

Lesson Activities—Year 1

Title:	Acting Needy
Progress Indicators Assessed:	1.1 A Express basic needs.
Procedures:	The teacher and the students will play charades. The teacher will first model the four basic needs for the class to guess in Spanish. Next, the students act out the phrases individually for other students to guess in Spanish.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA

Lesson Activities—Year 1

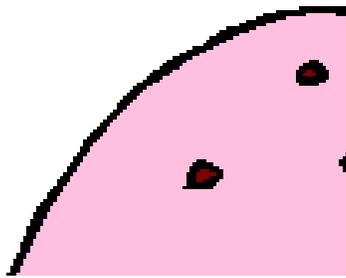
Title:	Basic Needs Magic Bag/Box
Progress Indicators Assessed:	1.1 A Express basic needs.
Procedures:	<p>Before the lesson, the teacher fills a box or a bag with items to represent the four basic needs. Two or three items per need are suggested.</p> <p>e.g. <i>“Tengo hambre”</i> – plastic food, spoon, plate, etc. <i>“Tengo sed”</i> – straw, cup, milk carton, etc. <i>“El baño, por favor”</i> – towel, soap, toilet paper, etc. <i>“Maestro/a”</i> – chalk, worksheet, etc.</p> <p>The teacher chooses four students to come up to the front of the room to hold up the four basic needs phrase cards (showing the words only). Then students are called up one at a time to pull an item from the “magic bag/box.” The student says the phrase that matches the object. If the student needs prompting, the teacher can give the student a choice between two of the phrases. The student stands by the phrase with his/her object.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Magic bag/box • Basic needs items (see above) • Basic needs phrase cards

Lesson Activities—Year 1

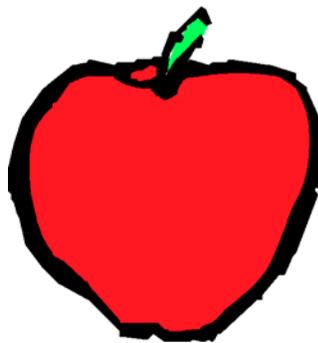
Title:	Teacher, Teacher!
Progress Indicators Assessed:	1.1 A Express basic needs. 1.1 B Express basic courtesies.
Procedures:	<p>The teacher sets out one item to represent each of the following phrases: “<i>Tengo hambre</i>,” (lunch ticket), “<i>Tengo sed</i>,” (water bottle), and “<i>El baño, por favor</i>.” (bathroom pass). One by one, students will get the teacher’s attention by saying either “<i>¡Maestro!</i>” or “<i>¡Maestra!</i>” The student will then say one of the first three basic needs phrases. The teacher responds by saying “<i>Si</i>” and picks up one of the items representing that basic need.</p> <p>If the teacher picks up the wrong item for the phrase, the student should say “<i>No</i>” and repeat his/her basic need. If the teacher picks up the correct item, the student will say to the teacher, “<i>Por favor</i>.” The teacher will hand the item to the teacher and say, “<i>Gracias</i>.” The teacher responds with “<i>De nada</i>.”</p> <p>Variation: The teacher plays the role of the student while the students play the role of the teacher. The “student” gets the “teacher’s” attention and states a basic need. The “teacher” responds accordingly.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • 3 items representing each of the basic needs excluding “<i>maestro/a</i>”

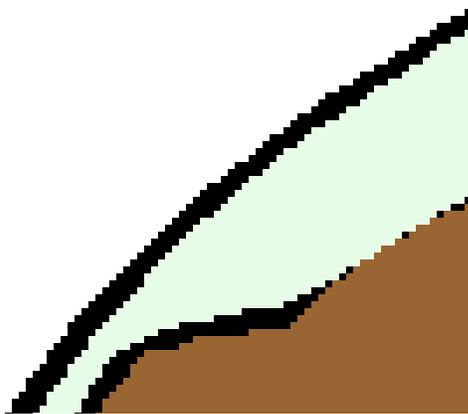
Lesson Activities—Year 1

Title:	“Tengo hambre” Book
Progress Indicators Assessed:	1.1 A Express basic needs 1.1 A Express basic needs (family members) (Year 3) 1.1 E Express agreement or disagreement 1.2 E Identify aural, visual, and context clues (family members)
Procedures:	The teacher reads the “ <i>Tengo hambre</i> ” book to the class. After the first reading, the students join the teacher in reading the book by saying, “ <i>Tengo hambre.</i> ”
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• “<i>Tengo hambre</i>” book



**¡Tengo
hambre!**

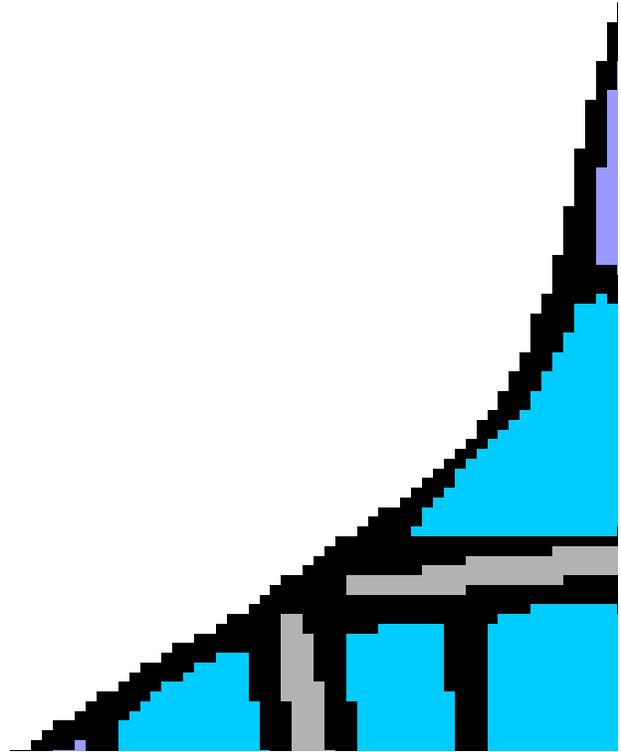




Mi papá dice, “Tengo hambre.”



