



Preschool Lesson Plan-Day 6

(Please note the material here is based on a 45 minute to 1 hour class. Therefore, it may take you two classes to cover this lesson plan. That's okay! It is very important for young children to move slowly and have a lot of repetition.)

Vocabulary words:

Gris- grey

Hombros- shoulders

Diecinueve-19

Madre- mother

Padre-father

Common phrases used in class today but not necessarily vocabulary words:

¿Cuántos?- How many?

¿De qué color es?- What color is it?

¿Quién es?- Who is it?

Words to encourage use at home: Buenos días-good morning, buenas tardes-good afternoon, buenas noches-good night

Review: Numbers: 1-18

Review: Colors-rojo, verde, azul, amarillo, morado

Review parts of the body from previous lessons

Materials to bring or things to prepare:

Include the daily materials noted in the previous lesson as well as the materials specific to Day 6:

- GREY objects in box
- Children's book(s) in Spanish
- Pictures representing muy bien, muy mal, and más o menos
- Cultural images from the intranet
- Pictures of an age appropriate family
- Objects to encourage conversation -ball, sombrero, maraca, etc.
- Doll or similar object for introducing body parts
- Materials for the Manos y Colores activity
- Large paper for El Cuerpo Gigante project with coloring utensils
- Sing, Dance, Laugh, and Eat Tacos CD
- Pictures of the family members glued onto popsicle sticks or on laminated cards

Introduction: As the students enter the room, have one of the lively songs playing from the preschool CDs. Stand at the door asking each student as they enter the room, "¿Cómo te llamas? What is your name?" Encourage the students to each respond "Me llamo____." Give the students *un aplauso* or a high five saying "Dáme cinco" for their participation. Remind the students to find their colored square and sit down on it. Continue to greet the students in this manner until they are all seated around the circle.



Greetings song: After all the students are seated around the circle turn off the CD and say, "¡Levántense!" Use gestures to encourage the students to stand up. If they do not understand you can repeat the phrase again in both Spanish and then English. Review the greetings song from the previous week. Use the song below or the song you chose to be your weekly song. If you chose the song below, after singing it a couple of times with gestures, sing it again to practice a few students names, substituting "Buenos Días" with "¡Hola ____!" (Sing to the tune of "Frere Jacques") *The directions for the motions and how to teach the song are noted in Day 1.

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.
¿Y Ud? ¿Y Ud?

Greeting/First Circle Rituals: Encourage "aplausos" from everyone for a job well done on the song and say, "Siéntense." Use gestures to encourage the students to sit down. If they do not understand you, repeat the phrase in Spanish followed by English. Start singing the following song. Be sure to smile and wave indicating "Hola." After you sing the song once, sing it again encouraging the students to join in. This should be fairly easy as it is the same song as the *Adiós* song, but using *Hola*.

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

Hola means hello-hello-hello
Hola means hello
¡Hola amigos! (clapping)

Ask the class how they would say hello in Spanish and goodbye in Spanish by asking, "¿Como se dice hello en Español? How do you say hello in Spanish?" Say, "Sí, muy bien. Hola means hello. Todos repitan por favor, ¡Hola!" Follow this same pattern for adiós. Using Spanish and English, let the students know they will be playing a greetings relay to practice these greetings and goodbyes with their neighbors in the circle. Begin the relay by greeting the first student in the circle next to you, then saying goodbye to him or her. When doing this pass a stuffed animal or a maraca to make it more fun! This student will turn to the next student and greets him/her. This will continue until the greeting and farewell has made it



around the circle. After the students have successfully gone around the circle with "hola" and "adiós" one time, encourage them to do this *una vez más, pero más rápido!* The goal is to get the students excited and see how fast they can go.

Physical Activity: Encourage the students to stand up using only Spanish and gestures. Say, "Vamos a hacer los ejercicios del día!" Using the suggestions from previous classes, get the students up and moving while counting movements in Spanish. Be sure to have them spread out in the circle so as to not touch their *amigos!*

Conversation Review/Puppet time: Encourage the students to sit down using only Spanish and gestures. To transition into the next activity and to get the students excited, sing the following song to the tune of "La cucaracha" as you dance around the room and bring out the students' *marionetas* and Dani and Beto.

