



Preschool Lesson Plan-Day 7

(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:

Blanco- white

Veinte- twenty

Hija- daughter

Hijo- son

Gato- cat

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

¿Cuántos?- How many?

¿De qué color es?- What color is it?

Sí- yes

¿Quién es?- Who is it?

¿Tienes?- Do you have?

Words to encourage use at home: Hola, Adiós, Amigos

Review: Numbers: 1-19

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

Materials to bring or things to prepare:

Include the daily materials noted in the previous lesson as well as the materials specific to Day 7:

- WHITE objects in box
- *Buenas noches, luna* or other similar children's book in Spanish (See Story Time portion of this lesson below. These books can be checked out from your local library.)
- Pictures representing muy bien, muy mal, and más o menos
- Construction paper with numerals
- Big pictures of animals on laminated cards or stuffed animals
- Cultural images from the intranet
- Pictures of an age appropriate family
- Objects to encourage conversation -ball, sombrero, maraca, etc.
- Objects for counting laid out on a table such as crayons, candies, etc.
- Sing, Dance, Laugh, and Eat Tacos CD
- Pictures of the family members glued onto popsicle sticks or on laminated cards
- Blank paper for each child and art supplies for the Art Contest activity

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, hand them a sombrero to put on while asking "¿Cómo te llamas? What is your name?" Encourage the students to each respond "Me llamo ____." Shake a maraca with excitement and praise the



student with "Muy bien." Take the sombrero to pass on to the next student who enters. 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 previous weeks or the song you chose to be your weekly song. After singing the song 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. Sing the following song, smiling and waving when you say "Hola." After you sing the song once, sing it again encouraging the students to join in or sing it line by line, having them repeat the lyrics after you. 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, explain to the students that they will be playing a game to practice "Hola" and "Adiós." Encourage all the students to stand up and form a line using Spanish and gestures. Try to use the most open area of the room for this activity. When the students are in a line facing you explain that when you say "Hello" in Spanish they should stay facing you and wave. Show them an example by saying "Hola" and encourage the students to wave. Show them what they should do if you call out "Goodbye" in Spanish by jumping and facing the other direction. Have the students all practice this with you while you say "Adiós." Practice with the students the waving and jumping backwards while you say "Hola" or "Adiós.". Once the students get the hang of it, you can speed up the commands and see how fast they can wave or turn around! The goal is to get the students excited and help them make a physical connection to the words in Spanish. This game should end in a lot of giggles! ☺ (During next week's class, you will reinforce Buenas Tardes, Buenos Días, and Buenas Noches.)

Story Time: Use an attention getter to regain the students' attention, and encourage them to sit down on their colored circles. Try using only Spanish and gestures as you do this. Hold



up a picture of a moon and/or a picture of someone sleeping saying, "Buenas Noches, clase." Next, lay your hand on your head and yawning saying, "Buenas noches and say a student's name." Finally, see if the students know what you are saying by asking in Spanish, "¿Qué significa Buenas noches? What does Buenas noches mean?" Praise all students' efforts to answer and then say, "Sí. Buenas noches significa "Good night." Buenas noches means good night. Ahora vamos a leer un librito en español. Now we are going to read a little book in Spanish. A perfect story for this is *Buenas noches, luna* by Margaret Wise Brown, as the students should be familiar with the story. You can read each page all in Spanish and then see if the students understood by having them tell you what that page said in English. Be sure to only spend 7 minutes maximum on this activity. If this takes longer than 7 minutes you can read a portion of the book and then save the rest for next week. Some other great books to use here or in future weeks are: *Buenas noches, Gorilla* by Peggy Rathmann, *Buenas noches, Dudu* by Annette Swoboda, or *Buenas noches*, by Debbie Bailey.

Conversation Review/Puppet time: Close the book and transition to the next activity by singing the following song to the tune of "La Cucaracha". Be silly and dance around the room as you bring out Dani and Beto.

Las marionetas, las marionetas
Son muy divertidas
(repeat)

Encourage the class to join you in singing and dancing. Remind the students that *divertidas* means "fun"! After all of the students are sitting, pick up Dani and Beto and encourage the class to find out how Dani and Beto are today. Vamos a preguntar Dani y Beto "¿Cómo están hoy?" We are going to ask Dani and Beto how they are today.

Clase repite "¿Cómo estás Dani? How are you Dani?"

Dani: ¡Muy bien!

Teacher: ¿Cómo está Dani? How is Dani, clase? Sí Dani es muy bien. ¿Qué significa muy bien? What does muy bien mean? Sí. Muy bien significa very good. Muy bien means very good.

Ahora, vamos a preguntar a Beto. Now let's ask Beto.

Dani: ¿Cómo estás Beto? (Encourage the class to ask the question as well)

Beto: Más o menos.

