

Lesson Activities—Year 2

Title:	Acting 2 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 two physical conditions and the three wants 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 2

Title:	Group Hug
Progress Indicators Assessed:	1.1 A Express basic needs. 1.1 B Express basic courtesies.
Procedures:	Students sit on the floor in a circle. Using the feelings/emotions flashcards as prompts, the teacher begins the activity by asking the student on his/her left “¿Cómo estás?” The student answers the question according to the flashcard shown by the teacher. The flashcards are passed to that student who will then ask the student on his/her left the same question (while showing a different flashcard). Continue the process until all students have asked and answered the question.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Feelings/emotions flashcards: <i>bien, así así, mal, enfermo/a, cansado/a</i>

Lesson Activities—Year 2

Title:	Under/Over Relay
Progress Indicators Assessed:	<p>1.1 A Express basic needs. 1.1 H Make and respond to simple requests. (Year 1)</p>
Procedures:	<p>The teacher introduces the song “<i>Yo quiero</i>” to the tune of “<i>La Cucaracha</i>.”</p> <p><i>Yo quiero, yo quiero,</i> (clap clap) <i>yo quiero (el libro).</i> (clap clap clap)</p> <p><i>Yo quiero, yo quiero,</i> (clap clap) <i>yo quiero (el libro).</i> (clap clap clap)</p> <p>(The words in parentheses will change to “<i>las tijeras</i>” or “<i>el ticket/el boleto</i>” to practice all three vocabulary words. The teacher will decide on which vocabulary word to insert when the song begins, and the class will join in singing.)</p> <p>The teacher tells the students, “<i>Formen dos filas</i>” (equal number of students in each line, if possible, with the students facing the back of the person in front of them). At the front of each line on a desk or a chair, the teacher has actual objects or visuals: a ticket, a pair of scissors, and a book.</p> <p>To play, the teacher and the students sing the song. As soon as the teacher names one of the objects, the person at the front of the line picks up the correct object and passes it “under” (between his/her legs) to the person behind him/her. That person takes the object and passes it “over” (over his/her head/shoulder) to the person behind him/her. The pattern of passing “under” and “over” continues until the song has ended. The team who has <u>correctly</u> passed the <u>correct</u> object to the most people in its line wins a point. 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 item.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • A ticket, a pair of scissors, and a book (or visuals of each)

Lesson Activities—Year 2

Title:	<h3 style="margin: 0;">AEIOU Chant</h3>
Progress Indicators Assessed:	1.1 B Express basic courtesies.
Procedures:	<p>The teacher introduces the chant to the class while modeling the accompanying hand motions (see below).</p> <p style="text-align: center;"><i>“AEIOU, ¿Cómo te llamas tú?”</i></p> <p>Once the students know the chant and hand motions, the teacher approaches the first student. As a group, the students and teacher say the chant and point to that student who will answer with “<i>Me llamo _____</i> (first name).” The group continues with the chant until all students have had a turn to say their name in Spanish.</p> <p><u>Hand motions</u> (Use both hands):</p> <ol style="list-style-type: none"> 1. Slap the thighs (Say “<i>A</i>”). 2. Clap (Say “<i>E</i>”). 3. With hands face down, move them under and over each other three times (Say “<i>I, O, U</i>”). 4. Shrug shoulders (Say “<i>¿Cómo te llamas?</i>”). 5. Point to the student (Say “<i>tú</i>”). <p>Variation: If the teacher knows sign language, these actions could be substituted for the above hand motions.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 2

Title:	Catch the Name
Progress Indicators Assessed:	1.1 B Express basic courtesies. (names)
Procedures:	<p>The teacher asks the question “¿<i>Cómo te llamas?</i>” and tosses a soft ball/bean bag/beach ball to any student. The student answers with “<i>Me llamo</i> (student name).” The student then tosses the ball back to the teacher. The teacher continues to ask the question and randomly chooses students to whom to toss the ball. After answering the question, the students are to toss the ball/bag back to the teacher.</p> <p>Variation: Use this activity to practice asking the students a variety of questions for them to answer.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Beach ball, bean bag, or a soft ball

