



Preschool Lesson Plan-Day 10

(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:

Rosa- pink

Hermana- sister

Hermano- brother

La vaca- cow

Frío- cold

¿Cuántos años tienes?- How old are you?

Phrases or words used in class today, but not necessarily vocabulary words:

Naranja-orange (fruit)

¿Qué tiempo hace hoy?-What is the weather like today?

¿Cuántos?- How many?

¿De qué color es?- What color is it?

¿Quién es?- Who is it?

¿Tienes?- Do you have?

¿Dónde esta(n)?- Where is?

Review: Numbers: 1-20

Review: Colors-rojo, verde, azul, amarillo, morado, gris, blanco, negro, anaranjado

Materials to bring or things to prepare:

Include the daily materials noted in the previous lesson as well as the materials specific to Day 10:

- PINK objects in box
- Library book of one of the stories suggested in the lesson below
- Construction paper with numerals
- Big pictures of animals on laminated cards or stuffed animals
- Pictures of an age appropriate family
- Pictures of weather vocabulary
- Objects to encourage conversation -microphone, ball, sombrero, maraca, etc.
- Sing, Dance, Laugh, and Eat Tacos CD
- Weather wheel sample
- Pictures of the family members glued onto popsicle sticks or on laminated cards
- Family Photo Album template copies
- Map or globe and props for *Notas Culturales*
- Orange (fruit)

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, with the Dani



and Beto puppets asking "¿Cómo te llamas?" Encourage the students to each respond with either "Me llamo___." Give the students help if needed. Once the students have answered have Dani or Beto give them a high five saying "¡Dáme cinco!" Using only Spanish, 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 from week one or the song you chose to be your weekly song. 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 lyrics, directions for the motions, and how to teach the song are noted in Day 1.

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.

Conversation Review/Puppet time: 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 and carry on the conversation below.

Dani: ¿Cómo estás?

Beto: Muy bien. ¿Cómo estás?

Dani: Bien, gracias.

Dani: ¿Cuántos años tienes? How old are you?

Beto: Tengo cinco años. I am five years old. ¿Cuántos años tienes? How old are you?

Dani: Tengo diez años. I am ten years old.

Review with the students before having them practice this conversation element by asking "¿Qué significa Cuántos años tienes? What does Cuántos años tienes mean?" Encourage the entire class to repeat the question together. Break the conversation down again so that the students hear the exact question and answer that they will practice. Hand the students their puppets and break them into pairs. Encourage the students to act out this conversation with their partner. You can also have them review ¿Cómo estás? With their partners as well. Give a large *aplausos* at the end praising the students for their "buen trabajo."



Song + New Vocabulary Lesson: Say, "¡Levántense!" and use gestures to encourage the students to stand and sing *Señor Lopez Had a Granja* to the tune of *Old McDonald*. They should act out the animals they hear while being silly and having fun!

Señor Lopez had a granja, ee-ii-ee-ii-oo
And on his granja he had a gato, ee-ii-ee-ii-oo
With a meow-meow here and a meow-meow there
Here a meow, there a meow, everywhere a meow-meow

Señor Lopez had a granja, ee-ii-ee-ii-oo
And on his granja he had a perro, ee-ii-ee-ii-oo
With a woof-woof here and a woof-woof there
Here a woof, there a woof, everywhere a woof-woof

Señor Lopez had a granja, ee-ii-ee-ii-oo
And on his granja he had a pato, ee-ii-ee-ii-oo
With a quack-quack here and a quack-quack there
Here a quack, there a quack, everywhere a quack-quack

Sing the next lyric to the song to introduce the new animal of the day. While singing, hold up the picture of the cow or a stuffed animal.

Señor Lopez had a granja, ee-ii-ee-ii-oo
And on his granja he had a vaca, ee-ii-ee-ii-oo
With a moo-moo here and a moo-moo there
Here a moo, there a moo, everywhere a moo-moo

Explain to the class, "Esta es una vaca. This is *una vaca*. *Vaca* significa cow en español. Todos repitan por favor, vaca." To reinforce this new word pass the picture or stuffed animal around the circle. When each student holds the "vaca" they should say "vaca" and the noise a cow makes. Have everyone stand again to sing the song lyrics all together using gestures and noises.

Total Conceptual Learning: Have the students sit down on their colored squares by saying, "Siéntense" and using gestures. Create total conceptual learning by reviewing the body parts with the animals. Start by doing TPR to review the body parts. (If you have forgotten how to do this, review the body parts section from lessons 1 and 2.) Follow this review by holding up pictures of the animals they know so far and asking body part questions. For example: "¿Dónde está la cabeza del gato? Where is the cat's *cabeza*?" Ask the students to "levanta la mano" if they know and call on a volunteer to come up and point to the *cabeza* on the picture of the cat. Do this for the different body parts calling on new volunteers to come up



and point out the body parts. Encourage the students to repeat each body part together after the volunteer points to it.