**Mi mamá dice, “Tengo
hambre.”**



**Mi hermanita dice, “Tengo
hambre.”**

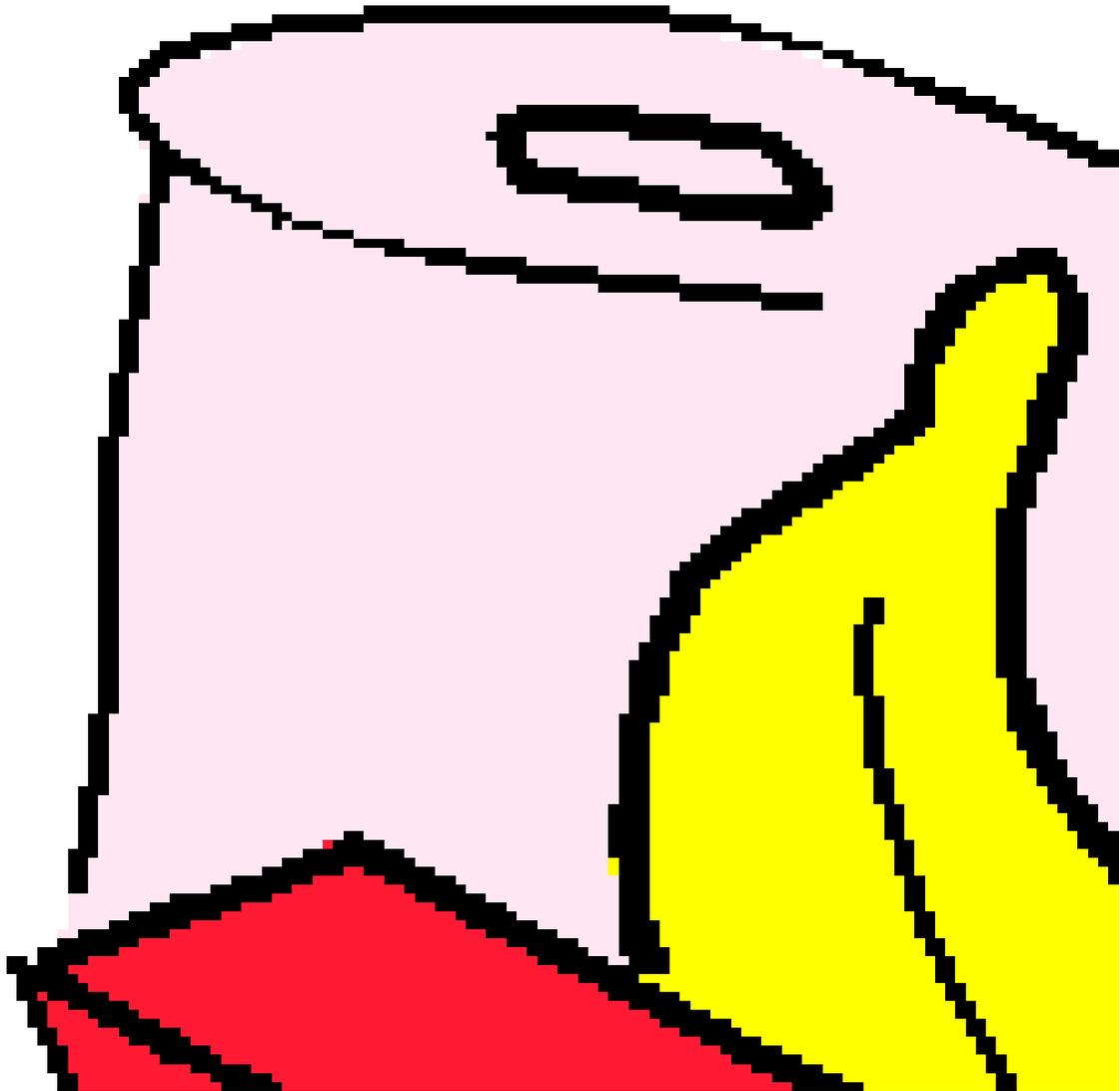
**Mi hermano dice, “Tengo
hambre.”**



El bebé dice, “Tengo hambre.”



Guau, tengo hambre.”



**Mi tía dice, “Tengo
hambre.”**



Mi abuelita dice, “Tengo hambre.”



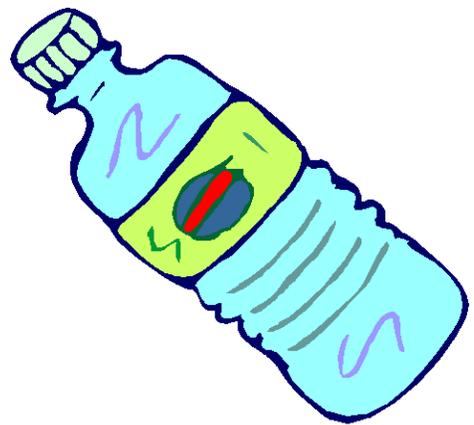
Y mi abuelo dice, “¡Tengo mucha hambre!”

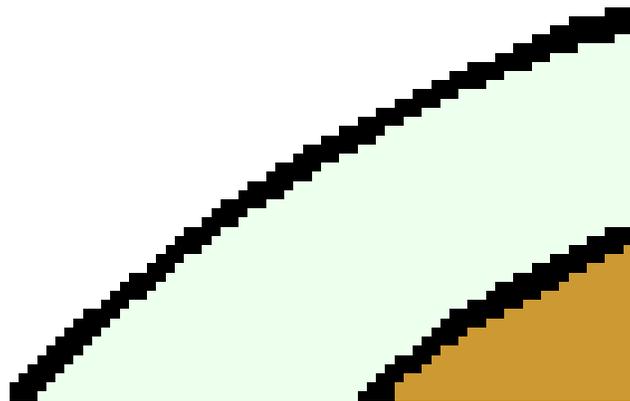
Lesson Activities—Year 1

Title:	"Tengo sed" Book
Progress Indicators Assessed:	1.1 A Express basic needs.
Procedures:	The teacher reads the " <i>Tengo sed</i> " book to the class. After the first reading, the students join the teacher in reading the book by saying, " <i>Tengo sed.</i> "
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• "<i>Tengo sed</i>" book



¡Tengo sed!



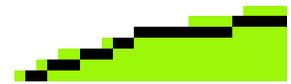


**Mi mamá dice, “Tengo
sed.”**



Mi papá dice, “Tengo sed.”

