



Preschool Lesson Plan-Day 9

(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:

Anaranjado-orange

La familia- family

El pato- duck

Sol- sun

¿Cuántos años tienes?- How old are you?

Phrases used in class today but not necessarily vocabulary words:

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

¿Cuántos?- How many?

Campo-field

Granero-barn

¿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

Materials to bring or things to prepare:

Include the daily materials noted in the previous lesson as well as the materials specific to Day 9:

- ORANGE objects in box
- Pictures representing muy bien, muy mal, and más o menos
- *Los Cinco Patitos* book and duckling materials
- Construction paper with numerals
- Big pictures of animals on laminated cards or stuffed animals
- Pictures of an age appropriate family
- Objects to encourage conversation -microphone, ball, sombrero, maraca, etc.
- Sing, Dance, Laugh, and Eat Tacos CD
- Pictures of the family members glued onto popsicle sticks or on laminated cards
- Family Photo Album template copies
- Potato and father picture for *Notas Culturales*

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 estás? How are you?" Encourage the students to each respond with either "bien, muy bien, más o menos, o mal." 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.

Vocabulary Introduction: Use the Dani and Beto puppets to initially introduce the question "¿Cuántos años tienes?"

Teacher: Beto, ¿Cuántos años tienes?

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.

Teacher: Muy bien Dani y Beto! Clase, what did Dani and Beto just tell us?

Yes! They told us how old they are.

Say, "¿Cuántos años tienes?" while shaking a maraca for each word. Explain to the class that this means, "How old are you?" in Spanish. Encourage the class to repeat the question with you while shaking the maraca. Do this a few times using different voices like a whisper, loud voice, or high pitched voice to give the students extra practice.

Hold Dani up again and have "her" ask the person next to you in the circle the question.

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

Pass the maraca to this student asking again, "¿Cuántos años tienes?" Encourage the students to simply respond with the number in Spanish of how old they are. Example: *Cinco*. You can fill in the rest of the answer for them. Have the class give one clap as a short *aplausos* after each student answers. The student will pass the maraca to the next student. As a class, encourage the students to ask with you "¿Cuántos años tienes?" Continue this process going around the circle so that each student has an opportunity to answer their age in Spanish. Give a large *aplausos* at the end, praising the students for "un buen trabajo."

Song + New Vocabulary Lesson: Say, "¡Levántense!" while using gestures to have the students to stand up. Sing *Señor Lopez Had a Granja* to the tune of *Old McDonald* while acting out the animals in the song. Encourage the students to do the same and encourage them to be silly and have fun with this.



*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*

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

*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*

Explain to the class, "Este es un pato. This is *un pato*. Pato significa duck en español. Todos repitan por favor, pato." To reinforce this new word pass the picture or stuffed animal around the circle. When each student holds the "pato" they should say "pato" and the noise a duck makes. Feel free to let the students be silly with this.

Bring out the stuffed animals or laminated pictures of the dog and cat. Review with the students "¿Qué significa gato? What does *gato* mean? Sí muy bien. Gato is cat en español. Todos repitan, gato." Do the same for perro. After all the vocabulary words have been reviewed, stand and sing the song all the way through together as a class.

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: Keep the students sitting while you mark a barn on one side of the room and a field on the other side of the room. To make these areas seem more realistic hang pictures representing them and label them in Spanish. For example: Hang up a picture of a



field with cows in it and label it *campo*. Divide the class into two teams and have each team form a line at the end of the room that is the "campo." Explain to the students that when you say an animal name in Spanish, the first student from each team needs to walk and "talk" like that animal from the *campo* to the *granero* and back. The student will then tag the next child in line to do the same, like a relay race. If they are *patos*, for example, they will waddle from the *campo* to the *granero* and back, quacking up a storm. The game continues until all the students have participated. Encourage the entire class to call out "pato" after the race. You can continue with the next animal. Tip: It would be helpful to show the students an example of this before starting the game. Encourage the students to have fun and be silly with this activity!

El cuento: Check out the book *Los Cinco Patitos* from the library, as it makes a great hands-on story. Before class, prepare the pictures of the Mama Duck and five ducklings. Print directly onto various pieces of colored paper, using only colors the students know in Spanish. Write the numbers 1-5 on the ducklings. You can tape these onto a poster or use a felt board with velcro on the back of the ducklings. Be sure to hang them in the order of the story. *Variation: You could also print smaller ducks for the children and number them. Mount them on popsicle sticks or straws so they'll be able to hold them up during the reading.

Gather the students into the circle and read the book to them. As you are reading, ask the children to remove the number *cinco* from the felt board. When the first duck is "lost," ask the children what color the little duck is that is leaving. "¿De qué color es? What color is it? Muy bien. El pato es amarillo. The duck is yellow." Encourage the class to repeat the color with you in Spanish. Continue until all five ducks are removed. At the end of the story, reunite all five ducks on the felt board or hold them all together. Have the class count in Spanish to be sure all five ducks are there. Have the children cheer to celebrate the duck family's reunion!