Physical Activity: Keeping the students in a circle on the floor, explain that they will be playing a game similar to "Duck, Duck, Goose." This game, however, called "Pato, Pato, Vaca." Hold up a picture of a duck and ask the class, "¿Cómo se llama este animal? What is this animal called?" Have the whole class repeat, "pato." Do the same for *vaca*. After this quick review ask a volunteer to be the "pato" who will go around the circle and gently touch each child on the head or shoulder while saying "pato" for each one...until he or she chooses to say "vaca!" The person who is called "vaca" has to stand and try to tag the tapper, as they both race around the circle to the second child's spot. If the second child tags the first child before he or she is safely sitting, the second child gets to sit back down and the first child is the tapper. Hint: You can vary this by using any two animal vocabulary words.

Transitional Activity: To ensure that all of the students have an opportunity for physical activity, have them all stand around the room with enough space to move their arms freely. Give the students instructions to do various movements in Spanish a specific number of times. Examples: Jumping jacks, toe-touches, hops, wiggles, stretches, etc.

El cuento: Encourage everyone to sit back in the circle by using gestures and saying, "Siéntense." Read any of the following books in Spanish to review the animal vocabulary. Tip: Many of these books can be found in the Children's Spanish section of your local library or you can request your local library to order them as a transfer.

¿Eres mi Mamá? Por PD Eastman

Barron's Bilingual First Books: Animals/Los animales

El Gran Granero Rojo por Margaret Wise Brown

Tu mamá es una Llama por Debra Guarino

Snack Time: Encourage the students to sit down in 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: Put on a cowboy hat and say to the class, "¡Buenas tardes! Me llamo ___ y soy vaquero(a). Good afternoon! My name is ___ and I am a cowboy(girl). Este es mi caballo. This is my horse. (Hold up a picture of a horse while saying this.) Este es mi rancho. This is



my ranch. (Holding up a big picture of a ranch while saying this.) Yo vivo en _____. I live in _____. (Hold up a map and point to a Spanish speaking country. You may want to choose the country you are most familiar with.)

Give the students a brief explanation of what *un rancho* is. You should then show them various pictures of *ranchos* and *vaqueros*. You can then ask the students if they would want to be cowboys or cowgirls by going around the circle and asking, "¿Quieres ser vaquero? Do you want to be a cowboy?" Encourage the students to say *Sí* or *No*. You can also encourage total conceptual learning by having pictures of ranches with animals. Ask the students to identify the animals they know in Spanish.

Color Review: After the snack is put away have the students return to the circle. Hold up an orange and ask the class, "¿De qué color es? What color is it?" Praise the students' efforts to answer and then say, "¡Sí! Es anaranjado. Yes! It is orange." Be sure the students repeat the word several times. Hold up the orange again and pretend to take a bite. Say, "Hmmm...Me gusta la naranja. I like the orange." Point to the orange and say *anaranjado*. Pretend to take a bite and say *naranja*. Ask the students if they can hear a difference between *anaranjado* and *naranja*. Explain the difference and then have the students repeat the two words again.

Color Activity: Encourage the students stand up by using gestures and saying, "Levántense!" Place objects representing the different colors you have taught in class in the center of the circle. Make sure there is one of each color for every student. Start singing the following new song to the tune of "The More We Get Together."

¿Has visto... el anaranjado, el anaranjado, el anaranjado?
¿Has visto el anaranjado?
¿Dónde está?

Encourage the students to each go pick out an object from the center that is "anaranjado." Once everyone has an item have the class call out together "¡Anaranjado!" Then have the students put the orange items back in the center. Explain to the students what the lyrics in the song mean. Continue the song with the next color and encourage the students to sing along with you. Once they get the hang of it you can have the students sing while walking in a circle around the objects and stopping when they sing "¿Dónde está?" to go to the center and get the object. To make this more fun, encourage them to do this as quickly as they can! After you have sang all of the colors in the song, give the class *un aplauso* for a great job.

Further Review: To further this activity hand a different colored object to each student. Start singing the song above using different colors each time. When a student hears his or her color, he or she should pop up and hold their object above their heads. You can also put on a song from one of the CDs and do this same activity asking the students to listen closely for their colors.

Variation: Challenge the students with a color matching activity. Have two sets of colored



squares. Hand out one colored square to each child. Have the students go one by one and say their color out loud in Spanish. Put the matching squares around the room. When you say, "¡Vámonos!" the students must race to find their matching square. Be sure to have them repeat the words together for further reinforcement.

Color of the Day: After the students have returned to the circle, repeat the routine from Day 1 for the Color of the Day. Bring out the open, shallow box you have full of PINK 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, "¿Qué color es éste? What color is this?" When you hear PINK say, "Correcto. ¡Es rosa! You are right. It is pink! Clase, repite, por favor: rosa." Encourage the students to say *rosa* several times. Ask the students to each come up and say, "Escoje algo rosa. Choose something pink." Once all the students are sitting and holding their pink 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 pink pig you would say, "¿De qué color es tu cerdo? What color is your pig?" Encourage the student to respond with ¡ROSA! Keep rolling the ball and asking the question until all students have had an opportunity to say *rosa*. 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. Have the students line up with their pink objects and skip around the room (following you) while chanting this color (forming a color parade). You can make all different funny voices with this too- singing voice, baby voice, underwater voice, etc. Use this Color Parade to lead them back to the bucket or box for the next counting exercise.

