



Preschool Lesson Plan-Day 5

(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:

Morado-purple

Pierna(s)-leg(s)

Pies-feet

Dieciocho-18

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

¿Cuál es tu color favorito?- What is your favorite color?

¿Cómo estás?-How are you?

Words to encourage use at home: Hola- hello; Adiós- goodbye

Review: Numbers: 1-17

Review: Colors-rojo, verde, azul, amarillo

Review parts of the body: los brazos, los manos

Materials to bring or things to prepare:

Include the daily materials noted in the previous lesson as well as the materials specific to Day 5:

- PURPLE 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.
- Doll or similar object for introducing body parts
- Materials the Manos y Colores activity
- Sing, Dance, Laugh, and Eat Tacos CD

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.) "Por favor siéntense en tu color. Please sit down on your color." (Point to one of the laminated color squares or another sturdy colored square that you have formed into a circle on the ground.) As the students are entering, ask to see if they can tell you their color in Spanish. "¿De qué color es? What color is this?" Praise the students for participation by giving them a high five and saying "Dáme cinco". Continue to greet the students in this manner until they are all seated around the circle. Note: If you have chosen to give the students a new color each day, continue with the pattern you have done from previous classes.



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 "aplauzo" 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, greet the students and reinforce the greeting "Hola" by having the students repeat this word after you while waving. "¡Hola clase! Hi class! Repite por favor, "Hola". ¡Muy bien! Hola significa *hello* en español. *Hola* means hello in English. "¿Quién recuerda mi nombre? Who remembers my name? Sí. Me llamo Señorita/Señor____. My name is Señorita/Señor____. Clase, vamos a practicar *todos* los nombres en la clase. Class, we are going to practice all of the names class." Bring out the pretend microphone and sing, "¿Cómo te llamas tú? ¿Cómo te llamas tú?" Using Spanish first followed by English, ask the class to call out what this means in English. Praise the students for participation and let them know how proud you are of them and how *inteligente* they are! Ask the class if anyone can tell you how to answer the question in Spanish. Call on a student who raises his or her hand patiently. "Sí, "Me llamo____ means my name is____." Gently roll a ball to a student in the circle and ask encourage the entire class to ask singing with you "¿Cómo te llamas tú? ¿Cómo te llamas tú?" The student holds the ball while answering "Me llamo____." The student then gets to roll the ball to another student in the circle. Encourage the class to continue asking the question with you each time the ball is rolled. Be very positive and encourage everyone to call out "Mucho gusto" and clap once after each child says his or her name. *Please note that saying names should become a shorter activity each week as you need to review less and less!



Conversation Review/Puppet time: As a 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 marionetas that the students made last week.

Las marionetas, las marionetas
Son muy divertidas
(repeat)

You can sing this song each week when handing out the students' marionetas. Encourage the class to join you in singing as the weeks go on. You may also want to explain that *divertidas* means "fun"! Pick up the Dani and Beto puppets and using silly voices show the class a small dialogue reinforcing the question *¿Cómo estás?* as well as the various answers. For example:

Dani: ¡Hola Beto!

Beto: ¡Hola Dani!

Dani: *¿Cómo estás?*

Beto: (in a sad voice) *Muy mal.*

Beto: (pointing to Dani) *¿Y tú?*

Dani: (in a happy voice) *¡Muy bien!*

Beto: *¡Adiós!*

Dani: (waving) *¡Adiós!*

Explain to the class using Spanish followed by English that they are going to tell their "amigos" how they are doing using their marionetas. Hand out the marionetas to the students. See if two students want to come into the circle as volunteers to ask and answer the question "*¿Cómo estás?*" Give these students a big round of *aplausos* and praise for their participation. Hold up the pictures of this vocabulary point to it while using gestures during the instructions. For example: While you are saying "*Muy bien*" point to the happy voice and give a big smile. Once you have reviewed all the feeling words, break the students into pairs and have them stand up with their puppets. Tell them that they should both take a turn asking "*¿Cómo estás?*" and they should both answer "*Muy bien*", "*Mal*", or "*Más o menos*." Encourage *aplausos* for everyone as you transition to the next activity.

Transition Activity: Encourage the students to return to their colored squares in the circle. To transition to the next activity and to review numbers 1-17 hold up objects as you count them. Some ideas are crayons, books, blocks or balls. You may want to tell the students to repeat the word in Spanish after you as you are counting the objects. (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 with the numbers great than 10. It may take the whole year to master 11-20!) Praise the students for their great efforts counting and explain that they 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 "dieciocho". 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 "dieciocho". 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.

Review/Game: To further review you can use the song to incorporate colors into a fun game. Be sure to explain the game using Spanish and English! Start the song over and have the students dance around the colored circle while singing along with the song. When you stop the music the students must "freeze" in place. You may want to call out ¡Hielo! or ¡Basta! The first student to talk or move has tell you what color they are standing on in Spanish or answer a very simple question about a color. For example: "¿De qué color es tu camiseta? What color is your shirt?" 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!

Transition and Review: 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. Tip: You may need to help them move the circle closer since they spread out in the previous activity. 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 "los 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.

Song: Encourage all the students to stand up and start singing the *Pulgarcito* song from last week. Be sure to use a lot of gestures and make this fun and silly. (You can also have the students count their dedos to encourage further practice of numbers and to really emphasize the Building Block Method of Learning.)