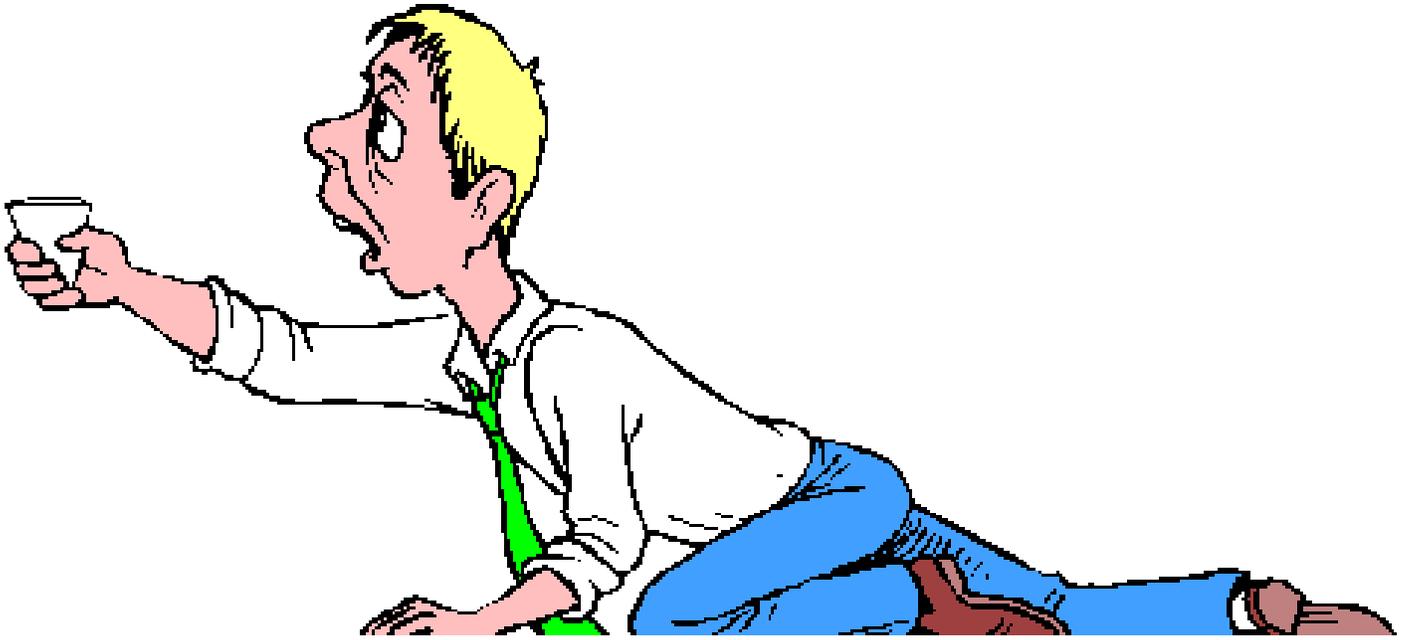
**Mi maestro dice, “Tengo
sed.”**



**Mi amigo dice, “Tengo
sed.”**



Mi tía dice, “Tengo sed.”

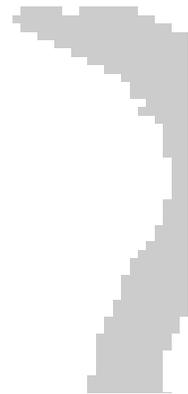


Mi tío dice, “Tengo sed.”

**Mi hermano dice, “Tengo
sed.”**



**Mi hermana dice, “Tengo
sed.”**



**Mi abuelita dice, “Tengo
sed.”**



**Mi abuelo dice, “¡Ay, no!
Tengo mucha sed.”**

Lesson Activities—Year 1

Title:	“¿Tengo hambre o tengo sed?” Book
Progress Indicators Assessed:	1.1 A Express basic needs.
Procedures:	The teacher reads the “ <i>¿Tengo hambre o tengo sed?</i> ” lift-the-flap book to the class. The teacher or a student lifts the flap and a student responds with “ <i>Tengo hambre</i> ” or “ <i>Tengo sed</i> ” according to the picture under the flap.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• “<i>¿Tengo hambre o tengo sed?</i>” book

Lesson Activities—Year 1

Title:	<h3>Chain Requests</h3>
Progress Indicators Assessed:	<p>1.1 B Express basic courtesies. 1.1 E Express agreement or disagreement. 1.2 B Make an identification based on simple oral and/or written descriptors. (shapes, classroom objects, colors, animals)</p>
Procedures:	<p>The teacher will place any three items (shapes, school objects, etc.) on a chair/table/desk in the front of the room. The teacher chooses a student with whom to model the activity. The student faces the objects with his/her back to the teacher.</p> <p>Teacher: (Taps student’s shoulder) <i>Perdón.</i> Student: (Turns around in acknowledgement) <i>¿Sí?</i> Teacher: <i>(El papel), por favor.</i> Student: (Hands the paper to the teacher) Teacher: (Takes the paper) <i>Gracias.</i> Student: <i>De nada.</i></p> <p>(Replace the words in parentheses with whatever items have been placed in the front. This dialogue should be modeled several times with different students.)</p> <p>Next, the teacher will divide the class into two or more groups and instruct them to line up facing forward. The teacher will place two or three items in front of each line leader. The students will follow the dialogue modeled by the teacher, asking for one of the items at the front of their line. When the leader has completed his/her dialogue with the person behind him/her, he/she will go to the end of the line. Continue until all students have played both roles of the dialogue. Students may continue the activity by switching to other lines to practice with additional students and additional items.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> Any 3 curriculum items from Year 1, 1.2 B (colors, animals, shapes, school objects, etc.), set for each group on a desk or chair or table

Lesson Activities—Year 1

Title:	Fond Farewells
Progress Indicators Assessed:	<p>1.1 B Express basic courtesies</p> <p>1.1 H Make and respond to simple requests (commands)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands (commands)</p>
Procedures:	<p>The teacher will first model the activity to the class. The teacher will have the students form a circle by saying <i>“Levántense, y formen un círculo, por favor.”</i> The students should stand facing the inside of the circle. The teacher will stand in the middle of the circle and starting with any student will say, <i>“Adiós.”</i> The student with whom the teacher is speaking will say, <i>“Hasta luego.”</i> The teacher continues the “farewells” going clockwise around the circle.</p> <p>Next, the teacher will keep half of the class as an outer circle and has the other half of the class form an inner circle. The inner circle and outer circle face each other. The teacher will have the inner circle say the farewell <i>“Adiós”</i> to their outer circle partners. The outer circle responds with <i>“Hasta luego.”</i> After each set of farewells have been said, the inner circle rotates to the right to continue with new partners.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 1

Title:	"Hola" is Hello!
Progress Indicators Assessed:	1.1 B Express basic courtesies.
Procedures:	<p>The teacher will first model the activity to the class. The teacher will line up the students, shoulder-to-shoulder. Starting with the student on his/her far left, the teacher will make eye contact, wave, and say, "<i>¡Hola,</i> (name of student)!" The teacher will continue greeting each student as he/she goes down the line.</p> <p>Next, the teacher will have the students form two equal lines, facing a partner in the other line. The teacher will choose one line to rotate to the right so that partners change after saying the greeting "<i>¡Hola,</i> (name of student)!" to each new partner.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA

Lesson Activities—Year 1

Title:	<p>“Oh, ¿por favor?”</p>
Progress Indicators Assessed:	<p>1.1 B Express basic courtesies. 1.1 H Make and respond to simple requests. (commands) 1.2 A Respond appropriately to directions, instructions, and commands. (commands)</p>
Procedures:	<p>The teacher will introduce the song “<i>Oh, ¿por favor?</i>” to the tune of “O, Christmas Tree.”</p> <p style="text-align: center;"> <i>¿Por favor, oh, por favor? Gracias. De nada.</i> <i>¿Por favor, oh, por favor? Gracias. De nada.</i> <i>¿Por favor, oh, por favor, oh, por favor, oh, por favor?</i> <i>Oh, ¿por favor, oh, por favor? Gracias. De nada.</i> </p> <p>The teacher says to the class, “<i>Formen un círculo y siéntense.</i>” The students form a circle and sit down. The teacher chooses one student who will walk around the outside of the circle while the song is being sung. The teacher also gives three items to that student to hand to three different students during the song.</p> <p>The students seated in the circle will sing the “<i>¿Por favor?</i>” part (as they are asking for one of the items that the “walker” has). The “walker” hands one of the items to a student on the second “<i>¿Por favor?</i>” of the first line of the song. The recipient of the item sings, “<i>Gracias</i>” and the “walker” responds by singing “<i>De nada.</i>” The “walker” continues going around the circle, giving out the other two items on lines two and four. The recipients sing “<i>Gracias</i>” and the “walker” again sings “<i>De nada.</i>” When the song is completed, the teacher chooses a new “walker” and hands the three items to him/her.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Three items (stuffed animals, candy, stickers, etc.)