Lesson Activities—Year 2

Title:	Courteous Conversation
Progress Indicators Assessed:	1.1 B Express basic courtesies. (Years 1 and 2)
Procedures:	<p>Prior to the activity, each student should write his/her own name on an index card, and then draw a face depicting how he/she feels. This card and a pencil will be carried with them when practicing the dialogue with their classmates.</p> <p>(The teacher should first model the following activity with three students before the students attempt it on their own.)</p> <p>Students are instructed to have a conversation with three other students in the room. During the conversation, the students should: 1) greet one another, 2) ask the person his/her name, 3) ask the person how he/she feels, and 4) say goodbye. After one student has initiated the conversation, they should switch roles. When both students have finished their conversations with each other, they will write their names on the back of each other's index cards before moving on to the next conversation. When a student has three signatures on his/her card, he/she should sit in his/her seat.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Index cards (one per student)• Pencils (one per student)

Lesson Activities—Year 2

Title:	Duck, Duck, Goose
Progress Indicators Assessed:	1.1B Express basic courtesies.
Procedures:	<p>(This game is a version of “Duck, Duck, Goose”) The teacher says to the class, “<i>Formen un círculo y siéntense.</i>” The teacher then models the game by choosing a student to be “it.” That student walks around the outside of the circle while touching each student lightly on the head and saying whether the student is a “<i>pato</i>” (duck) or a “<i>ganso</i>” (goose). All students are called “<i>pato</i>” until the “it” selects another student to be selected as “it.” This person is the “<i>ganso.</i>” The “<i>ganso</i>” gets up and runs the opposite direction of the first student and tries to get back to the “<i>ganso</i>” position in the circle first. When both students arrive, they will first greet each other in Spanish saying “<i>Buenos días</i>” or “<i>Buenas tardes.</i>” Next, they will ask each other’s name by saying, “<i>¿Cómo te llamas?</i>” and will answer with “<i>Me llamo _____.</i>” The person who arrived at the “<i>ganso</i>” position first sits down in the circle. The other person is “it” and continues playing.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 2

Title:	Inner/Outer Feelings
Progress Indicators Assessed:	1.1 B Express basic courtesies.
Procedures:	<p>In advance, the teacher has each student make a paper plate “face” showing one of the following feelings: <i>muuy bien, así así</i>, or <i>mal</i>.</p> <p>The teacher will model the activity for the class. First, the teacher will have the students stand up with their plates and form a circle, standing shoulder-to-shoulder, facing the inside of the circle. The teacher will stand in the middle of the circle and starting with any student will say, “<i>Buenos días (Buenas tardes), ¿Cómo estás?</i>” The student will look at his/her paper plate “face” and respond accordingly. After the student response, the teacher will say “<i>Hasta luego</i>” and move to the next student. The teacher continues moving around the circle until all students have participated in the conversation.</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 inner circle will start the conversation with the outer circle responding. Reverse roles. When both groups have finished, students will raise their hands to indicate that the conversation is completed. When all are finished, the teacher will use a bell/whistle/etc. to signal that the inner circle should move to the right or clockwise. Continue rotating the inner circle of students until they have spoken with everyone in the outer circle.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Paper plate “faces” showing one of the feelings: <i>bien, así así</i>, or <i>mal</i> • Bell/whistle/etc.

Lesson Activities—Year 2

Title:	Pick a Greeting
Progress Indicators Assessed:	<p>1.1 B Express basic courtesies. (greetings)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (commands) (Year 1)</p>
Procedures:	<p>Prior to the activity, the teacher makes one copy of each of the visuals found on the greetings flashcards for <i>Buenos días</i>, <i>Buenas tardes</i>, and <i>Buenas noches</i>. Attach these three visuals to the insides of clean milk jug caps (or other objects of your choice). Put each of the greetings caps into some type of a container (“Magic Bag”, box, etc.)</p> <p>The teacher tells the class, “<i>Levántense y vengan acá. Formen un círculo y siéntense.</i>” The class stands up, comes over to the teacher, and sits down in a circle. The teacher models the activity by reaching into the container, pulling out a greeting cap, looking at the visual, and saying the corresponding greeting to a student seated to his/her left. That student should respond with the same greeting. The milk cap is returned to the container, and the container is passed to the student on the teacher’s left. That student reaches into the container, looks at the visual, and then greets the student to his/her left. That student responds, the cap is returned to the container, and the container is again passed to the next student on the left. Continue the activity until each student has had a turn giving and responding to a greeting.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Three milk jug caps (cleaned) with the three visual greetings

