



Preschool Lesson Plan-Day 4

(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:

Amarillo-yellow

Los dedos-fingers

Diecisiete-17

¿Cómo estás?-How are you?

Más o menos-okay

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

¿Dónde está?-Where is__?

Los ejercicios del día-daily exercises of the day

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

Review: Numbers: 1-16

Review: Colors-rojo, verde, azul

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

First conversation to practice at home over the next several weeks:

Dani-"¡Hola Beto!"

Beto: "¡Buenos Días Dani!"

Dani: "¿Cómo estás?"

Beto: "¡Muy bien! ¿Y tú?"

Dani: "Más o menos, gracias."

Beto: "¡Adíos!"

Dani: ""¡Adíos!"

Materials to bring or things to prepare:

Include the daily materials noted in the previous lesson as well as the materials specific to Day 4:

- YELLOW objects in box
- Children's book(s) in Spanish
- Pictures representing Muy bien, Muy mal, and Más o menos
- Cultural images from the intranet
- Objects to encourage conversation -ball, sombrero, maraca, etc.
- Materials for making the Manos y Colores activity
- Materials for making hand puppets

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_____."

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 *aplauso* 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!

Review and New Lessons: Have your *Muy bien, Mal, and Más o menos* 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." Hold your hand and move it side to side to signify okay and then say, "Más o menos." Be sure to inflect your voice to really emphasize the meaning of the two words. Now hold up the face of the person who looks just "okay" and say, "Más o menos." Turn to the class say, "Repite por favor, "Más o menos."

Remember to try to review and to teach these words without using English at first. Pick up the pretend microphone and go to a student and ask, "¿Cómo estás?" Encourage the child to point to the picture and then say *muy bien, mal, o más o menos*. 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", "Mal", and "Más o menos." Be very positive and say things like "¡Excelente!" and "¡Perfecto!" Please note that this topic will be reinforced further later in the lesson.

Physical Activity/Review: Transition to the next activity by saying, "¡Levántense!" Encourage the students to stand up using just this Spanish phrase and gestures. Continue on by saying, "¡Vamos a hacer los ejercicios del día! We are going to do the exercises of the day." 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 sixteen. 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. As you get to sixteen you can say seventeen in Spanish too- "Diecisiete." After the exercises, re-emphasize this word by counting out loud again together and then asking the class, "¿Qué significa diecisiete?" Hopefully one or more students will say seventeen. Be sure to then have them repeat it several times. (Tip: Don't worry if the students are not mastering the higher numbers. A lot of them are just learning how to count in twenty in English, so be patient with them. It may take several classes or even months to really have them to count to twenty in Spanish without your help.)



Suggestions of movements to count together:

Jumping Jacks

Toe touches

Claps

Head rolls

Kicks

Wiggles

Snaps

Stretches

Puppet Time: (Have your Dani and Beto puppets in a "secret" bag with you so that the students cannot see them.) Use your attention getter to regroup the students and have them sit back on their colored circles on the floor. Ask the class, "¿Dónde están nuestros amigos? Where are our friends?" Encourage the class to start singing the *Diez Amigos* song from Week 1. Then pretend like you are looking around the classroom and ask out loud, "¿Dani, Dónde estás? ¿Beto, Dónde estás? ¿Amigos, Dónde están?" Ask the questions several times and exaggerate looking by peering under desks and looking in the garbage can, etc. The idea is to get the kids giggling and excited. Then return to the circle and make a sad face and say, "Estoy mal. No puedo encontrar Dani y Beto. I am bad. I can't find Dani and Beto." Then slowly look into your backpack or other bag and pull out the puppets. Acting very excited say, "¡Hola Dani! Hola Beto! ¡Bienvenidos a nuestra clase! Welcome to our class!" Encourage all the students to give Dani and Beto "aplausos." Switching back and forth between Spanish first followed by English, explain how they are going to watch Dani and Beto have a conversation "completamente en español."

Pick up the Dani and Beto puppets and have them ask each other how they are.

Example:

Dani-"¡Hola Beto!"

Beto: "¡Buenos Días Dani!"

Dani: "¿Cómo estás?"

Beto: "¡Muy bien! ¿Y tú?"

Dani: "Más o menos, gracias."

Beto: "¡Adíos!"

Dani: ""¡Adíos!"

Craft and Transition: Explain to the students, using Spanish and English that they will be practicing a conversation as well, but first they need to make their own "marioneta". Have the students go sit down at a table where you have the craft materials spread out for making paper bag puppets. (You can have crayons and markers for drawing the face and construction paper and/or yarn for the hair. Be sure to have glue sticks. It is also helpful to have a model for the students to look at that you made ahead of time.) Put on some fun music in Spanish and then allow the children to creatively work on their puppets. As a nice transition you can ask the students to tell you the name of their puppet by asking each puppet, "¿Cómo te llamas?" Be sure to encourage everyone to respond, "¡Mucho gusto!"

Conversation Activity: Break the students into pairs and have them stand up with their puppets. 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", "Mal", or "Más o menos." You can also have them practice asking and answering "¿Cómo te llamas?" and "Me llamo ____." Be sure to keep these puppets to use each week. Each class, you can reinforce the current conversation as well as build up on it. Encourage *aplauso* for everyone as you transition to the next activity.