Lesson Activities—Year 1

Lesson Activities—Year 1

Title:	<h3>Face Your Feelings</h3>
Progress Indicators Assessed:	<p>1.1 C Express state of being. (emotions) 1.1 F Respond to one-on-one interactions. (emotions) 1.1 H Make and respond to simple requests. (commands) 1.2 A Respond appropriately to directions, instructions, and commands. (commands)</p>
Procedures:	<p>Students cut out three circles and draw a face on each: happy, so-so, and sad. The students glue the three faces onto a popsicle stick or a paint stir stick: one face on either end and one face on the opposite side in the middle.</p> <p>The teacher instructs the students to come over and sit in a circle by saying, “<i>Vengan acá. Formen un círculo y siéntense.</i>” They should bring their “face sticks” with them. The teacher asks students individually, “<i>¿Cómo estás?</i>” to which the students respond verbally (<i>bien, así, así, mal</i>) and by showing their response using their face sticks.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Paper • Scissors • Glue • Markers or crayons • Paint stir sticks or popsicle sticks

Lesson Activities—Year 1

Title:	How Would You Feel?
Progress Indicators Assessed:	1.1 C Express state of being. (emotions) 1.1 F Respond to one-on-one interactions. (emotions)
Procedures:	<p>The teacher collects magazine pictures or clip art of various situations to which his/her students would respond with how they are feeling (<i>bien, así así, mal</i>). Examples would be: a broken toy, receiving a present, finding money, having a party, lying ill in bed, playing outside, etc.</p> <p>The teacher shows the pictures to the class and asks individual students, “¿<i>Cómo estás?</i>” Students respond accordingly in Spanish. The teacher could give the students choices as prompts.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Variety of situational pictures

Lesson Activities—Year 1

Title:	<h3 style="margin: 0;">Draw Your Own Opinion</h3>
Progress Indicators Assessed:	1.1 D Express likes and dislikes.
Procedures:	<p>The teacher holds up play foods or flashcard visuals of the five foods (<i>la torta/el pastel, el pay, el helado, el chicle, el pudín</i>), saying the name of each in Spanish, and places them into a box or a bag. The teacher models the activity by pulling out a food and stating his/her like or dislike of the item. For example, the teacher pulls out a box of pudding and says, “<i>Me gusta el pudín.</i>” Next, the teacher pulls out a stick of gum and says, “<i>No me gusta el chicle.</i>”</p> <p>Now, the students will individually reach into the box/bag, pull out a food or food visual, and make a statement as to whether or not they like that food.</p> <p>Hint: If a student is having trouble remembering the Spanish word for the food, the teacher should give the student a choice (e.g. “<i>¿Es el pudín o el chicle?</i>”). If the student needs further prompting on formulating the statement for expressing his/her likes/dislikes, the teacher should prompt him/her with “<i>¿Te gusta, o no te gusta?</i>” Reinforce the “<i>me</i>” in the answer if the students are just repeating the “<i>Te gusta</i>” from the teacher’s question.</p> <p>Continue until each student has had the opportunity to pull out a food and make a statement.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Flashcard visuals of gum, cake, pudding, pie, and ice cream OR play foods of each of the five • Box or bag

Lesson Activities—Year 1

Title:	“Me gusta” Food Song
Progress Indicators Assessed:	1.1 D Express likes and dislikes.
Procedures:	<p>The teacher sings the song “<i>Me gusta</i>” to the tune of “The Farmer in the Dell.” He/she should hold up the food item/visual and do the action as each food is mentioned during the song.</p> <p><i>Me gusta (el helado). Me gusta (el helado). ¡Ñam, delicioso! Me gusta (el helado).</i></p> <p>(Replace “<i>el helado</i>” with “<i>el chicle</i>,” “<i>el pastel</i>”/“<i>la torta</i>,” “<i>el pay</i>,” or “<i>el pudín</i>” for each new verse.)</p> <p>After modeling the song, have the students join in singing along.</p> <p>Variations: For more interaction, students may hold up play food items or flashcard visuals as each particular food is mentioned during the song. They could also act out the different foods (e.g. licking an ice cream cone, blowing out the candles on a birthday cake, scooping up pudding with a spoon, chewing a piece of gum, and cutting up a pie).</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Play food items or flashcard visuals for the four foods (if desired)

Lesson Activities—Year 1

Title:	Visual Sentences
Progress Indicators Assessed:	1.1 D Express likes and dislikes.
Procedures:	<p>Prior to the activity, the teacher creates 2 sets of the 5 food flashcard visuals (<i>la torta/el pastel, el helado, el chicle, el pudín, el pay</i>). On one of the sets, the teacher draws a line through the picture (for indicating “<i>No me gusta</i>”).</p> <p>The teacher reviews with the students each of the statements according to the visuals. After placing the visuals in a pocket chart or sticking them to the board, the teacher makes a sentence with either “<i>Me gusta</i>” or “<i>No me gusta</i>” and one of the five foods. He/She chooses a student to come up to point to the visual that represents the sentence that the teacher has said. Continue the activity until the students are “warmed up.” Next, have the students come up individually to select a card and say the statement as expressed in the visual.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • 2 sets of the five food flashcard visuals • Pocket chart or chalkboard/marker board with magnets, etc.

Lesson Activities--Year 1

Title:	Three Guesses!
Progress Indicators Assessed:	<p>1.1 E Express agreement and disagreement.</p> <p>1.2 E Identify aural, visual, and context clues. (cognates)</p>
Procedures:	<p>Prior to the activity, the teacher should pull out the flashcard visuals for the Year 1, 1.2 E cognates (<i>el/la bebé, el papá/el padre, la mamá/la madre, el chocolate, la pizza, la banana</i>) or should use plastic items representing the cognates. These items should be placed in a box, bag, etc.</p> <p>The teacher calls on a student to draw an item out from the box, bag, etc. The student turns toward the class, holding the object or flashcard so that the teacher cannot see the item. The teacher, without looking at the item, has three chances to guess in Spanish what the item is. After each response, the students respond to the teacher's guesses with "<i>Si</i>" or "<i>No.</i>"</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Year 1, 1.2 E cognate flashcards or plastic items representing the cognates • Box, bag, or other container

Lesson Activities—Year 1

Title:	Collage of Colors
Progress Indicators Assessed:	<p>1.1 F Respond to one-on-one interactions. (colors)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptions. (shapes, sizes)</p>
Procedures:	<p>The purpose of this activity is to practice the question “<i>¿De qué color es?</i>” Prior to the activity, the teacher colors in the shapes on the “Collage of Colors” template page. (Be sure to use each of the five colors, rotating the colors to different shapes and sizes.)</p> <p>The teacher places the “Collage of Colors” page for all students to see. The teacher asks the question, including a shape and a size (e.g. “<i>¿De qué color es el cuadrado mediano?</i>” - What color is the medium-sized square?”). Students refer to the “Collage of Colors” page to answer the question. If prompting is needed, the teacher should give two choices of answers. (e.g. If the medium-sized square is red, the teacher could ask, “<i>¿Es rojo o azul?</i>” - Is it red or blue?) Continue asking the question about different shapes and sizes.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Collage of Colors” template page (colored)