Lesson Activities—Year 2

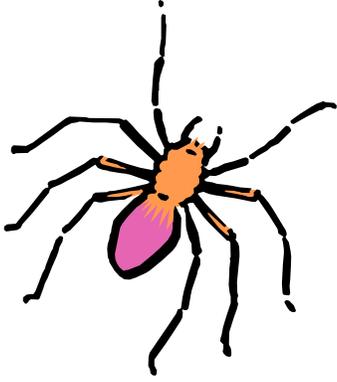
Title:	Hot/Cold
Progress Indicators Assessed:	1.1 C Express state of being. (emotions)
Procedures:	<p>The students practice and present the following dialogue in groups of three.</p> <p>Student A: <i>¿Cómo estás, (Student B)?</i> Student B: <i>Tengo frío.</i> (puts on a coat, sweater, or a scarf) Student C: <i>¿Cómo estás, (Student B)?</i> Student B: <i>Tengo calor.</i> (takes off the coat, sweater, or scarf)</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Sweater, coat, or scarf for one student in each trio

Lesson Activities—Year 2

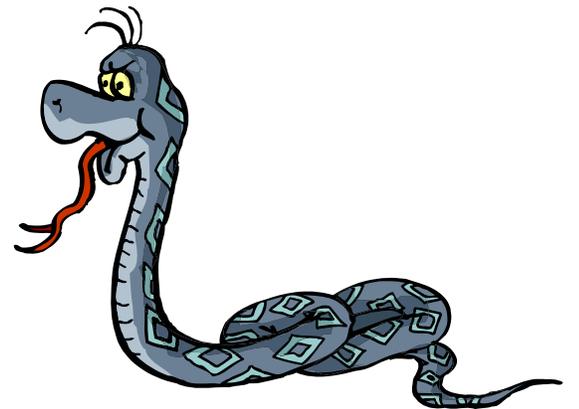
Title:	Inside-Outside
Progress Indicators Assessed:	<p>1.1 C Express state of being. (emotions)</p> <p>1.1 F Respond to one-on-one interactions. (weather) (Year 1)</p>
Procedures:	<p>To help students to understand the difference between the “<i>tengo</i>” and “<i>hace</i>,” (expressions when talking about temperature) the teacher shows the four “Inside-Outside” pictures.</p> <p>For the “<i>Hace calor. Tengo frío.</i>” picture, it is hot outside, but the person inside is cold.</p> <p>For the “<i>Hace frío. Tengo calor.</i>” picture, it is cold outside, but the person inside is hot.</p> <p>For the “<i>Hace calor. Tengo calor.</i>” picture, it is hot outside, and the person inside is hot.</p> <p>For the “<i>Hace frío. Tengo frío.</i>” picture, it is cold outside, and the person inside is cold.</p> <p>Review the phrases with the situational pictures over a period of time to continue to check for comprehension. Prompt the students by using the questions “<i>¿Qué tiempo hace?</i>” to ask about the weather and “<i>¿Cómo estás?</i>” to ask how the people are feeling.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • The four “Inside-Outside” situational pictures

Lesson Activities—Year 2

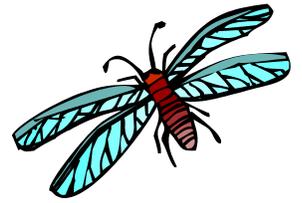
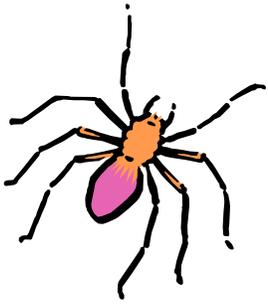
Title:	“Tengo miedo” Book/Draw/Share
Progress Indicators Assessed:	1.1 C Express state of being. (emotions)
Procedures:	<p>The teacher introduces the phrase “<i>Tengo miedo</i>” to the class by reading the book entitled “<i>Tengo miedo.</i>”</p> <p>Next, the students draw something that they are afraid of on a sheet of paper. They copy the phrase “<i>Tengo miedo de</i>” onto their papers. (If the noun is masculine, then combine <i>de</i> + <i>el</i> = <i>del</i>.) The teacher comes around to each individual student in order to help him/her write what he/she is afraid of in Spanish.</p> <p>Then, the students share their “fears” by reading their “<i>Tengo miedo de _____</i>” statements, filling in the blank with what they are afraid of, and showing their pictures to the class.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> ● “<i>Tengo miedo</i>” book ● Paper ● Pencils ● Crayons