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 quince objetos rosas. There are fifteen pink 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.)

Weather Review/Song: Gather the students by the window and ask them, "¿Qué tiempo hace hoy? What's the weather like today?" Translate their answers enthusiastically into Spanish before having them return to their colored squares. Keeping them standing say, "Vamos a cantar la canción *¿Qué tiempo hace hoy?* Sing the song line by line having the children repeat after you.

What's the weather like today, like today, like today? (shrug as if you are asking a question)

What's the weather like today?

¿Qué tiempo hace hoy, hace hoy, hace hoy?

¿Qué tiempo hace hoy?

It is sunny out today, out today, out today (make the shape of a rising sun with your arms)

It is sunny out today, sol means sunny!



Review with the students that "sol" means sunny in Spanish. Encourage the class to repeat "sol" while mimicking the gesture of a sun with their arms. Show a picture of a sun to further reinforce this lesson explaining to them bilingually that "sol significa sunny." Sing the next line in the song to teach the next weather phrase.

It is cold out today, out today, out today (cross your arms and shiver)
It is cold out today, frío means cold!

Explain to the students that "frío" means cold in Spanish. Encourage the class to repeat "frío" while mimicking the gesture from the song. Show a picture of a cold image to further reinforce this lesson explaining to them bilingually that "frío significa cold." Sing the entire song again with the class.

Hands-on Activity-Prior to class, create a weather wheel using the template from the intranet and a fastener. You may want to glue this onto a piece of cardboard or laminate it so it is sturdier. Ask the class "¿Qué tiempo hace hoy? What is the weather like today?" It is fine if they give answers in English and if they have not learned the vocabulary yet. When the students decide what the weather is, call a volunteer up to move the arrow on the wheel to the corresponding weather picture. Tell the students in Spanish what the weather is like and encourage them to repeat this after you with gestures. You can further this activity by having pictures of various weather images and having volunteers answer and move the arrow according to the picture.

Song: Say, "¡Levántense!" while using gestures to encourage the students to stand and sing the family song from the previous classes to the tune of *Frere Jacques*. (You can find the lyrics in the lesson for Day 9.) Hold up the pictures you brought in laminated or on popsicle sticks as you sing the song.

Vocabulary Review: 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, la padre, la hija, el hijo, la abuela, el abuelo, y la familia". Review with the students by asking "¿Quién es? Who is this? Be sure the students repeat the Spanish words with you. You can also have the pictures laid out and you can have volunteers come up and find the corresponding pictures as you call out the words in Spanish.

Song/New Vocabulary Introduction: Sing the new song below line by line, encouraging the students to repeat after you. Once they know the melody and lyrics, sing it all together.

Mi Familia (to the tune of "Three Blind Mice")

Mamá means mom, Mamá means mom
Papá means dad, Papá means dad



Mi hermano well, he's my brother
And mi hermana is my sister
Did you ever see such a sight in your life?
As my family!
¡Mi familia!

Hold up a picture of a sister and say, "Hermana significa sister. Todas repitan por favor, hermana." Have them say the word a minimum of three times to be sure to reinforce it. You can use different voices or pass an object to make this more fun. Follow this pattern for *hermano*. If you feel your class can understand, challenge them to point out the difference in the two words. I.e: 'a' vs. 'o' ending.

Hands on reinforcement: Bring out all the pictures or props representing each of the vocabulary words from the family and put them in the center of the circle. Ask for two volunteers to find the newest props representing *hermano* and *hermana*. Encourage *aplausos* for a job well done. Review which words each of the other props represents before starting the next activity. For example: "La bolsa es para la mamá. The purse is for *la mamá*." Hand two students each a flyswatter (*matamosca*). When you call out a family member in Spanish, the students should point to or swat the image or prop that represents that Spanish word using the fly swatter. For example if you call out "abuela" the students should point to the picture of a grandma. Encourage the class to repeat the Spanish vocabulary after each answer is given reviewing the translation. Have the students pass the flyswatters to the next students and continue the activity.

Creative Activity: Family Photo Album- Continue working on this project that you started last week. Have the students draw and color one of the family member pictures indicated. When all of the pictures are done, stack each student's papers together facing up and lay them on a piece of construction paper. Fold and staple them. You can then have the students decorate the album covers. Give these to the parents on the last day of class. Make sure to walk around the room as the students are working and help them with any questions. *While the students are working play the song "Mi familia grande" from the Sing, Dance, Laugh, and Eat tacos CD. Encourage the students to sing along and see if they can recognize any of the Spanish words in the song!

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: Call 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:

*Family props- Use the props that you had assigned to the family members in week 8. You can also add props for today's new vocabulary words. Place the props at the front of the room, let each student take a turn to come to the front and choose a prop. Once they have chosen the prop, encourage them to act out the part of the person it represents for the class. Ask the class, "¿Quién es?" Encourage the class to call out the Spanish family member name. Make sure to start out by showing the students an example first yourself. For example: If you pick up the truck you would say "hijo."