Lesson Activities—Year 1

Title:	Color Me Out
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions. (colors)
Procedures:	<p>The teacher sets up enough chairs for each student in class. The chairs may be set up back-to-back in a line or may be set up in a circle facing the inside. The teacher should place a colored shape (red triangle, blue rectangle, etc.) on the floor under each chair.</p> <p>During the activity, students stand up around the chairs until the teacher begins the music. Once the music begins, the students begin walking around the circle/line of chairs (all in one direction). When the music stops, the students sit in chairs nearest them. The teacher calls out one of the five colors in Spanish. Students look under their chairs to see what color they have. If it is the color that the teacher has called, then those students are “out” (they can sit in the middle of the circle or around the perimeter of the line of chairs). The teacher begins playing the music again. The activity continues until one student remains (or for a predetermined amount of time).</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Chairs (one per student) • Colored shapes (triangle, circle, square, rectangle - one under each chair), using all five colors • CD/tape player • Cultural music

Lesson Activities—Year 1

Title:	Color Touch!
Progress Indicators Assessed:	<p>1.1 F Respond to one-on-one interactions. (colors)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptions. (commands and colors)</p>
Procedures:	<p>Teacher models the activity for the students by saying a color in Spanish and then touching something in the room that is that color. Next, the teacher chooses three students to come forward. The teacher tells the students to touch something of a certain color by saying, “<i>Toquen el color (rojo).</i>” (Replace “<i>rojo</i>” with “<i>azul,</i>” “<i>amarillo,</i>” “<i>verde,</i>” and “<i>café.</i>”) The three students will each find something in the room that is that color and touch the object.</p> <p>Next, have the whole class participate in finding items as the teacher calls out the command in Spanish. (Each student should find their own object, if possible.) Periodically, the teacher should ask individual students the question, “<i>¿De qué color es?</i>”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 1

Title:	<h3 style="margin: 0;">Dessert Bar</h3>
Progress Indicators Assessed:	<p>1.1 F Respond to one-on-one interactions. 1.1 B Express basic courtesies. 1.1 D Express likes and dislikes. (foods)</p>
Procedures:	<p>Prior to the activity, the teacher pulls out the flashcards/visuals or plastic foods representing cake, ice cream, pie and pudding and lays them out in a line on the “dessert bar.”</p> <p>Students will have a mini-dialogue with the teacher ordering their desserts. The students will be called up in small groups to line up at the “dessert bar.”</p> <p>Student: Greets the teacher. Teacher: Responds. Student: Asks for a dessert. Teacher: Gives the requested dessert to the student. Student: Thanks the teacher. Teacher: Says “You’re welcome” Student: Says goodbye to the teacher. Teacher: Responds with the other farewell.</p> <p><i>Example:</i></p> <p>Student: <i>Hola.</i> Teacher: <i>Hola.</i> Student: <i>El helado, por favor.</i> Teacher: Gives the requested dessert to the student. Student: <i>Gracias.</i> Teacher: <i>De nada.</i> Student: <i>Hasta luego.</i> Teacher: <i>Adiós.</i></p> <p>Variation: The students could be ordering the actual desserts during lunch or for a special classroom occasion.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Flashcards/visuals or plastic foods representing pudding, cake, pie, and ice cream.

Lesson Activities—Year 1

Lesson Activities—Year 1

Title:	“¿Qué tiempo hace hoy?” Song
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions. (weather)
Procedures:	<p>The teacher introduces the song “<i>¿Qué tiempo hace hoy*?</i>” to the tune of “London Bridge.”</p> <p style="text-align: center;"><i>¿Qué tiempo hace hoy, hace hoy, hace hoy?</i> <i>¿ Qué tiempo hace hoy, en</i> (name of town)?</p> <p>At the end of the song, the teacher holds up a flashcard or acts out one of the three weather phrases (<i>hace frío, hace fresco, hace calor</i>). Students say the type of weather in Spanish. Continue singing the song to practice all three expressions.</p> <p>*“<i>Hoy</i>” means “today”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • (Optional) Year 1, 1.1 F weather flashcards

Lesson Activities—Year 1

Title:	Acting Up!
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Procedures:	<p>The teacher gives the commands in Spanish and acts them out with the students while the students repeat the Spanish phrases.</p> <p>For “<i>Levántense</i>” and “<i>Siéntense</i>” the students stand and sit respectively. For “<i>Escuchen</i>” the students cup their hands around their ears. For “<i>Silencio</i>” the students put their index fingers in front of their mouths to indicate “quiet.” For “<i>Maestro/a</i>,” students raise their hands, look at the teacher, and say “<i>Maestra/o</i>” in Spanish.</p> <p>After students become comfortable with the commands, the teacher can have students come up to lead the class in giving the commands. If necessary, the teacher can stand behind the students and give gestures as prompts to the “leader” or can use the IN-VISION flashcards as prompts.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • (Optional) IN-VISION flashcards—Year 1, 1.1 H

Lesson Activities—Year 1

Title:	Bus Stop
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands (commands)
Procedures:	The teacher creates a “bus” with student chairs or desks (could also be a cut-out of a large cardboard bus). The teacher instructs the students to line up, get on the bus, sit down, stand up, and get off the bus. The commands to be used are “ <i>Formen una fila,</i> ” “ <i>Suban al autobús,</i> ” “ <i>Siéntense,</i> ” “ <i>Levántense,</i> ” and “ <i>Bajen del autobús.</i> ”
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Optional—cardboard bus, chairs/desks

Lesson Activities—Year 1

Title:	Classroom Parade
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands. (commands and numbers)
Procedures:	<p>The teacher leads the class in parades throughout the classroom. The teacher commands the students to come here by saying “<i>Vengan acá.</i>” The teacher then tells the students to line up or form a circle by saying “<i>Formen una fila</i>” or “<i>Formen un círculo.</i>” Next the teacher says “<i>¿Listos?</i>” and the students show that they are ready by looking at the teacher or nodding their heads. The teacher then says “<i>Empiecen</i>” and “<i>Váyanse.</i>” and the students begin moving around the room, away from the teacher. When the teacher says “<i>Alto,</i>” the group freezes and listens to the next command. To practice the command “<i>Pasen, por favor,</i>” the teacher can have students enter and leave the classroom through the door.</p> <p>When the parade stops, the teacher can command the students to repeat something in Spanish by saying “<i>Repitan</i> (Spanish word/phrase).” The teacher may also tell the students to count from 1 to any number up to 10 by saying “<i>Cuenten del uno al (#), por favor.</i>”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 1

