46-60, O = 61-75. Call the numbers in Spanish. Five in a row or four corners wins the game.

**Sin Sillas (Musical Chairs without the chairs!)**—Place pieces of numbered construction paper on the floor. Put down enough construction paper for every student to have a number to stand on. (You can have more than one student on the same number, just not the same piece of construction paper. For example, you can have three kids on three pieces of construction paper that all say #4.) Explain to the students that when the music stops they are to stay on the number where they stopped. After the music is turned off, the teacher will select a number and ask who is standing on the number (ex: cinco), and those students will say their names. All students win a prize (like a sticker) when their number is called. Keep playing until all the numbers are called and everyone has won a prize. *VARIATIONS: When the music stops, have each child say what number is on the paper he or she is standing on. In the original version printed above, you can also have the students practice their introductions in Spanish when they say their names.*

**Count off**—Have two students stand up and face each other, as the other students gather in a circle on the floor around them. The first student says a number and the second student says the following number. They keep going like this until someone forgets a number. Whoever forgets first sits down and someone in the circle replaces him/her to continue the game. The object is to see who can count the highest. (You can also do this by ten's.) Example: student one says, "uno." Student two says, "dos." Student one says, "tres, etc."

**DICE**—Bring in dice and have all of the children sit in a circle on the floor. Roll the dice and ask one student to count the number of dots in Spanish. Keep rolling the dice and going around the circle until each child has had a chance to answer. Hint: Start off with one or two dice and gradually add more, as the students learn more numbers.



**Muéstrame-** Give your students a selection of blocks or crayons. Have them demonstrate they know their numbers by calling out, "Muéstrame (number)" and checking what they hold up.

**Number Circle-** Have the students sit in a circle and put their hands one on top of the other. (Each arm out to the side) The teacher starts by saying "uno" and claps the person next to him/her. Each child in the circle continues to do the same- clapping their neighbor's hand and saying the number "uno." Once you go through the circle move on to "dos." When the children know their numbers better, you can have the numbers change with each child clapping instead of each round.

**Number Hunt-** Bring in a deck of cards. Show them to the students while you practice counting in Spanish. (You can assign number values to the face cards too.) Then have all the students put their heads down while you hide the cards around the room. When you are done, have them hunt for the cards! Name each one as it's found. Once you have all the cards, count in Spanish together.

**\*Hint:** *You can make flash cards for the higher numbers for the older students.*

**Concentración-** Divide your class into pairs. Use the attached Concentración page and copy it enough times so that each pair has one. Each square should be cut into an individual card. *Note that each numeral has a Spanish equivalent and these words equal a pair.* One person starts off as the "dealer" and shuffles the cards and then puts them face down on the desk in any order. The two students take turns trying to find matches. A turn consists of turning over one card, then another. If these cards are pairs, remove them from the layout and keep them. Go again. If the two cards turned aren't pairs, that person's turn ends. Return the cards to their places facedown. Note the turned-up cards to match later.



### Notas Culturales

- ❖ Explain the difference between cien and ciento. Cien is used for exactly 100. If a person were to continue counting, cien would change to ciento...Noventa y nueve, cien, ciento uno....
- ❖ Explain "la planta baja." In the U.S., the first floor of a building is the one that is on the street level. In Mexico, the street floor (la planta baja) is an unnumbered floor. The first floor is the floor above that. Our floor number two is their floor number one.
- ❖ After completing the *Cuántos Sombreros* activity, talk about modern Mexico. This makes a great conversation to see what the children know about the Mexican culture. Explain the different lifestyles that exist there. If you have ever been to Mexico, you may want to bring in pictures. Children love to see pictures of other children their age and hear about their lives.
- ❖ Talk about how different Spanish speaking countries use different currencies. Bring in any money you have from different countries and show the children. Also, talk about their different names and values.



### Stories

*Los Cinco Patitos* por Pamela Paporone

This is a simple counting book written in rhyme. It would pair well with the song "Tres Ositos."

*¡A Contar Cheerios!* por Barbara Barbieri McGrath

Count Cheerios with the kids using this basic book, then get them more involved by having them count actual Cheerios!



## Music Suggestions

### **Diez Amigos song-(Sing to the tune of "10 Little Indians")**

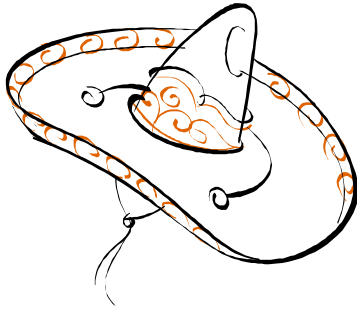
Uno, dos y tres amigos  
Cuatro, cinco, seis amigos  
Siete, ocho, nueve amigos  
Diez amigos son

### **Tres Ositos (Sing to the tune of "Three Little Monkeys Jumping on the Bed")**

Tres ositos brincaban en la cama  
Un osito cayó y lastimó su cabeza.  
Mamá llamó al doctor y el doctor dijo,  
"No más ositos brincando en la cama."  
(Repite con "Dos ositos....un osito")

*Hint- Include actions for your kinesthetic learners. Use your fingers jumping on your palm to represent the bears on the bed, put a hand up to your "injured" head, and pretend to be on the phone with the doctor! You can also jump together as a class and teach the command, "¡Salta!"*

**¡Cuenta!**-Play this song from *Sing, Dance, Laugh, and Eat Tacos*. Sing along! You can also give your students various numbers and have them hold their numbers high when they hear their number being sung.



