



Preschool Lesson Plan-Day 3

(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:

Azul-blue

Dieciséis-16

Muy bien.-Very good.

Mal-Bad.

Mano(s)-hand(s)

Brazo(s)-arm(s)

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

¿Cómo estás?-How are you?

¡Tengo hambre!-I am hungry.

¿Dónde está?-Where is__?

Words to encourage use at home: Por favor and Gracias.-Please and Thank you.

Review: Numbers: 1-15

Review parts of the body from Day 2: la cabeza, la nariz, la boca, los ojos, las orejas

Materials to bring or things to prepare:

Include the daily materials noted in the previous lesson as well as the materials specific to Day 3:

- BLUE objects in box
- BLUE finger paint with construction paper and labeling materials
- Children's book in Spanish from last week
- Pictures representing Muy bien and Muy mal.
- Cultural images from the intranet
- Face images from intranet and construction paper for reinforcement activity noted below
- Glue sticks if applicable
- Objects to encourage conversation -ball, sombrero, maraca, etc.
- Image to introduce new body parts
- Items to clean up after finger painting project

Introduction: As the students enter the room, have one of the lively songs playing from the preschool CDs. Greet each student with a warm "¡Hola! ¡Buenos días!" (Substitute ¡Buenas tardes! throughout this plan if you teach an afternoon class.) "Aquí está tu color del día. Here is your color of the day." (Point to one of the laminated color squares or another sturdy colored square that you have formed into a circle on the ground.) You can then escort the student to the colored square and reinforce the color name. For example: "Tu color es amarillo. Your color is yellow. Puedes sentarte en el color amarillo. You can sit on yellow." You may choose to give each student the same color they had the previous week for



consistency. 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. After all of the students are sitting, remind them of your name by saying, "¡Hola clase! Hi class! Me llamo Señorita/Señor_____. My name is Señorita/Señor_____. Clase, ¿Recuerdan los nombres de *todos* en la clase? Class, do you remember the names of *everyone* in the class?" (Emphasize todos/all). Bring out the pretend microphone and singing say, "¿Cómo te llamas tú? ¿Cómo te llamas tú?"

Using Spanish first followed by English, ask if everyone remembers what "¿Cómo te llamas?" means. Then say, "Entonces cuando te pregunto ¿Cómo te llamas tú? puedes decirme *Me llamo y tu nombre*. When I ask you '¿Cómo te llamas tú? What is your name?' you can say 'My name is' and your name. ¡Déjame mostrarles! Let me show you. Bring out the Dani and Beto puppets and pretend that they are asking and answering, "¿Cómo te llamas tú?" and "Me llamo_____."

After the puppet demonstration, stand up and go kneel down by the first child and sing, "¿Cómo te llamas tú? ¿Cómo te llamas tú?" Hand the child the microphone and have that child say his or her name into the microphone, starting with "Me llamo." Be very positive and encourage *aplausos* by everyone after each child says his or her name. Even though everyone



already met the previous week, you can still practice "Mucho gusto" again in this activity, by having the class repeat "*¡Mucho gusto!*" after each name. **Please note that saying the names should become a shorter activity each week as you need to review less and less!

New Lesson: Have your *Muy bien* and *Mal* pictures ready to point to. Say to the class, "¡Estoy muy bien!" Smile and give the thumbs up signal. Then point to the happy picture and say, "Clase, repite, por favor, ¡Muy bien!" You should then make a very sad face and say, "Estoy mal." You can make a thumbs down signal to reinforce this. Point to the unhappy face and say, "mal." Turn to the class say, "Repite por favor, mal." Try to teach these words without using English at first. Pick up the pretend microphone and go to a student and ask, "¿Cómo estás? ¿muy bien o mal?" Encourage the child to point to the picture and then say "Muy bien" o "mal." Ask several students the question and then as reinforcement ask, "¿Qué significa '¿Cómo estás?' What does '¿Cómo estás?' mean?" Praise all answers and then say, "¡Sí! ¿Cómo estás? means How are you?" Repeat this pattern with "Muy bien" and "Mal." Be very positive and say things like ¡Excelente! and ¡Perfecto! Transition to the next activity and encourage movement by putting on music in Spanish for one minute and telling the students to start walking around the circle. When the music stops the children can sit down at a new colored circle. (Note: You will add *Más o menos* for next week!)