Title:	Cup Sequence
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands. (numbers)
Procedures:	<p>Prior to the activity, the teacher takes 10 plastic or Styrofoam cups and writes the numeral 1 on one cup, the numeral 2 on the next cup, etc., until all numerals 1-10 have been written. Two sets of cups need to be created.</p> <p>The teacher divides the class into two teams. A set of cups is to be distributed among each team. The teacher says a series of three numbers, for example, “<i>tres—cinco—uno.</i>” Each team races to the front of the room to set cups 3, 5, and 1 in that order on the desk/table/chalk tray. The first team to have the correct cups in order and to be seated in their desks/chairs wins a point. Continue play.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Two sets of plastic or Styrofoam cups (see Procedures section for details)

Lesson Activities—Year 1

Title:	“Osito, Osito”
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands. (numbers)
Procedures:	<p>The teacher introduces the “<i>Osito</i>” chant to the class. (Stress the underlined syllables in the chant.)</p> <p><i><u>O</u>sito, <u>o</u>sito, ¿<u>p</u>uedes <u>co</u>ntar?</i> <i><u>S</u>í, sí, <u>ay</u>údame. <u>Ay</u>údame a contar.</i> <i>Uno—dos—tres—cuatro—cinco—seis—siete—ocho—nueve—diez</i></p> <p>The teacher instructs the class to stand in a circle by saying, “<i>Levántense y formen un círculo.</i>” The teacher stands in the middle with a small teddy bear and says the chant along with the students. When the counting begins in the song, the teacher jumps each time a number is said. After seeing the teacher model the activity, the teacher chooses one student to stand in the middle with the bear, tossing it in the air or jumping during the counting. Continue the activity.</p> <p>Variation: The teacher could toss the bear in the air while everyone counts each time it is caught.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Small teddy bear

Lesson Activities—Year 1

Title:	“Pingüino”
Progress Indicators Assessed:	1.2A Respond appropriately to directions, instructions, and commands. (numbers)
Procedures:	<p>Before learning the “<i>Pingüino</i>” chant, the teacher introduces a “<i>pingüino</i>” to the students by showing a visual and walking like a penguin. The teacher also introduces “<i>Pinocho</i>” (“Pinocchio”), teaching the students a gesture for “<i>Pinocho</i>” by placing a fist on the nose, pulling the fist forward to indicate a growing nose.</p> <p>Next, the teacher introduces the “<i>Pingüino</i>” poem to the students.</p> <p><i>Pin-uno, pin-dos, pin-tres</i> <i>Pin-cuatro, pin-cinco, pin-seis</i> <i>Pin-siete, Pinocho, pin-nueve</i> <i>Pin-güi-no</i> (or “<i>-na</i>” for a girl)</p> <p>The actions for “<i>Pinocho</i>” and “<i>pingüino</i>” are done during the poem when those words are said.</p> <p>To do the activity with the poem, the students stand shoulder-to-shoulder, forming a line or a circle. The teacher stands either facing the students in the line or in the middle of the circle. The teacher points to a student for each “pin” phrase while everyone is saying the poem. Emphasize is given to the word “<i>Pinocho</i>” with that student doing the action and sitting down. He/she is now “out.” Continue the poem with “<i>pin-nueve.</i>” On “<i>pin-güi-no/na,</i>” the student does the penguin action. Then, the activity continues until only one penguin is left standing.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Penguin and Pinocchio visuals

La visita del pingüino



Buenos días. Me llamo “Pedro, el Pingüino”. ¿Cómo estás? Estoy emocionado porque hoy hablo con mis niños favoritos. Vivo en la Antártica. ¿Qué tiempo hace? Hace mucho frío. Hoy está nevando y hay mucha nieve. Pero no tengo frío, tengo calor porque tengo muchas plumas (TPR) blancas y negras con un poco de amarillo.

Me gusta hablar con todos mis amigos. No tengo amigos en el norte porque no hay pingüinos allá. Tengo muchos amigos en el sur y me gusta comer, jugar y nadar con mis amigos. Mis amigos viven en el sur de África, en el sur de Australia, en el sur de la América del Sur y en la Antártica.

Cuando tengo hambre, me gusta comer pescado. ¿Te gusta? También me gusta mucho el agua. Paso 75% de mi vida en el agua. Me gusta nadar.

Hay 17 tipos de pingüinos – el pingüino Emperor, el pingüino King, el pingüino Macaroni, el pingüino Royal, el pingüino Galápagos, el pingüino Gentoo y muchos más. Yo soy un pingüino Emperor. Vivo en la Antártica. Gracias. Adiós y hasta luego, clase.



***(Las palabras subrayadas son palabras del currículo)

Nombre _____

Fecha _____

(Dibujen un círculo alrededor de la respuesta correcta)



La visita del pingüino:

Buenos días. Me llamo “Pedro, el Pingüino”. ¿Cómo estás?
Estoy (emocionado/triste) porque hoy hablo con mis niños
favoritos. Vivo en (la Antártica/Alaska). ¿Qué tiempo hace?
Hace mucho (frío/calor). Hoy está nevando y hay mucha nieve.
Pero no tengo frío, tengo (sed/calor) porque tengo mucho piel
blanco y negro con un poco de amarillo.

Me gusta hablar con todos mis amigos. No tengo amigos en (el
norte/el sur) porque no hay pingüinos allá. Tengo muchos
amigos en el sur y me gusta comer, jugar y nadar con mis
amigos. Mis amigos viven en el sur de África, en el sur de
Australia, en el sur de la América del Sur y en la Antártica.

Cuando tengo hambre, me gusta comer pescado. ¿Te gusta?
También me gusta mucho el agua. Paso (50%/75%) de mi vida
en el agua. Me gusta nadar.

Hay (17/21) tipos de pingüinos – el pingüino Emperor, el
pingüino King, el pingüino Macaroni, el pingüino Royal, el
pingüino Galápagos, el pingüino Gentoo y muchos más. Yo
soy un pingüino Emperor. Vivo en la Antártica. Gracias.
Adiós y hasta (luego/ mañana) , clase.



Lesson Activities—Year 1

Title:	“Uno, dos, tres amigos”
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands. (numbers) Nouns from other Year 1 progress indicators
Procedures:	<p>The teacher introduces the song “<i>Uno, dos, tres amigos</i>” to the tune of “Ten Little Indians.”</p> <p><i>Uno, dos, tres amigos</i> <i>Cuatro, cinco, seis amigos</i> <i>Siete, ocho, nueve amigos</i> <i>Diez amigos son.</i></p> <p>While singing the song, students count on their fingers the cultural way, beginning with the thumb for “<i>uno</i>,” adding the index finger for “<i>dos</i>,” and continuing adding fingers from there up to “<i>cinco</i>.” When “<i>seis</i>” is sung, students hold up five fingers on one hand and the thumb of the other hand.</p> <p>Variation: Instead of using “<i>amigos</i>,” students could insert the name of other vocabulary words from the Year 1 Curriculum. (e.g. “<i>helados</i>,” “<i>bananas</i>,” “<i>crayones</i>,” etc.)</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • (Optional) Vocabulary flashcards when replacing the word “<i>amigos</i>”