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: Explain to the students how children in many Spanish speaking countries have two first names-Miguel Luís, José Andrés, Maria Elena, Ana Gabriela, etc. Hold up pictures from the intranet of children and point to them and give each person a fictional name so that they have a visual. Then ask the students if they have a middle name. Go around the circle and have everyone give their new "Spanish name." I.e: Their first and middle name together. You may want to have a maraca or something tactile to pass around the circle as the students say their Spanish names. It is recommended that you have them ask each other "¿Cómo te llamas?" to reinforce this conversational question.

Song and Transition to new topic: Encourage all the students to stand up and start singing *Cabeza, Hombros, Rodillas, y Pies* or the *Baile Loca* from the previous weeks. You can sing first and then have the students sing along with you. Be sure to use a lot of gestures and make this fun and silly.

Vocabulary Review: After the song, have the students to sit back on their colored squares in the circle. 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 "la nariz" and "la boca" or you may choose to put it in a phrase like "¿Dónde está la cabeza?" Be sure to review the two new words from last week-Los brazos and Las manos.

New Vocabulary Lesson: Wiggle your fingers and say, "Los dedos." Bring out a picture of a whole person where you can see the hands or a doll or stuffed animal. Point to their hands and say, "Las manos." Then point to the fingers and say, "Los dedos." Ask the students, "¿Dónde están las manos?" Followed by, "¿Dónde están los dedos?" To be sure they understood you can ask, "¿Qué significa los dedos?" Praise any efforts to answer and then say, "Sí. Los dedos means fingers. Repitan por favor los dedos." If you have time you may



want to play a fun (and slow and simple) game of Simón Dice to reinforce the body parts.

Song: Use an attention getter after the game and have the students sit down in the circle facing you. Tell them, "Ahora vamos a cantar una canción usando los dedos." Wiggle your fingers as you say this. You may need to repeat this sentence in English if they don't understand. You will first demonstrate and sing the song. You will then go line by line with you singing first and them copying you. Keep doing this until they catch on and can sing along with you or independently. This is the Spanish version of *Where is Thumbkin?* You can keep it simple and just use the first phrase. If you would like you can add the other phrases during future weeks here is a link to visit to see the rest of the lyrics:

<http://www.juegosycanciones.com/pulgarcito.html>

Pulgarcito, ¿Dónde estás?
¡Aquí estoy! ¡Aquí estoy!
¿Cómo está usted?
¡Muy bien, gracias!
Ya me voy. Ya me voy.

Color of the Day: Since you are already in the circle it will be an easy transition to the next activity. Review the colors from the previous weeks by holding up an object of a specific color and asking the students, "¿De qué color es? What color is this?" Praise all efforts to answer and then say reinforce the color by saying, for example: "Rojo es red. Clase repite por favor rojo." Have the whole class repeat the word. Continue to review like this with the colors green, and blue as well. To further reinforce the colors, pick one or two students to find something red in the class to encourage further repetition. After you have reviewed all the colors the students have learned thus far using the pattern above, 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, Blue azul, Yellow Amarillo..." Repeat the routine from Day 1 for the Color of the Day. Bring out the open, shallow box you have full of YELLOW 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 YELLOW say, "Correcto, ¡es amarillo! You are right, it is yellow! Clase, repite, por favor: amarillo." Encourage the students to say *amarillo* several times and sing that line of the color song, "Yellow amarillo" Ask the students to each come up and say, "Escoje algo Amarillo. Choose something yellow." Once all the students are sitting and holding their yellow 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 yellow dog you would say, "¿De qué color es tu perro? What color is your dog?" Encourage the student to respond with ¡Amarillo! Keep rolling the ball and asking the question until all students have had an opportunity to say *amarillo*. 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 diez objetos amarillos. There are ten yellow 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.)

Hands on! If you are able, take the students outside during this or the next class. It is important that students have "real life" exposure to the vocabulary words they are learning. Walk with them in a small area and point out colors, as well as count things you see. For example: Point out the yellow sun, blue sky, green grass. You can point out the colors of the leaves, especially if they are changing. You can count objects together like swings at the playground, cars you see, etc. (Tip: Be sure you obtain permission to go outside and that you put safety first. Walk together in a line so that you can see all of the students. You should stay in a closed off area, so that there are no moving cars nearby. Make sure when you return to the building that the students again form a line and that you account for every child.)

Creative Activity: To reinforce the words *manos* and *dedos* as well as to practice the color vocabulary, you will begin working on the activity called *Manos y Colores*, which you can find on the intranet. To get started, hand out a colored construction paper to each child. Be sure that all the colors so far are covered. You can also include purple as that will be the color of the day the next class. Hold up your hands to the class and say "las manos." Then ask them, "¿Dónde están las manos?" Encourage the students to hold up their own hands. Wiggle your fingers and then continue with this format by saying, "los dedos" followed by "¿Dónde están los dedos?" Explain in Spanish and English that they will be making a rainbow of colored hands. Spend the first class tracing the hands. It is recommended that you take the hands home to cut them out and label them for the next class. The next lesson will allow for opportunities to finish the project as well as to tie in three sets of vocabulary words-colors, body parts, and numbers. (This activity will span several days so don't be rushed to finish it during one or two class. In fact, it is always important to keep each activity to 5-7 minutes maximum.)

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:

*Play a fun and simple game of hot potato. Put on music in Spanish and start passing a potato or another object. When you stop the music whoever is holding the potato must answer a question in Spanish. Keep this very simple for the little ones! For example-Hold up a picture of something red and ask, "¿De qué color es?" Be very patient!

*Read one of the books in Spanish noted in previous lessons or a new one you have checked out from the library.

*Bring in colorful pictures and have the students identify colors, body parts and numbers in them. Try to have these be larger and age appropriate images.