

Spanish Lesson Plans
Tobie Bass Trudeau
November 30-December 18
Overall Theme: Me gusta mi Mundo (I like my world.)

Nov 30-Dec 4

Todos (Everyone): Review and practice conversation questions “¿Cómo te llamas tú?” and “¿Cómo estás?”. Introduce new question, which is written on board: “¿Qué te gusta? Me gusta _____.” Teach students pronunciation (Talk about the difference in the sound “qu” makes in English and Spanish, and the sound of “cu” in Spanish.) Students ask me the question, “¿Qué te gusta?” several times and I answer, “Me gusta_____” filling in the blank w/ a word/phrase they already know, like “Me gusta mi gato.” Or “Me gusta escuchar la música.” After giving and showing a few examples, I ask students to guess what the question they asked me means.

K: Students sit in a circle and I ask them to close their eyes and imagine that they woke up one morning and everything in the world was the color grey. (skin, eyes, flowers, clothes, etc.) Then they open their eyes and look around to appreciate all the different colors we see. Put a big globe in the middle and ask students to tell me what it is. (Globe, ball, Earth, planet, world, etc.) Then we talk about all the differences we see in each other and how people and places all around the world are different. It would be boring if we were all the same! Next I ask students to observe carefully as I read the libro grande De Colores. They should try to notice as many things in the pictures they can that are different from their own lives. (houses/buildings, people, landscape, ocean, etc.) Last we listen to the song...next week learning more of the words.

1: Students sit in a circle and we talk about 2 ways to notice our differences, with a positive or negative comment. (For example, “Ooh, he’s weird.”= negative and “Wow, he’s different from me; that’s cool.”) Then we observe our different skin, eye, hair, language, etc. colors and relate our small circle to that of the giant blow-up globe I then place in the middle of our circle. We talk about how people all over the world are different and why respecting others is important. Then students break into small reading groups, each with a mini-libro, and we listen to the CD recording of Sombreros del Mundo Entero, recorded by a first grader’s mom, who is a native Spanish speaker. After listening, each group has the task of figuring out the meanings of the words describing opposites on each page, using the pictures to deduce the meanings. (For example, they already know “Mi sombrero es grande. Mi sombrero es pequeño.” However, they don’t know, “Mi sombrero es duro. (hard) Mi sombrero es suave. (soft) * The last page of the libro reads, “Me gusta mi sombrero.” Ask students to translate, since that was introduced at the beginning of class!

2: Ask students to name as many Spanish-speaking countries as they can- besides México! Then ask them how many Spanish-speaking countries in the world there are. Pass out the words to the song by **Barbara Macarthur** “**Los Paises Hispanos**”, which lists all 20. Ask students to first find on the list the ones they already named. Next they will listen to a song that tells all 20, and they should try to keep their finger under the

correct word while they're listening. The song, on youtube.com, also has a video which shows the maps, but they are a bit hard to see, so I focus on the words more. After listening to the song twice and singing along, I ask students to turn over their papers and raise their hands to name as many Spanish-speaking countries as they can.

Dec 7-Dec 11

***Todos/Everyone** participates in the "Knee to Knee" game. In this game, I arrange chairs in the room in two lines facing each other. After students come in and do our regular class routine singing "Buenos días" calendar, etc., then I demonstrate w/ one student how the game will work. Los niños sit on one side and las niñas on the other, facing the niños. Each student has a conversation in Spanish w/ the person sitting across. The conversation involves the three questions we have worked on, plus greetings. It might go something like this: "Hola, ¿Cómo te llamas? ¿Cómo estás? ¿Qué te gusta? Hasta luego. And of course the corresponding answers, which vary from person to person.

K: Read ¿Qué te gusta? - "knee to knee" game, sing De Colores w/ hand gestures

1: Read ¿Qué te gusta? - "knee to knee" game, La Raspa dance: Demonstrate the Mexican Hat Dance, or La Raspa, and have a dance contest.

2: Read ¿Qué te gusta? - "knee to knee" game, sing Los Países Hispanos and have students name Spanish speaking countries, finding countries on the map if time.

Dec 14-Dec 18

Todos:

Show each class "hojas" and ask them what they think they are and what they might be used for. Read Too Many Tamales by Gary Soto. Then ask the students what the hojas are used for and talk about the Mexican tradition of making tamales around the time of Christmas. Watch a short clip of a real family making tamales, narrated by a young girl.