Las marionetas, las marionetas
Son muy divertidas
(repeat)

Encourage the class to join you in singing. Remind the students that *divertidas* means "fun"! After all of the students are sitting, pick up Dani and Beto. While making a sad face and holding up Beto, say "Buenas tardes clase" with a sad, long voice. Ask the class, "Clase, ¿Cómo está Beto? Class, how does Beto feel?" "Sí, Beto está mal. Yes, Beto feels bad. Todos repiten 'mal'." Encourage the students to repeat "mal" while using the same sad expression, tone of voice, and thumbs down. This will help reinforce the meaning of the word *mal* for the students. Pick up Dani and use a happy face and positive voice while saying, "Buenas tardes clase!" Ask the class, "Clase, ¿Cómo está Dani? Class, how does Dani feel?" "Sí, Dani está bien. Yes, Dani feels good. Todos repitan 'bien'." Encourage the students to repeat "bien" while using the same happy expression, tone of voice, and a thumbs-up. This will help reinforce the meaning of the word *bien* for the students. Additionally, review that if someone is just "okay" they are "más o menos." Use inflection in your voice and hold up a picture of the face that looks just okay and have the class repeat "más o menos" while copying the tone of voice and moving their hands back and forth.

Once you have reviewed all the feeling words, have two students come to the middle of the circle. Using their puppets, the two students will take a turn asking "¿Cómo estás?" and they should both answer "Muy bien", "Mal", or "Más o menos." Encourage aplauso for the volunteers and then break the other students into pairs and have them stand up with their puppets outside of the circle. Reinforce the goals of this activity by explaining that they should both take a turn asking "¿Cómo estás?" and they should both answer "Muy bien", "Mal", or "Más o menos." Praise the students in Spanish for a job well done. (In next week's conversation practice you will challenge the students by adding a greeting and a goodbye!)

Transition Activity: Encourage the students to return to their colored squares in the circle. To transition to the next activity start writing numerals 1-10 on the board near the circle. Call out the number in Spanish as you write it up on the board and encourage the



students to repeat after you. Once the numbers are on the board, call students to come one- by-one up to the board and erase whatever number you call out in Spanish. This game is super-simple, but students really love it! Tip: If you do not have a board, you can have the numerals written in large print on construction paper, which you hold up. You can then lay the numbers out in a row on the ground or taped up to the wall and then follow the instructions for the activity replacing "erase" the number to touch the number or take that number down. Praise the students for their great efforts.

Further review numbers, by counting items in the classroom (including students!) out loud. Encourage the students to count with you as you move around the room. Count all the way to *dieciocho*, as a great review of the total range of numbers that you have taught thus far. (Remember that these very young children are just learning to count in English so be very, very patient and don't be discouraged if they have difficulty counting past ten.) After eighteen objects have been counted, explain that the students are going to hear the numbers in Spanish again, but in a much different way!

Physical Activity: Encourage the students to stand up saying, "¡Levántense!" Use just this Spanish phrase and gestures. Continue by saying, "¡Vamos a bailar hoy! We are going to dance today!" Encourage the students to spread the circle out so they cannot touch any of their *amigos*. Play the Sing, Dance, Laugh, and Eat Tacos CD 1 track 3 titled "¡CUENTA!" Encourage the students to dance while moving in one direction around the circle of colored squares while singing along with the song. Pause the song right before "diecinueve". Have the students freeze in place and see if anyone can guess the next number in Spanish. Praise the students for their guesses and let them know that the next number is "diecinueve". Have the students repeat this after you and then continue playing the music and encourage them to listen to the next numbers even though they haven't learned them yet as they continue to dance in the circle. Be sure to have the students repeat "diecinueve" several times for reinforcement.