## ¿Cuántos Sombreros hay?

There are many activities for practicing the concept of counting sombreros. Listed below are a couple of activities to use in your classroom.

**Heads Up 7-Up:** To review los números, have the students play the familiar game of Heads Up 7-Up. Bring in various hats and have all of your students put their heads on their desks with their eyes closed. While the students have their heads down, place hats on several students' heads, as to put their thumb down. Once you call "Heads up, 7-Up" the students lift up their heads and look around to see how many hats are on students' heads. The students then have to raise their hands in order to answer *¿Cuántos sombreros hay?* The student with the correct answer can be the one to put the hats on the students in the next round.

**Sombrero Stack-**Bring in as many baseball hats as you can. (You may need to borrow some or ask that your students bring in a few.) Divide your class into two teams. Give each team the same number of hats. One person from each team will kneel on the ground and will 'wear' the hats. The teams must then form lines in front of their teammate. Going as fast as they can, one person at a time will stack a hat onto the "hat wearer" on their team. The winning team is the team who stacks the most hats without them toppling over. Count the winning and losing team's sombreros out loud together.



### Notas Culturales:

- *Gora* vs. *sombrero*-Actually *gora* is the correct word for baseball hat. Bring in an actual sombrero to show your class the difference.



## ¿Cuántos hay?

Bring in various objects to count together as a class. Visuals really help reinforce learning.

**¡A contar Cheerios!** -Try to find this book from your local library and read it out loud to your class. After you have read the book and reviewed the numbers 1-10 or 11-20, give each student a small plastic bag or cup filled with Cheerios. Be sure that the bags each have varying amounts. Have the students count their Cheerios and tell you the number they have in Spanish. Once each student has the number correct, they can eat their Cheerios.

**Jar-o-Jelly Beans**-Bring in a jar filled with jelly beans (or Skittles or some other small pieces of candy.) Make sure there are not more than 100 in the jar. Pass around the jar and have each student guess how many Jelly Beans are in the jar. Go to the front of the room and ask each student one by one, "¿Cuántos hay?" Make sure they answer in complete Spanish sentences, " Hay \_\_\_\_\_ Jelly Beans." Write all the guesses on the board with the name of the student next to his/her guess. Pour out the Jelly Beans and count them out loud together. The student who guessed the closest without going over wins the Jar-o-Jelly Beans! You probably want to encourage that student to either put the Jelly Beans immediately into his/her backpack.

**Classroom Countdown**-Use the list of objects around your classroom on the following page to play the game "Classroom Countdown." Divide your class into two teams. Each team will get a copy of the list of classroom objects. The teams will have to work together to count the objects and then write the answer down in Spanish. The first team to correctly finish the countdown first wins the game. You can adapt this game for younger students by orally naming a classroom object. The teams then give their answer orally as well.





# **Classroom Countdown**

**Libros/books** \_\_\_\_\_

**Sillas/chairs** \_\_\_\_\_

**Pupitres/desks** \_\_\_\_\_

**Estudiantes/students** \_\_\_\_\_

**Ventanas/windows** \_\_\_\_\_

**Puertas/doors** \_\_\_\_\_

**Mesas/tables** \_\_\_\_\_

**Maestros/teachers** \_\_\_\_\_

**Pizarras/chalkboards** \_\_\_\_\_

**Mochilas/backpacks** \_\_\_\_\_



## Candy Store

Set up a little store in your classroom to practice numbers. You can bring in "dime store" candy and play money or pennies. Establish prices for each piece, but make sure they only include numbers the children know. Example: \$.01 or Un centavo. \$.05 or cinco centavos. This is a great way to introduce money and fun practice using numbers. You can be the clerk and the children can be the shoppers or you can choose a few students who rotate the two roles. Of course they can eat the candy when the game is done! (You can adapt the difficulty based on the grade level.)



## The Price is Right\$\$

You can make-up a little game similar to the Price is Right to practice numbers. Bring in different objects from home and have a list of "prices." Assign one or two children to play the television host and the other students are the contestants. Give the "contestants" blank pieces of paper and make sure they have a writing utensil. The show host will hold up an object and ask, "¿Cuánto cuesta?" The students will secretly write down a number for how much they think it costs. When you say "basta" the students have to hold up their signs and one by one say the amount in Spanish. Whoever has the closest amount (without going over) is the winner. You can bring in a small prize for the winners--Such as dollar store toys or stickers.