

Jefferson Elementary Escuela
Spanish Lesson Plans
January 5-Feb 12

Jan 5-Jan 8

Kindergarten and 1st:

-Buenos días niños song, conversation practice w/ 3 preguntas. 1: ¿Cómo te llamas tú?

2. ¿Cómo estás? 3. ¿Qué te gusta?

-Repasa/Review el calendario con los días de la semana song, counting, weather song and introduction of the new month (enero) and new year 2010 (dos mil diez).

-Introduce new song “Vamos a Cantar” from Diez Deditos CD by pointing out 10 pictures on the board that are matched w/ action verbs. Have students repeat the word and then do the action. (TPR) Play the song and follow along w/ the pictures on the board. Next try it again but take a few pictures away. Then pass out all but one picture to pairs or threes of students and have students study the chart hanging in front, which has color-coded words and pictures. They should find their picture and read the verb on the chart, then find their word on the board with their eyes but remain seated. Play the song again, and I do the first one as an example, taking the picture to the board and matching it to the first word, facing the class and doing the action. Students have to move quickly to keep up, but they can do it!

-Take off all verbs but two, leaving “comer” and “saltar”.

-Introduce 2 new puppets by having students ask them the 3 conversation questions they know. It goes something like this:

Rana: Hola.

Students: Hola. ¿Cómo te llamas?

Rana: Me llamo Rana.

Students: Hola, Rana! ¿Cómo estás?

Rana: Mal.

Students: Lo siento. ¿Besitos?

Rana: No, gracias. Tengo hambre.

Students: ¿Qué te gusta?

Rana: Me gusta comer moscas. (Say slowly and ask students to translate. We just learned this verb and it's on the board! Mosca they will guess means fly.)

Ask students to help Rana find moscas to eat by telling her, “Salta Ranita Salta” everytime they see a mosca come up. (Mosca is a picture on a popsicle stick)

Conejo's introduction goes the same way, except he says: “Me gusta comer zanahorias”= I like to eat carrots.

-Next demonstrate how to use the tape recording during a puppet show. They push play, listen and repeat the phrases, and can also read along on the card if they want. (Card scripts are posted behind puppet theater. Also, give card scripts to ALL students who visit Hablar station, audience and puppeteers. Those in the audience listening can practice following along as they listen to each pair.

2nd: Same as above, adding:

A poster from Scholastic w/ a poem is posted on the board. Ask students to read silently and count on their fingers the number of Spanish words they already know. After a few minutes, ask students to raise hands and tell one word they recognize and translate it. (They should get at least 5, which are boldfaced below. Classes w/ Spanish speakers get more, of course, which I celebrate in those classes.) Then I read the poem slowly line by line and translate for them.

“Día Tormentoso”

*El día está frío,
lluvioso, ventoso.
¡Qué día espantoso!
Es mejor estar adentro
sin nieve, ni viento.
Con libros, crayones
y un gato mimoso,
jugamos contentos.*

“Stormy Day”

*The day is cold,
rainy, windy.
What a scary day!
It is better to be inside
without the snow and wind.
With books, crayons
and a spoiled cat,
we play happily.*

Jan 11-Jan15
K, 1st and 2nd:

-Review conversation, calendar, and various songs.

-Read and act out Froggy Se Viste. (Use the recording that a Spanish-speaking Mom volunteer made, so I can act out)

-Teach the “Clothing Rhyme” to the tune of Skip to my Lou

*Camisa-shirt, pantalones- pants
Vestido-dress, calcetines- socks
Zapatos- shoes, gorro- cap.
These are the clothes we wear.*

Invite six students one at a time to come up in front of class a have a “fashion show.” As each student comes up, have the class repeat, “Me gusta tu _____.” Student points to article of clothing and says, “Gracias.” Class answers, “De nada.” When all 6 students are standing in front, lead the class in singing the rhyme again while models in front point to their clothes.

-Explain station rotations, which will start next week, and do puppet show.

Jan 19-Feb 12
K, 1st and 2nd:

Station rotations

-*Hablar station (Speaking)*: A small group of students go to this area and two at a time do the puppet show with Rana and Conejo. They can use the tape recording and repeat the words as they follow along w/ the words, and/or they can read the words from the script cards posted on back of theater. All students get a script card while at Hablar station so that even students in the audience can read along silently and take part in the audience participation at the end.

-*Esuchar station (Listening)*: Six students go to individual computers and watch a SALSA program or review on the JES Spanish website.

-*Leer station (Reading)*:

1. Students can manipulate word/phrase cards in the wall pocket chart. Zip-loc baggies containing song lyrics are there for students to read and put in order.
2. A Dora storybook with talking word cards provides students the opportunity to read words/phrases in Spanish, match them with a card, and insert the card into a small player that reads the word/phrase aloud.
3. Using headphones and a CD player, students listen and follow along in libros.

-*Jugar station (Playing)*: There are three educational games at this station.

1. Spelling puzzles: Students put small puzzles together, letter by letter to complete a picture and word in Spanish. Then they put the puzzles in alphabetical order before checking the answers, which are in a card inside their envelope.
2. Reading and coloring worksheets with clothing words.
3. Flashcards w/ numbers and colors.