Transition and Review: Using an attention getter to let the students know it is time to move to the next activity. Have the students form a line facing you in an open area of the classroom. For one minute or less, quickly review the parts of the body from the previous weeks with Total Physical Response. You may just say the individual words like "las manos" and "los brazos" or you may choose to put it in a phrase like "¿Dónde está la cabeza?" Be sure to review "los dedos" from last week by having the students wiggle their fingers while repeating after you. Ask the students questions about how many body parts they have in Spanish to encourage further practice of numbers and to really emphasize the Building Block Method of Learning. For example: "¿Cuántos ojos tenemos? How many eyes do we have? ¿Cuántos dedos tenemos? How many fingers do we have?" When the students answer encourage the class to count together in Spanish!

Song + New Vocabulary Lesson: Encourage all the students to stand up and start singing the *Cabeza, Hombros, Rodillas, y Pies* song. Be sure to use a lot of gestures and make this



fun and silly. After the song, have the students stand in a circle on their colored squares by saying, "¡Levántense!" and using gestures to encourage them to stand. Point to your shoulders and call out "hombros" like in the song. Have the students repeat this after you while touching their own shoulders. To reinforce this vocabulary word, have the students repeat the word at least three times using different voices each time to make it more fun. Hold up a picture of a whole person and point to the shoulders and say "hombros". "Estos son los hombros. These are shoulders. You can further check their understanding by asking ¿Donde estan tus hombros? Where are your hombros? Have the students point to their shoulders.

Snack Time: Have the students return to the circle and bring out the Beto puppet and have the puppet say, "¡Tengo hambre! ¡Tengo mucho hambre! I am hungry! I am very hungry!" Make a gesture indicating that Beto is rubbing his belly. Then ask the class, "Si tú tienes hambre, ¿qué haces? If you are hungry, what do you do?" Encourage the students to answer and then repeat-"¡Sí! ¡Tú comes! You eat!" Ask them to get their snacks from their bags. Once all the students have their snacks, they can sit on their colored squares as you start talking about culture. (Tip: It is very important that you pay careful attention to any allergies noted on the class roster. Also, be sure to encourage *Por favor* and *Gracias* during all snack time and other activities. If you are working at a traditional preschool or daycare they may have snack at a separate time, which is fine. You can skip the snack portion here, but please continue on with the culture.)

Notas Culturales: Hold up pictures of various foods with different kinds of tortillas. Say the word "tortilla" as you point to them. Ask the students if they know what a tortilla is and see if they can come up with any foods they eat that have tortillas. Go on to explain that many people in Spanish speaking countries eat tortillas with their meals. You can explain how often times a tortilla will replace a spoon to scoop up rice and chicken. In some countries people even eat tortillas for breakfast with their eggs! Bring in some corn tortillas and cut them up into small samples for the students to taste. See if the students like them by asking "¿Te gusta la tortilla? Do you like the tortilla?" Encourage them to answer with "Sí" or "No" shaking their heads accordingly. Let the students know that the word "tortilla" means "little cake" in Spanish. (Note: Be careful of allergies by reading the ingredients on the tortilla packaging.)

Movement Activity: Once the students finish their snacks, gather them back into the circle and on their squares. Play a fun game of Simón Dice or Simon Says. Explain the directions for this activity in Spanish and English. Many students will be familiar with this game in English. You will want to keep this very simple as these are very young children. Remind the students they are only supposed to do the command if it begins with "Simón dice..." Start the game slowly by using "Simón dice toca____. Simon says touch____." When saying the command make the gesture to show the students what they should touch. Once the students understand the game, you can use commands without "Simón dice" and see if you catch any students. Instead of playing it as an elimination game, encourage the students



to all continue playing even if they make a mistake as the goal is to get the students excited and have fun! You can change the commands to incorporate different vocabulary words. For example: "Simón dice toca algo rojo." (to reinforce colors) or "Simón dice toca los pies dos veces." (to reinforce numbers). You may need to repeat yourself in English if the students are not understanding. Transition to the next activity by using a Simón dice command! "Simón dice siéntense en los colores del círculo. Simon says sit on the colors in the circle."