Puppet Time: Ask the kids "¿Quiénes son nuestros amigos? Who are our friends?" The students may answer with Dani and Beto. Pull out the puppet Dani and have everyone in the class say "¡Hola Dani!" or "¡Hola amiga!" Do the same with the puppet Beto. The kids could also say "¡Hola amigos!" Tell the children that today Dani and Beto are going to have a conversation. Demonstrate Dani and Beto talking to each other and tell the students to listen for when Beto asks how Dani is doing. (It is a good idea for children to have a specific listening task, so they can focus during the conversation and respond after it.) Have Dani say "¡Buenos días!" Then have Beto say, "¿Cómo estás?" Then Dani responds, "Muy bien, gracias." Turn to the students and ask if anyone heard how Beto asked how Dani is doing. The students have heard the Greetings Song for three weeks and they just learned these phrases above. Since you told them to listen for what Beto said, many students should be able to respond that he asked "¿Cómo estás?" Give praise for students who recognize this. (If no one knows, tell them in an encouraging way to listen for what Beto says again and then repeat the conversation.) Tell everyone to practice saying "¿Cómo estás?" Then ask the students, "Clase, ¿Cómo está Dani? Class, How is Dani feeling?" Students may respond in English or Spanish; give praise either way and agree "Sí, Dani está muy bien. Dani is very good." Gesture with a thumbs-up to reinforce the phrase "Muy bien." Bring the Beto puppet individually up to several students and have him ask "¿Cómo estás?" The student should answer "Muy bien" or "Mal" to reinforce the previous lesson. You can have them point to the pictures or use their thumbs to add a visual component. Some students may also remember to add "gracias" from the song. Praise them for this and encourage them to do this as a polite gesture.

¡OJO!—All language instruction must include switching back and forth between Spanish



first followed by English. Try and drop as much English as possible using gestures and visuals.

Conversation Activity: Break the students into pairs and have them stand up with their pairs. Explain that they are going to have a conversation with their *amigos* to practice asking "How are you?" in Spanish. Tell them that they should both take a turn asking "¿Cómo estás?" and they should both answer "Muy bien" or "Mal." Give a lot of praise for effort! You can give them an object to pass back and forth. For example: a maraca or a stuffed animal or musical instrument. Students love having something tactile. Encourage *aplausos* for everyone as you transition to the next activity.

Physical Activity/Review: As the students return to the circle encourage them to join you in singing the Diez Amigos song from the previous two weeks. Using Spanish and English, explain how you are going to practice counting *ilos ejercicios del día!* Encourage everyone to spread the circle out so they cannot touch any of their *amigos*. Go through various physical activities, slowly counting aloud. Encourage the students to count along with you. You can start with five of something then move to ten, eleven, etc. all the way to fifteen. This is not a serious exercise time, so be silly and have fun with this. This is a great activity to appeal to your kinesthetic learners in the class.

Suggestions of movements to count together:

Jumping Jacks	Toe touches	Claps	Head rolls
Kicks	Wiggles	Snaps	Stretches

Transition and New Word Introduction: Using an attention getter let the students know it is time to move to the next activity. Encourage the students to find their colored circle and to sit in the circle once again. Take out your bowl of Cheerios and have the students count with you as you put them into a baggie. Count until you get to fifteen. Then hold up the next Cheerio and say, "Dieciséis. Clase repite por favor dieciséis. Dieciséis is sixteen." Go around the room counting another object to reinforce this number. For example count sixteen chairs or sixteen books. Encourage the students to count with you. There will be further opportunities for reinforcement later.

Vocabulary Review: For one minute or less, quickly review the parts of the body from last week with Total Physical Response. You may just say the individual words like "la nariz" and "la boca" or you may choose to put it in a phrase like "¿Dónde está la cabeza?" You can also bring out the image from last week or the Mr. Potato Head and encourage volunteers to point to the body parts as you call them out.