Teacher: ¿Cómo está Beto? How is Beto, clase? Sí Beto está más o menos. ¿Qué significa más o menos? What does más o menos mean? Sí. Más o menos significa okay. Más o menos means okay. (Tip: You can also reinforce mal by asking the students to tell you the meaning of the word as you hold up a very sad face.)

Conversation continued: Use excited voices as you act out the mini conversation below, which will introduce the next activity.

Dani: Quiero jugar un juego con la clase. I want to play a game with the class.

Teacher: Clase, quieres jugar un juego con Dani y Beto? Class, do you want to play a game with Dani and Beto? (Encourage the students to get excited.)

Beto: Sí, yo también. Yes, me too. ¿Cuál juego? What game?

Dani: ¡Un juego de ritmo! A rhythm game!



Start the rhythm by alternately slapping your thighs then clapping your hands- slap/clap/slap/clap/slap/clap. Keep doing the pattern until the students can easily do it along with you. Once all the children are clapping and slapping, start chanting the rhythm below. This activity uses rhythm to reinforce Spanish phrases.

Teacher: This is a game, this is a game, this is a game where you say your name.

Point to yourself and say "Me llamo_____." (Encourage the class to repeat after you.)

Teacher: This is a game, this is a game, this is a game where you tell us that you are good.

Hold up a picture representing bien and give a thumbs up saying "Bien." (Encourage the class to repeat after you.)

Teacher: This is a game, this is a game, this is a game where you tell us that your bad.

Make a sad face as you hold up a picture representing mal and give thumbs- down (Encourage the class to repeat after you.)

Continue playing the rhythm game by starting back at the beginning. If the students are understanding this well you can point to a student after the verse and encourage them to respond with the Spanish answer like "mal" in the last verse.

Transition Activity: Encourage *aplauzo* for participation in the previous activity. Put on fun music or start singing in Spanish. Walk over to a table where you have laid out objects for counting. Encourage the students to come over to the table by using *gestures* and saying, "Vámonos! Let's go!" Have groups of objects representing different numbers. For example: cinco crayones, diez dulces, tres marcadores. Encourage the class to count each pile together with you. Remember to count slowly and hold up the objects as you are counting. After each pile has been counted reinforce the number by asking "¿Cuántos hay? How many are there? Say the answer in Spanish. For example: "Sí. Hay cinco." After counting the piles, hold up pieces of construction paper with big numerals written on them. Hold them up as you have the class count them with you in Spanish. Count all the way to *diecinueve*, as a great review of the total range of numbers that you have taught thus far. Show the students the number 20 and see if any of them can remember it from the *Cuenta* song. Praise the students for their participation. Explain, twenty to the students by saying, "Veinte es twenty en español. Todos repitan veinte. Everyone repeat veinte. ¡Muy bien!" Be sure to have the students repeat "veinte" several times for reinforcement. (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.)

Physical Activity: Encourage the students to stand up by saying, "¡Levántense!" Use only this Spanish phrase and *gestures*. Lay out the construction paper with the numerals in the shape of a big circle on the floor. As you are putting them on the ground, hold each number up and say the word in Spanish. Encourage the class to repeat the number in Spanish with you. Make sure that each student has a number to stand on. Have the students start by choosing a number to stand on. Let them know that they will be playing a fun game of *Sin Sillas*, which is musical chairs without the chairs! Explain to the students using Spanish and English that they will walk around the circle stepping on different numbers while the music plays. When you turn off the music, you will select a number in Spanish and ask who is



standing on that number. The student standing on that number will raise their hand and the other students in the class will point to him or her, saying the word in Spanish together as a class. All students will win a prize (like a sticker) when their number is called. Keep playing until all the numbers are called and everyone has won a prize. Note: For the music it would work well to play the *Cuenta* song from the CD from the last two classes and encourage the students to sing and dance along.

Variation: The above activity may be too challenging for some classes, as these very young students may not have numeral recognition yet. If this is the case, you can line your students up on one side of the room. Give them silly movements to do in various numbers. For example: crawling, walking like a specific animal, dancing, clapping. To really encourage movement, you can have them go from one side of the classroom to the other. Be sure to count orally in Spanish as the students complete each movement. Be sure the students are also counting with you!

Song + New Vocabulary Lesson: Using an attention getter, gather the students around you, as you put their colored circles back on the floor. Encourage each child to find his or her circle and to sit down. Bring out a stuffed animal or a big picture of cat, which is laminated. Sing the first phrase from the song below to the tune of *Old McDonald* holding up your visual. (Each week you will add a new animal. Next week you will add *perro*.)

*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*

Follow the song by holding up the picture of the cat or a stuffed animal. Explain to the class, Este es un gato. This is un gato. Gato significa cat en español. Todos repitan, gato. To reinforce this new word pass the picture or stuffed animal around the circle. When each student holds the "gato" they should say "gato" and the noise a cat makes. Feel free to let the students be silly with this. To relate the topic to the students, ask who has a cat at home. "Levanten la mano si tienes un gato. Raise your hand if you have un gato. ¡Muy bien!" You can incorporate total conceptual learning by then counting how many people have cats. "¿Cuántas personas tienen gatos? How many people have gatos? Vamos a contar. We are going to count. Uno, dos, etc..."