Color Review: Sing the *Los Colores* song as you hold up pictures or colored squares representing the colors you have learned thus far-red, green, blue, yellow, and purple. Continue by saying the words in Spanish as you point to the colors and have the students repeat after you. Bring out a maraca and shake it as you ask each student (while holding up an object or picture of a specific color) "¿De qué color es? What color is this?" The child can then take the maraca and shaking it say the color. When the students give the color in Spanish, have the entire class repeat. Praise all the students for great efforts using phrases in Spanish like "excelente" and "muy bien."

Color of the Day: Have the students stand up by saying "¡Levántense!" Start singing *Los Colores* song again to the tune of *Frere Jacques* from the previous weeks, "Red is rojo. Green is verde, Blue azul, Blue azul, Yellow amarillo, purple is morado, **Grey is gris, Grey is gris...**" Repeat the routine from Day 1 for the Color of the Day. Bring out the open, shallow box you have full of GREY items and set it in the middle of the circle. Be sure you have allotted one for each student. Hold up one of the items and ask the students, "¿De qué color es éste? What color is this?" When you hear GREY say, "Correcto. ¡Es gris! You are right. It is grey! Clase, repite, por favor: gris." Encourage the students to say *gris* several times and sing that line of the color song, "grey is gris." Ask the students to each come up and say, "Escoje algo gris. Choose something grey." Once all the students are sitting and holding their grey items, roll a ball to the first student and ask what color his or her object is by speaking bilingually. For example: If a student has a grey mouse you would say, "¿De qué color es tu ratón? What color is your mouse?" Encourage the student to respond with ¡Gris! Keep rolling the ball and asking the question until all students have had an opportunity to say *gris*. Note: As the weeks go on you can change this activity slightly by having a sombrero or another fun object that the students wear when they are repeating the color or giving them a maraca to shake.

Crossover activity: Incorporate colors and numbers by having each student bring his or her object into the circle and having the class count out loud together as the items are placed back into the bucket. Once all the items are back in the box say, "Hay trece objetos grises. There are thirteen grey objects." If you feel it is necessary you can count them out loud again together. (Try and vary the number of objects each week so that you can practice various numbers.)

New Vocabulary Lesson: Sing the family song to the tune of *Frere Jacques* holding up the pictures you brought in laminated or on popsicle sticks.



Madre-mother

Padre-father

Hija-daughter

Hijo-son

Abuela is grandma, Abuela is grandpa

My family, Mi familia

Follow the song by holding up a picture of a family from a cartoon, TV show, book series, or movie that the students would be familiar with. Describe the family members in the picture using Spanish and English. Point to "la madre" and ask the students "¿Quién es? Who is this?" Once the students have said the mom, say "Sí. Ella es la madre. Yes. She is the mother. Madre significa mother en español. Madre means mother in Spanish. Todos repiten por favor, madre. Tip: You can assign a prop to represent each of the family members that the students will learn, so that they can visually connect a prop with the Spanish word. For example: hold up a purse for mom. In future classes you can use these props for a role playing activity. Point to "el padre" and ask the students "¿Quién es? Who is this?" Once the students have said the dad, say "Sí. Él es el padre. Yes. He is el padre. El padre significa father en español. El padre means father in Spanish. Todos repiten por favor, padre. Have a variety of family pictures and tape them up on the board or place them in the center of the circle. You can use pictures from magazines, books, the internet, etc. Start by handing a fly swatter to a student and have them point out either a "madre" or "padre" from the pictures. Once the student points out a family member, say, "Muy bien esta es la madre. Very good this is the mother. Clase repite por favor madre." Continue with the activity by having the student pass the fly swatter to the next student in the circle and encourage the student to choose a new "madre" or "padre" from the pictures. Continue the activity so that each student gets a turn to point out a family member from the pictures. It is okay if the students repeat the same picture. The goal is to have the students visually connect the vocabulary, as well to further practice saying the new words.