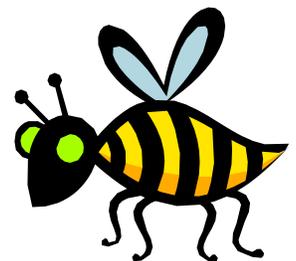
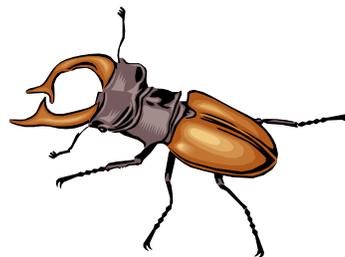
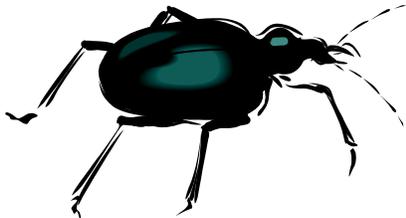
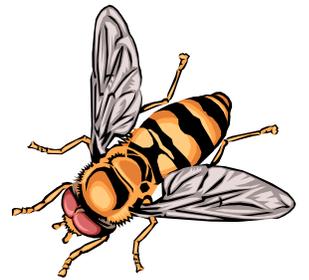
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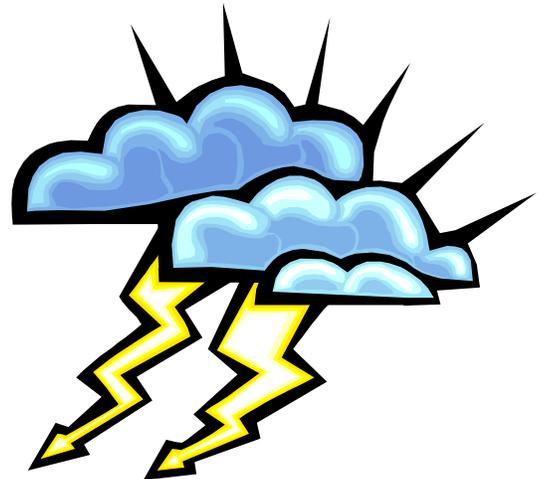
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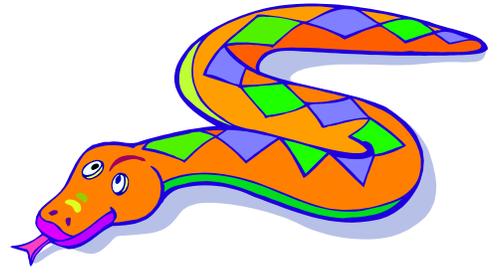
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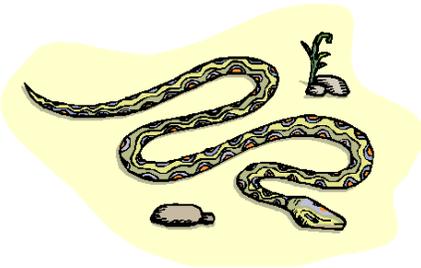
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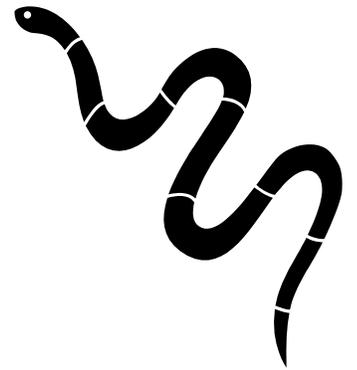
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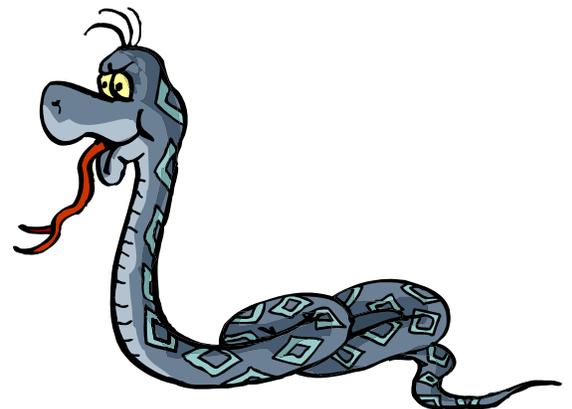
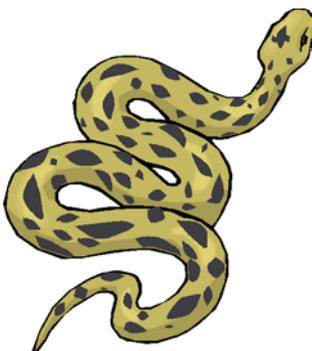
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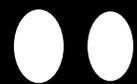