Song continued: Have all the students stand up. Sing each line of the song above and have the children repeat it after you. Be sure to come up with silly gestures and use your visual to make this more fun.

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: Hold up a variety of family photos from other countries (this could be from books or the internet). Explain to the students that families in Latin American countries tend to be very large. Sometimes there are six to twelve children! Many times the whole family lives together, aunts, uncles, cousins, and grandparents. Ask the children how many brothers and sisters they have and if they can imagine having this many. Also ask them who lives in their house? Where do their other relatives live? Could they imagine living with their grandparents?

Color Review: After the snack is put away, have all the students stand up as you sing the entire *Los Colores* to the tune of *Frere Jacques*. They should be very familiar with the song now and should sing along with you. As you are singing, hold up pictures or colored squares representing the colors. After the song is complete encourage *aplauzo* for everyone for a great job and have them sit down. Further reinforce the color words in Spanish as you point to the colored squares and have the students repeat after you. To further involve the students and to encourage hands-on learning, have the students find the color you call out in Spanish in the classroom. The students should go stand by that color and point to it. Tip: Make sure your classroom has colorful objects around the room. Once the students are touching the color around the room, walk to some of them and ask the class a reinforcement question. For example: "¿Es rojo? ¿Sí o no?" Encourage the students to respond "Sí" if it is red. Then point to something that isn't red and ask again "¿Es rojo? ¿Sí o no?" Encourage the class to respond "no." Continue playing by calling a new color in Spanish. Be very positive and praise the students for doing such a great job learning colors!

Color of the Day: After the students have returned to the circle, have them stand up by saying "¡Levántense!" Play the *Los Colores* song from the Sing, Dance, Laugh, and Eat Tacos CD Volume 1 track 4. Explain to the students that there are a few more colors they will be learning to complete this song. Remind them that they know "azul, rojo, amarillo, and verde" from this song. Repeat the routine from Day 1 for the Color of the Day. Bring out the open, shallow box you have full of WHITE 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 WHITE say, "Correcto. ¡Es blanco! You are right. It is white! Clase, repite, por favor: blanco." Encourage the students to say *blanco* several times. Ask the students to each come up and say, "Escoje algo blanco. Choose something white." Once all the students are sitting and holding their white 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 white egg you would say, "¿De qué color es tu huevo? What color is your egg?" Encourage the student to respond with ¡Blanco! Keep rolling the ball and asking the question until all students have had an opportunity to say *blanco*. 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 white 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 trece objetos blancos. There are thirteen white 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: Encourage the students to return to the circle and to sit on their colored squares. 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, Abuelo 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 "la padre" and review with the students these words by saying, "¿Quién es? Who is this? Be sure the students repeat *madre* and *padre* along with you. Pick up every picture that includes a girl child and say "la hija". Ask the students "¿Quién es? Who is this?" Once the students have said the daughter, say "Sí, este es la hija. Yes, this is la hija. La hija significa daughter en español. La hija means daughter in Spanish. Todos repitan por favor, hija. Repeat this lesson for the word "hijo."

Hands-on reinforcement: 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. Don't feel bad if these are cliché as they will help reinforce the words for the students. For example: A doll for daughter, a truck for son, a purse for the mom, and a briefcase or something similar for the father. Place the four 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



have the class call out the Spanish name for the family member represented by the prop. 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."

Creative Activity: Using Spanish and English explain to the students that they will be in a fun new art contest. Give them each a piece of paper and the kind of art supplies you want to use (crayons, fingerpaint, etc.). The "judge" (you) will call out a color while holding up an example of the color for the visual learners, and have the students repeat. Then everyone must begin drawing/painting with that color. When the judge says another color, they must all switch to that new color. The contest continues until the judge says "¡Basta!" Have the students hold up their drawings. Walk around and point out pictures commenting on the colors and images "Me gusta este gato amarillo. I like this gato amarillo." Make sure to praise all students for their work and let them know that they all have won the contest! Tips: You will need to make sure that every student has one of each one of the colors you are using for this activity. For example: If you are incorporating *rojo* then you will need enough red crayons for each student in your class to have one. You want to encourage creativity, so don't give the students one particular item to draw. However, you can give them ideas. For example: A family picture or a picture of an animal.

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:

*Mata la Mosca: Have pictures of family members, dogs, cats, and numerals in the center of the circle. Pass a flyswatter to a student in the circle. When you call out a word in Spanish, encourage the student to point to the image representing this word. Once the student finds the picture, have the entire class repeat the vocabulary together. Have the student pass the flyswatter to the next student and continue until each child gets a turn.



*Read one of the family stories listed in the last lesson plan in Spanish and English to review the family vocabulary the students have learned.