Snack Time: Keeping the children in the circle, 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 there are two ways of saying "mom" or "mother" in Spanish just like in English. *Mamá* is how you would say mom and *madre* is how



you say mother. Also, *papá* is how you would say dad and *padre* is how you would say father. To involve the students, ask them what they call their moms and dads in English and then have them translate that word into Spanish. Hold up a picture of a dad and say, "papá." Hold-up the potato and say "papa." Ask the students if they can hear something different in the two words. Explain that the pronunciation of the word "papá" is very important. The word "papa" is very similar, but it means potato. The students don't want to call their dads potatoes!

Color Review: After the snack is put away, have all the students stand up in a circle. 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 song to the tune of "*The More We Get Together.*"

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

Encourage the students to each go pick out a object from the center that is "blanco." Once everyone has an item, have the class call out together "¡Blanco!" Then have the students put the red 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 the object above this or her head.

Variation: Assign students various colors by handing them a colored square and saying the color in Spanish. The students must then walk around the room looking for an object that contains this color. You can put on music as the students move around the room. When you stop the music go one by one to each child and ask what color they have and have them point to the object they found. For example: "¿Qué color tienes? What color do you have?" The student will hold up the color square and answer. Have the student point to the object they found as well, and then have the whole class repeat the color together. Don't be afraid to use a lot of Spanish during this activity. For example: "*Maria escogió un libro rojo.* Maria found a red book."

Color of the Day: Have the students return to the circle, as you begin repeating the routine from Day 1 for the Color of the Day. Bring out the open, shallow box you have full of ORANGE 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 ORANGE say, "Correcto. ¡Es anaranjado! You are right. It is orange! Clase, repite, por favor: anaranjado." Encourage the students to say *anaranjado* several times. Note: Since this is a longer word that is more difficult to pronounce, you may want to shake a maraca or clap for each syllable breaking it down for the young students. Ask the students to each come up and say, "Escoje algo anaranjado. Choose something orange." Once all the students are sitting and holding their orange 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 an orange pumpkin you would say, "¿De qué color es tu calabaza? What color is your pumpkin?" Encourage the student to respond with ¡ANARANJADO! Keep rolling the ball and asking the question until all students have had an opportunity to say *anaranjado*. 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 orange 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. ¡Ojo! Next week bring in an orange to talk about the difference between *naranja* and *anaranjado*.

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 catorce objetos anaranjados. There are fourteen orange 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.)

Song + New Vocabulary Lesson: Have all of the students stand in a circle and sing the following Weather song to the tune of *London Bridges*. (Each week you will add a new verse to describe the weather.)

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!

Explain to 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." Get the students excited by letting them know that next week they will learn more weather phrases to describe what the weather is like-¿Qué tiempo hace? If possible have all the students gather by the window to look and see what the weather is like. Ask them, "Hace sol hoy? Is it sunny today?" Encourage them to answer Sí or No.



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, Abuela 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, la padre, la hija, el hijo, la abuela, y el abuelo" Review with the words with students by asking, "¿Quién es? Who is this? Be sure the students repeat the Spanish words with you. Show a picture of the family members all together and explain that "la familia" is family in Spanish. Encourage the students to repeat together "la familia." (Note: If you have a felt board, it would be nice to reinforce these words by having the students put the pictures on the board as you call out the words in Spanish.)

Hands-on Reinforcement- Push chairs into a big circle in your room. Assign each student a family member word using the vocabulary covered in class so far. (Several students will share words, which is okay.) You can hand out the props that you have used from the previous weeks or give the students name tags that have pictures representing the various family member words. When you call out a word, example: *madre* each child who was assigned *madre* must get out of his or her seat and move to one of the new vacant seats (like in Musical chairs). Make sure to have the entire class repeat the Spanish vocabulary word for extra practice. Continue playing until each family member has been called.
*Variation: You can play this as a true Musical chairs game with taking out one chair, so that the students need to race to find a chair. The student who doesn't get a chair can stand in the center with you until his or her family member is called again.

Creative Activity: Family Photo Album- Copy the enclosed templates, so that your students can create photo albums in Spanish. Each week you will 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:

*Play the *Mi Familia Grande* song from the Sing, Dance, Laugh, and Eat tacos CD. Stop the song after each line having the class repeat with you and explaining what the song is singing. Use your picture visuals to reinforce the Spanish vocabulary from the song that the students have learned like: gatos, perros, familia, papá, and mamá.

*Play a game of Papa Caliente to review all of the vocabulary the students have learned in class so far. Play Spanish music and when you stop the music, the student holding the "papa" will try to answer a question you give to reinforce what they have been learning. For example: "¿Cómo se dice family en español? How do you say family in Spanish?"