To reinforce the face vocabulary words you will have the students glue parts onto a construction paper face. Start off by telling the students "Vamos a crear arte con la cabeza. We are going to create art with the head." Hold up a blank head image. Tell the students to go to the art station (wherever you have chosen to do this project—it may be easier for you to have it set up at a table ahead of time). Use the cutout pictures from the intranet for this activity. Make sure you have prepared for each student one of each part



of the body (or two for ears and eyes). You may want to print lips on red paper and eyes on blue paper and the nose on green paper and ears on yellow paper. Or you may choose to let students color these parts at the end of the activity. Tell the students "La cabeza tiene una boca." Students should show they understand by picking up the mouth. You could put a dot of glue on their "cabeza" page where the mouth should go so they can easily glue it on, or you could have small pieces of tape ready for them ahead of time. Next say, "La cabeza tiene dos ojos" and help students attach eyes after they have responded to your Spanish by picking up the eyes. Continue in this manner until each part of the body is attached to the head. If you have time, you may want to ask the kids questions like "¿De qué color es la boca? ¿Es roja?" Sometimes ask silly questions like "¿Es verde la boca?" Students should say no and can enjoy understanding the silliness of the question. Have fun with this communication. Keep this activity to 7 minutes max. If students are not done with their gluing project they can take it home to finish.

Second Lesson of the Day- (Have the image from Day 2 or the felt board materials with you to reinforce the new words.) Encourage the students to come back to the circle and explain that they are going to learn two new parts of the body by saying, "Vamos a aprender dos partes del cuerpo nuevo hoy. We are going to learn two new body parts today. "First point to your hand and say, "Mano." Hold up both your hands and say, "Manos." Then point to one hand on the picture and say, "Mano." Then point to both hands on the picture and say, "Manos." Follow this by asking the students, ¿Qué son manos? Class, what are *manos*?" The students will say "hands." Praise the students in Spanish (perhaps "Muy bien" because they are learning that phrase in other contexts). Then ask them, "¿Dónde están las manos? Where are your hands?" Have the students hold up their hands. You can even ask particular students for reinforcement. Example: "Johnny, ¿Dónde están las manos? Where are your *manos*?" Point to your arm and say "Brazo." Point to one of the arms on the picture or felt board and repeat "Brazo." Then ask the students, ¿Qué son brazos? What are *brazos*?" Praise the group for a correct answer and start asking "¿Dónde están las manos?" and "¿Dónde están los brazos?" Alternate between these two questions in random order about four to six times, signaling to the kids to show their comprehension by holding up their hands or point to their arms. Then add review parts of the body to the mix, asking "¿Dónde está(n) ____?" and filling in the blank with new words "las manos" and "los brazos" and review words.

Snack Time: 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!" You can bring out the Cheerios and small baggies again for a snack and as an opportunity to reinforce counting. You can also ask the students to get their snacks from their bags. Once all the students have their Cheerios or other 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.)

Notas Culturales: Since we are talking about faces and parts of the face today a good way to tie this in is to bring in pictures of children's faces from different Spanish speaking countries. Hold up each picture and explain where the child is from. It may be nice if you have a big map or a globe to show how far away we are from that country. Then encourage the students to describe what they see. First use the Spanish vocabulary from today to talk about their faces-parts of them and then colors. You can also incorporate numbers. For example, point to a picture and say, "¿De qué color son los ojos? What color are his eyes?" If you have more time you can talk about clothes or other things in the pictures.

Song: Once the students finish their snacks, gather them back into the circle and on to their squares. To reinforce body parts you can sing the song from Day 2—Head, Shoulders, Knees, and Toes. (The lyrics are on the Day 2 lesson plan.) You can also teach the students the *Baile Loco/Hokey Pokey* in Spanish. Substitute the words they know. This is a good song to use each week as you add on new body part vocabulary words. Start the lesson by saying, "¡Vamos a cantar! Let's sing! Levántense todos." Use gestures to encourage the students to stand.

Baile Loco (sung to Hokey Pokey)

Put your *cabeza in, put your *cabeza out

Put your *cabeza in and you shake it all about

You do the baile loco and you turn yourself around

That's what it's all about!