Lesson Activities—Year 1

Title:	Animal Switcharoo!
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (make an identification)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (commands)</p>
Procedures:	<p>In advance, the teacher makes 2 sets of identical animal cards (<i>perro, gato, oso, chivo, lobo</i>) of different sizes (<i>grande, mediano, pequeño</i>). (There will be 15 cards in each set.)</p> <p>The teacher instructs the students to sit in a circle by saying “<i>Formen un círculo y siéntense.</i>” (The students should sit on chairs.) The teacher hands out an animal card from one set to a student. The card’s match from the other set should be given to another student so that all of the cards in play have a match. If there is an odd number of students, the teacher will also need a card.</p> <p>The student should look at the card and then put it under his/her chair. The teacher models the game by standing in the center of the circle and saying the size and name of an animal (e.g. <i>el chivo grande</i>). The students who have “the big goat” should stand up. When the teacher says “<i>Cambien,</i>” the students standing switch places as the teacher also tries to get to the student chairs before they do. The person who does not have a chair goes into the middle, and the game continues.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • 2 sets of identical animal cards (as listed in the Procedures)

Lesson Activities—Year 1

Title:	Classroom Patterns
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (classroom objects)
Procedures:	<p>Each student is given three sets of the four classroom object flashcards for Year 1, 1.2 B.</p> <p>The teacher will model the activity with the whole class first by using either large flashcards or actual objects (pencil, paper, and crayon). The teacher will choose two of the items with which to create a pattern. The teacher holds up the objects and sets them down while everyone names the items in Spanish.</p> <p>For example, the teacher places a piece of paper, a picture of a school, a piece of paper, and another picture of the school on the floor/board/desk for all to see. While the objects are being placed, the teacher and the students say, "<i>El papel, la escuela, el papel, la escuela, etc.</i>"</p> <p>The teacher then says, "<i>¿Y ahora?</i>" for "And now?" The students have to guess what comes next in the pattern and tell the teacher in Spanish what it should be.</p> <p>Continue creating patterns for students to guess what the next object should be.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">Flashcard visuals of Year 1, 1.2 B OR actual items (school, crayon, paper, pencil)

Lesson Activities—Year 1

Title:	<h3>Get in Shape!</h3>
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (shapes and colors)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (commands)</p>
Procedures:	<p>The teacher should create in advance the shapes (<i>cuadrado, rectángulo, triángulo, círculo</i>) of different colors (<i>azul, rojo, amarillo, verde, café</i>). The teacher has students form a circle by saying “<i>Formen un círculo, por favor.</i>” The teacher places a different shape (<i>cuadrado, rectángulo, triángulo, círculo</i>) in front of each student in the circle. As music is played, the students walk around the shapes in a clockwise direction. When the music stops, the teacher calls out a shape and color (e.g. <i>el cuadrado verde</i>). The student(s) who is/are standing by the shape of that color will pick it up and show the class to verify a correct identification. Continue until all shapes have been identified.</p> <p>Variation: Advanced Activity: Students walk around the shapes. When the music stops, they take turns orally identifying their shape and color in Spanish. Various sizes of shapes could be added to increase the use of more descriptors.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Shapes (<i>cuadrado, rectángulo, triángulo, círculo</i>) of different colors (<i>azul, rojo, amarillo, verde, café</i>) • Cassette or CD of music • Tape player or CD player

Lesson Activities—Year 1

Title:	“Los tres chivos testarudos”
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (animals, sizes)
Procedures:	<p>The teacher tells the students a simplified version of the “Three Billy Goats Gruff.” The teacher may want the students to act out the story using props. Other ideas include telling the story using puppets, plastic figurines, or flannel board.</p> <p>During the telling of the story, all students should participate in saying the sounds and acting out the walking across the bridge of the three billy goats (e.g. snapping of fingers for the smallest billy goat, patting on thighs for the medium-sized billy goat, and stomping of feet for the large billy goat). Encourage students to chime in on repetitive lines throughout the storytelling.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• A "Three Billy Goats Gruff" story (simplified)• Props as needed depending on the method of storytelling used

Lesson Activities—Year 1

Title:	"Los tres osos"
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (animals, sizes)
Procedures:	<p>The teacher tells the students a simplified version of the three bears. The teacher may want the students to act out the story using props. Other ideas include telling the story using puppets or flannel board.</p> <p>During the telling of the story, all students should participate in saying and acting out "<i>grande</i>," "<i>mediano</i>," and "<i>pequeño</i>."</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• A "Three Bears" story—<i>Los Tres Osos</i> by Hanna Hutchinson, published by Another Language Press of Ohio, 1995, ISBN 922852065 (recommended version)• Props as needed depending on the method of storytelling used

Lesson Activities—Year 1

Title:	<p>“Ojos, Nariz, Boca/ Pelo, Cabeza, Orejas”</p>
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (body parts)</p>
Procedures:	<p>The teacher introduces the song "<i>Ojos, Nariz, Boca</i>" to the students to the tune of "London Bridge."</p> <p><i>Ojos, nariz, boca, boca, boca</i> <i>Ojos, nariz, boca</i> <i>Ojos, nariz, boca</i></p> <p><i>Pelo, cabeza, orejas, orejas, orejas</i> <i>Pelo, cabeza, orejas</i> <i>Pelo, cabeza, orejas</i></p> <p>While singing the song, students should point to the body parts as they are mentioned.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 1

Title:	<h3>Pin the Body Part</h3>
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (body parts)</p> <p>1.1 E Express agreement and disagreement.</p>
Procedures:	<p>This game is a version of “Pin the Tail on the Donkey.” Prior to doing the activity, the teacher should make an outline of a large face (clown, monster, etc.) and also the individual body parts (<i>ojos, nariz, orejas, boca, pelo</i>). Use some type of adhesive (tape, Ticky Tac, etc.) on the backside of each body part.</p> <p>To play the game, the teacher hangs up the large face in front of the classroom and holds up each of the body parts, saying the name of each in Spanish. This also gives the students an opportunity to see the size and shape of each body part. The teacher blindfolds one student, turns him/her around 3 times as the children count to three in Spanish and hands the student a body part. The blindfolded student should name the body part based on its size and shape. If the student makes a correct identification, the students say, “<i>¡Sí!</i>” They say “<i>No</i>” for an incorrect identification.</p> <p>Once the body part has been identified, the student then tries to place the body part in the correct location on the large face. If the body part is correctly placed, it remains on the face and another student comes up to identify and place a new body part. If it is incorrect, the body part is returned to the unused body parts that will be selected in the future. Continue playing until every student has had a turn or until all body parts have been correctly placed on the face.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Large face • Body parts (<i>orejas, ojos, nariz, boca, pelo</i>) with adhesive tape, Ticky Tac, etc., attached to the backside • Blindfold

Lesson Activities—Year 1

Title:	“¿Qué falta?”
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (animals, sizes, colors)
Procedures:	<p>The teacher should create a transparency of the "Big and Little Beasts" assessment visual to use for this activity.</p> <p>First, the teacher should do a review of the animals and sizes from Year 1, 1.2 B., using the transparency. Next, the teacher turns off the overhead and covers up one of the "beasts," keeping the focus on one row. The teacher then turns the projector on again and asks the students "<i>¿Qué falta?</i>" (What's missing?). The teacher calls on a student to answer the question using both the name of the beast and its size descriptor. The teacher turns off the projector again and covers up another "beast" in the same row to elicit a different size descriptor. The teacher turns the machine on again and asks students to tell him/her what is missing. Continue covering up various animals randomly. For a challenge, cover up more than one animal.</p> <p>Variation: Plastic or stuffed animals could also be used. Instead of working with adjectives of size, adjectives of color could be the focus.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • "Big and Little Beasts" assessment visual on a transparency • Overhead projector • Cover(s) for the transparency visuals