Story Time: Read a story in Spanish to reinforce the two new family words. Examples: *Mi mamá* por Debbie Bailey or *Mi papá* por Debbie Bailey. These two are simple picture books. Feel free to look for other Spanish books at your local library. Other suggestions: Barron's Bilingual First Books: *Family/La familia*, *Tortillas and Cancioncitas* por Lynn Reiser, *Chica Chica Boom Boom* por Bill Martin. Tip: When reading the story make sure to involve the students by asking them questions during the story to check their understanding. You can also have volunteers come up to point out "¿Quién es la madre?"

Creative Activity: Continue the activity called Manos y Colores from the last week if you have not completed this activity yet. If this project is complete, start a new project of creating Un Cuerpo Gigante! Bring in a large roll of paper (neutral or white color preferably). Choose one volunteer student to lie on the paper as you trace him or her. Explain to the students that they will help color in El Cuerpo Gigante using the colors you assign for each



body part. Divide the class so that some students are working on coloring the body parts near la cabeza and some at the rest of the body. This way all of the students can work at the same time. Make sure to explain to the students what color in Spanish they should be using for each body part. This will be a great activity to comprehensively incorporate the colors and body parts vocabulary. For example: "Clase, vamos a usar amarillo para las piernas. Class we are going to use amarillo for las piernas. Entonces son piernas amarillas. So, they are yellow legs!" Make sure to have fun with this and get the students excited. You can also explain to them what "el cuerpo gigante" means in English. After the students have completed the coloring (or the five to seven minutes is up), use your attention getter to regroup the students and explain that the class can now give the *Cuerpo gigante* un nombre! Encourage the students to think of a name in Spanish like the culture lesson they learned in week four. For example it could be Miguel Luís or Maria Elena. Once the name is chosen introduce the "cuerpo gigante" with the new name to the class using Spanish and English. "Nuestra amiga se llama Ana Gabriella. Tiene dos ojos azules, una boca roja, dos piernas amarillas, etc." Save this for next week to use to review body parts and to label with the words in Spanish.

Goodbye Song: Once you have cleaned up and are back in the room, have the students gather in the circle on their colors and then encourage them to stand up. (Try using only Spanish and gestures to get them to stand up.) Sing the Goodbye song noted below. Sing it line-by-line to help the students remember it.

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

Adiós means goodbye-goodbye-goodbye

Adiós means goodbye

¡Adiós amigos! (clapping)

Goodbye Activities: Change the goodbye activity for today by calling each child up to form a line to leave one by one. As they stand up, have them tell you a word they have learned in Spanish. It can be any word, but try and encourage the use of new ones. After they say the word praise their efforts by saying, "¡Muy bien! ¡Dáme cinco!" Give each student a high five. Hand each child his or her newsletter as their parents pick them up. You can also hand out stickers to each student at this time to encourage positive behavior. Don't forget to greet all the parents.

Activities if there is more time:

***Traéme los colores:** Have colorful objects in the center of the circle as the students are seated around the circle. Using Spanish and English ask one student at a time to bring you a specific color from the circle. After a few turns, feel free to incorporate numbers by asking for multiple objects of a specific color. For example you could have three red objects in the circle and ask the student "Traéme tres objetos rojos. Bring me tres objetos rojos." Remember to praise the students using "muy bien" or "excelente" for their participation.



*Papa Caliente: To further review you can use the song to play a fun game of Papa Caliente or Hot Potato. Have the students return to the circle on their colored squares. While you play the music, have the students pass a ball or stuffed animal gently around the circle. When you stop the music see if the student with the ball can call out the next number that would be in the song. "¿Cuál número es el próximo? What number comes next?" For example if you stop right after 11, the student should call out "doce." You can also incorporate colors and ask the students a question related to colors. For example: "¿De qué color es una banana? What color is a banana?" After the student has answered praise them and continue playing the music and game. TIP: Again, these are very young students so you may need to help them with a lot of answers during this game/activity. That's okay! The goal of preschool Spanish is exposure and FUN!