Repeat this three times substituting a new vocabulary word each time.

Story Time: Using clapping or another transition, tell the students to sit on their colored squares again. You can use this time to read the next portion in the *A Contar Cheerios* book up to number sixteen. You may want to also continue reading from the two books suggested from last week or another book of your choice in Spanish. *The Day It Snowed Tortillas / El Día Que Nevaron Tortillas*, Folktales told in Spanish and English by Joe Hayes or *Tortillitas para Mamá and Other Nursery Rhymes* (bilingual edition in Spanish and English) by Margot C. Griego. Read for about five minutes each day. It may be good to read the page in Spanish and have the students try and guess what it said by your voice and the pictures before reading the English portion.

Color of the Day: Using clapping or another transition, encourage the students to sit on their colored squares again. Review the colors from the previous week by holding up a red object and asking the students, "¿De qué color es? What color is this?" Praise all efforts to answer and then say "Rojo es red. Clase repite, por favor, *rojo*." Have the whole class repeat the word. Then pick one or two students to find something red in the class to encourage further repetition. Then hold up a green object and ask, "¿De qué color es? What color is this?" Praise all efforts to answer and then say "Verde es green. Clase repite, por favor,



verde." Have the whole class repeat the word. Then pick one or two students to find something green in the class to encourage further repetition. Transition to the new color of the day by starting to sing the Color Song to the tune of Frere Jacques, "Red is rojo. Green is verde, Blue azul..." Repeat the routine from Day 1 for the Color of the Day. Bring out the open, shallow box you have full of BLUE 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 blue say, "Correcto, ¡es azul! You are right, it is blue! Clase, repite, por favor: azul." Encourage the students to say *azul* several times and sing the first line of the color song, "Blue is azul." Encourage the students to each come up and say to each, "Escoje algo azul. Choose something blue." Once all the students are sitting and holding their blue 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 blue fish you would say, "¿De qué color es tu pescado? What color is your fish?" Encourage the student to respond with ¡Azul! Keep rolling the ball and asking the question until all students have had an opportunity to say azul. 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 doce objetos azules. There are twelve blue objects." If you feel it is necessary you can count them out loud again together.

Creative Activity: To reinforce the word *mano* and the word azul in a creative manner, you will have the students create blue hand prints. Have the children go over to the tables where you have prepared the finger painting activity. You should have a half sheet of paper for each student. It is suggested that you manage all the paint. Have the paint in a pie tin or on a paper plate spread out. One by one you can have the students come up and put their hand in the paint. As they come up have them repeat the color and the word *mano*. For example, say, "Mano azul." They should go back to their seat and press their hand into their paper. Without touching anything, they should come back to you to have their hands wiped. Walk around and label the hands with the students' names and the words "mano azul." You may want to save these for the parent showcase or you can send them home the next week after they have dried. If necessary, walk all the students to the bathroom to wash their hands. Be sure to accompany them and stand in the hallway to ensure every student comes back with you.

Goodbye Song: Once you have cleaned up and are back in the room, have all 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.) Then introduce 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: Continue your daily ritual from Day 1, as it is important for preschool students to know what to expect. Therefore after the song have the students sit back on their squares and ask them a follow-up question of the day. For example: "Vamos a buscar el color azul en el piso. We are going to look for the color blue on the floor. ¿Quién tiene el color azul?" Have all the students look at their color square and see who is sitting on blue. This student can be the line leader as you leave the room today. For example: "Ana tiene el color azul. Ana has the color blue. Ana, ¿puedes formar una fila cerca de la puerta? Ana, can you form a line near the door?" Then you can call all the other students one-by-one to line up behind her. Hand each student their 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:

*You can hand out sticky notes to each student and have them find objects in the room that are "azul." They can even stick the notes on themselves and each other if they are wearing blue clothes. Then count the number of items they found together.

**Read one of the books in Spanish noted in previous lessons.*

*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 hand of 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.

* If you have time, you may want to make the conversation a little longer by practicing a greeting at the beginning and/or adding "Me llamo _____," practicing phrases they have already learned.