Lesson Activities—Year 1

Title:	<h3>Shape Telephone</h3>
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (shapes and colors)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (commands)</p>
Procedures:	<p>The teacher creates in advance 2 sets of shapes (<i>cuadrado, rectángulo, triángulo</i>) of different colors (<i>azul, amarillo, rojo, verde, café</i>). The teacher divides the students in half and instructs them to form 2 lines by saying, “<i>Formen dos filas, por favor.</i>” In front of each line leader, the teacher places a set of different shapes of different colors on a chair or desk. The teacher models the activity for the students. The teacher whispers the shape and color (e.g. <i>el cuadrado rojo</i>) to the student who is last in line. That student in turn whispers to the next student and so on until the message reaches the line leader.</p> <p>The line leader picks up the shape of the color that was “telephoned” (whispered down the line) to him/her. The person at the front of the line moves to the back of the line so that each student gets a chance to choose the correct shape.</p> <p>Variation: This game could be a race and a point awarded for the team that is able to make a correct identification first.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • 2 sets of shapes (<i>cuadrado, rectángulo, triángulo</i>) of different colors (<i>azul, amarillo, rojo, verde, café</i>) • Chair or desk

Lesson Activities—Year 1

Title:	<p>“Todos los tamaños y todos los colores”</p>
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (animals, sizes, and colors)</p>
Procedures:	<p>The teacher reads the "<i>Todos...</i>" book to the class. After the first five pages of introducing the animals by their sizes and colors, the pages become interactive. The students have to look at the illustrations and listen to the Spanish to find the animal that is being described.</p> <p>After hearing the story, the students can create their own pages for a book by drawing one of the five animals from Year 1, coloring it in one of the five Year 1 colors. Then, the students should create a descriptive sentence in Spanish for their pictures, telling them to the teacher for him/her to write on the pages. The teacher can then bind the pages to make a class book.</p> <p>Variation: Students can create their pictures using Kid Pix or another computer art program.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • "<i>Todos los tamaños y todos los colores</i>" book • Paper • Crayons • Pencil

Lesson Activities—Year 1

Title:	Touch and Point...
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (body parts)
Procedures:	<p>The teacher gives the command “<i>Tóquense</i>” to instruct the students to touch various body parts (<i>la cabeza, los ojos, la nariz, la boca, las orejas, el pelo</i>). Give the command “<i>Señalen</i>” for students to point to a particular body part.</p> <p>Variation: Add “<i>Simón dice...</i>” to play “Simon Says.”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA

Lesson Activities—Year 1

Title:	Lunch Count and Milk Orders
Progress Indicators Assessed:	<p>1.2 D Comprehend and respond to simple personal written communications, such as notes, invitations, and letters. (lunch and milk)</p> <p>1.1 B Express basic courtesies.</p>
Procedures:	<p>When taking the daily lunch count, the teacher shows the flashcard visuals for the lunch choices and asks the students individually, "<i>¿Comes la comida de la escuela o la comida de la casa?</i>" The students answer with either "<i>Comida de la escuela</i>" or "<i>Comida de la casa.</i>" If the school allows for lunch to be eaten at home, the teacher may also ask the question "<i>¿Comes en casa?</i>"</p> <p>During lunch or other times when students will be drinking milk, the teacher shows the two milk choices and asks, "<i>¿Quieres leche o leche con chocolate?</i>" Students respond with their choice of either "<i>Leche, por favor</i>" or "<i>Leche con chocolate, por favor.</i>"</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Lunch and milk visuals

Lesson Activities—Year 1

Title:	“Bate, Bate, Chocolate”
Progress Indicators Assessed:	<p>1.2 E Identify aural, visual, and context clues. (cognates)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (numbers)</p>
Procedures:	<p>Teach the class the following Hispanic chant:</p> <p><i>Uno, dos, tres, cho-, uno, dos, tres, co-, uno, dos, tres, la-, uno, dos, tres, te. Bate, bate, chocolate.</i></p> <p>While saying the chant, students should rub the palms of their hands together, forward and back, as if they are using a <i>molinillo</i>, a special wooden hand mixer used to whip hot chocolate to make it frothy. Rub hands back and forth in a steady beat as each syllable is said on the first four lines. Continue the rhythm when doing the last line by rubbing hands together on the syllables of <i>ba-, cho-,</i> and <i>la-</i>.</p> <p>Additional activity: Make a batch of Mexican hot chocolate to serve to the class! Let the students whip the mixture with a <i>molinillo</i> while saying the chant.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Optional: a <i>molinillo</i> and Mexican hot chocolate

Lesson Activities—Year 1

Lesson Activities—Year 1

Title:	<h3>Cognate Choices</h3>
Progress Indicators Assessed:	<p>1.2 E Identify aural, visual, and context clues. (cognates) 1.1 E Express agreement and disagreement.</p>
Procedures:	<p>Prior to the activity, the teacher collects visuals and/or props of each of the six cognates from Year 1, 1.2 E.</p> <p>The teacher holds up one of the items or visuals and asks the students a question regarding what the item/visual is. For example, the teacher holds up picture of a baby and asks, “<i>¿Es la banana?</i>” The class should respond with “<i>No.</i>” The teacher continues that line of questioning (while still holding the visual of the baby) until the students say “<i>Si</i>” when the question matches the visual.</p> <p>To elicit the Spanish production of the cognates from the students, the teacher again holds up a visual and gives the students a choice of vocabulary when posing the question. For example, the teacher holds up a plastic slice of pizza and asks, “<i>¿Es el chocolate o la pizza?</i>” The students should answer with “<i>la pizza.</i>”</p> <p>Suggestion: Vary the position of the correct answer within the question so that the answer is not always the second choice.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Visuals or props for the six cognates—banana, pizza, chocolate, mother, father, baby

Lesson Activities—Year 1

Title:	<i>“Los tres osos”</i>
Progress Indicators Assessed:	<p>1.2 E Identify aural, visual, and context clues. (family)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptions. (sizes)</p> <p>1.1 A Express basic needs. (Years 1 and 2)</p>
Procedures:	<p>Read the story of “The Three Bears” (the version by Hanna Hutchinson, ISBN 922852065, published by Another Language Press in Ohio, is recommended) to emphasize the family words (<i>la mamá, el papá, and el bebé</i>), the size words (<i>grande/mediano/pequeño</i>) and the basic needs (<i>Tengo hambre./Estoy cansada.</i>) can also be practiced here.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Use a flannel board to tell the story • Create name cards of the three bears and Goldilocks to be hung with yarn around the actors’ necks. Choose students as actors. Use other props or visual flashcards of the items to involve more students in acting out the story.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “The Three Bears” book • Optional: flannel board and felt characters OR name cards and props/visual flashcards