New Vocabulary Lesson: 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. Lift up one leg and say, "pierna". Encourage the class to copy you by lifting up one leg and repeating "pierna." Shake and wiggle both of your legs and say "piernas." Encourage the class to copy you by shaking and wiggling their legs and saying "piernas." Bring out a picture of a whole person where you can see the legs or a doll or stuffed animal. Point to one leg and say "pierna" then point to both legs and say "piernas" (emphasizing the "s"). Slightly lift one leg and grab your foot saying "pie." Ask the class to copy you and repeat the word "pie." Bend



over and touch both feet while saying "pies." Show a picture of a single foot and say "pie." Show a picture of a whole person or animal and point to both feet and say "pies" (emphasizing the "s"). Using Spanish first then English reinforce the lesson you just showed explaining "Piernas son legs. Piernas are legs. Pierna es una leg. Pierna is one leg." Play a game of Speed Copy Cat to reinforce this lesson and previous body parts vocabulary. Have the students can touch the body parts you call out in Spanish. Start calling the parts out slowly and be sure to touch the body part as you call it out. The students will copy your action and repeat after you. Once the students understand the activity, call out the body parts faster and faster. Have fun with this and encourage the students to get excited. Note: In future weeks, to make this trickier, you can even touch a body part and call out the wrong word (or vice versa) and see if the students catch you!

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 that many people in many Spanish speaking countries love bright colors. You can bring out a globe or a map and point to some of the countries that especially appreciate bright colors-Mexico, Puerto Rico, Guatemala, and even Ecuador. Go around the circle and ask the students, "¿De qué color es tu casa? What color is your house?" The students may need to answer in English, but that's okay. You can simply repeat the word in Spanish for them, as it is not important that the students know the vocabulary word. You can then explain that in some countries like in Mexico or Puerto Rico, for example, the people paint their houses bright colors, such as blue, pink, and yellow. (Be sure to say these words in Spanish too. Point to the pictures of the brightly colored houses you have printed from the intranet. You may also want to bring in pictures from your own travels that show houses or buildings that are brightly colored.) Then ask the students if they would like to live in a brightly colored house and if so, which color.

Song: Once the students finish their snacks, gather them back into the circle and on their squares. Encourage all the students to stand up and start singing *Cabeza, Hombros, Rodillas, y Pies* or the *Baile Loco* 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. You can follow up the song reviewing and reinforcing the body parts vocabulary by asking,



"¿Dónde está(n)?" and then a body part. Have the students point to their own body parts or have a picture that you have hanging up that the students can point to.

Color Review: Hold up pictures or colored squares representing the colors you have learned thus far—red, green, blue, and yellow. Say 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 "¿Cuál es tu color favorito? What is your favorite color?" The child can then take the maraca and shaking it say one of the colors they have learned in Spanish. When the students give the color in Spanish, have the entire class repeat. Once all the students have had an opportunity to say their favorite color, ask them find an object in the classroom that is the color of his or her favorite color. They should go stand by that object or person. Continue to review the colors while walking around the room to each student and asking the question again. Have the whole class yell out the color again as the student answers. Praise all the students for great efforts using phrases in Spanish like "excelente" and "muy bien."

Color of the Day: Using an attention getter, ask the students to go back to the circle and stand on their color. Encourage all the students to stay standing and start singing *Los Colores* 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..." Repeat the routine from Day 1 for the Color of the Day. Bring out the open, shallow box you have full of PURPLE 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 PURPLE say, "Correcto, ¡es morado! You are right, it is purple! Clase, repite, por favor: morado." Encourage the students to say *morado* several times and sing that line of the color song, "purple is morado." Ask the students to each come up and say, "Escoje algo morado. Choose something purple." Once all the students are sitting and holding their purple 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 purple dog you would say, "¿De qué color es tu perro? What color is your dog?" Encourage the student to respond with ¡Morado! Keep rolling the ball and asking the question until all students have had an opportunity to say *morado*. 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 morados. There are ten purple 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! Hand out pieces of construction paper representing the colors the students have learned from class. Have the students kneel down in a line facing you. When you call out a color in Spanish, the students with that color must "pop up" and repeat the color in Spanish.



After the students have played the game for about a minute, feel free to speed up the colors and see how fast they can go. The idea is to have fun and get the students excited. Tip: You can play this game to review the numbers also by handing out pieces of construction paper with the numerals on them. If you call out "cinco" the student with the number five would pop up.

Creative Activity: Continue the activity called *Manos y Colores* from last week. Remind the students that they will be creating "Un arco iris de manos- a rainbow of hands!" Bring in the hands pre-cut and labeled with the color in Spanish. Have the large neutral colored paper set out on a table for the next part of the project. Have the students help you lay out the colored hands in a rainbow shape on the paper. Then have the students each glue a hand to the paper. While the students are working ask them questions to reinforce the vocabulary from class. For example, "¿Cuál es tu color favorito? ¿Cuántos dedos hay? ¿Cuántos ___hay? (specific color)" (Note 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.) See if the students can remember how to say goodbye in Spanish. "Sí, adiós significa goodbye. Yes, adiós means goodbye. Todos repiten, adiós. Everybody repeat adiós. Muy bien." Sing the Goodbye song noted below. Sing it line-by-line to help the students remember it.

Saludos Song-(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 game of I spy using colorful objects in the classroom. Describe an object using Spanish then English and have the students raise their hand to guess the object. Once a student correctly guesses an object, reinforce the lesson by asking the students "¿De qué color es?" Encourage the class to repeat the color in Spanish.

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