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¿De qué
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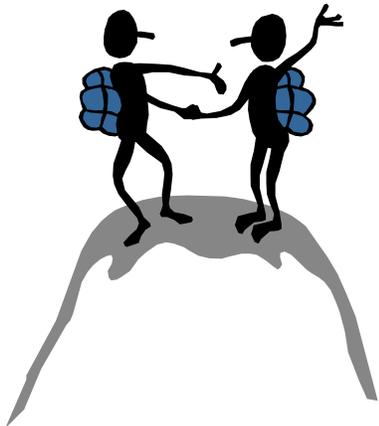
Tengo
miedo de la
oscuridad.



¿De qué
tienes
miedo?



Tengo
miedo de
las
alturas,
pero . . .





¡No tengo
miedo de
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Lesson Activities—Year 2

Title:	Building a Lunch
Progress Indicators Assessed:	<p>1.1 D Express likes and dislikes. 1.1 A Express basic needs. (Year 1)</p>
Procedures:	<p>Prior to the activity, the teacher prepares for each student a “lunch pack” on colored construction paper and places the sets of items in baggies:</p> <ul style="list-style-type: none"> • a brown circle (hamburger patty) • a pink “hot dog” shape • a tan or white “hot dog bun” shape • a tan or white circle (hamburger bun) • a yellow rectangle (mustard for the hot dog) • a yellow circle (mustard for the burger) • a red rectangle (catsup for the hot dog) • a red circle (catsup for the burger) <p>The students have to “build” the burger or hot dog according to what the teacher “orders” for his/her lunch.</p> <p style="padding-left: 40px;">e.g. <i>“Yo quiero un perro caliente y la mostaza.”</i> (I want a hot dog and mustard.)</p> <p style="padding-left: 40px;">The students build a hot dog using the pink shape, the hot dog bun, and the yellow rectangle.</p> <p>The teacher does a quick visual check to see if the students understand the food orders and following directions.</p> <p>Next, the teacher can divide the class into pairs or small groups to practice ordering from each other and building the lunches.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Lunch packs” (one per student)

Lesson Activities—Year 2

Title:	<h3>Junk Food Interview</h3>
Progress Indicators Assessed:	<p>1.1 D Express likes and dislikes. 1.1 B Express basic courtesies (names)</p>
Procedures:	<p>Prior to the activity, the students will draw and color the four junk food visuals in the squares on their interview papers. Next, the teacher will model the interview activity with two other students.</p> <p style="padding-left: 40px;">e.g. Teacher: <i>¿Cómo te llamas?</i> Student A: <i>Me llamo (name).</i> Teacher: Writes Student A’s name on the first blank line. Then he/she asks, <i>¿Te gusta (a food)?</i> Student A: <i>Sí, me gusta.</i> OR <i>No, no me gusta.</i></p> <p>The teacher will continue the interview with the other three questions while checking his/her partner’s responses in the appropriate column on the interview sheet. The teacher will then do the interview with Student B.</p> <p>Next, the teacher will pair up the students for the first interview. Student A and Student B (in each group) will switch roles after the first interview. When both interviews are completed with all pairs in round one, the teacher will reassign partners for round two.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Junk Food Interview” sheets (one per student) • Pencils

Lesson Activities—Year 2

Title:	Visual Sentences 2
Progress Indicators Assessed:	1.1 D Express likes and dislikes. (Years 1 and 2)
Procedures:	<p>Prior to the activity, the teacher creates 2 sets of the 8 food flashcard visuals. 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 them in a pocket chart or sticking them to the board, the teacher makes a sentence and chooses a student to come up to point to the correct visual. 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 eight food flashcard visuals• Pocket chart or chalkboard/marker board with magnets, etc.

Lesson Activities—Year 2

Title:	Three <i>Wild</i> Guesses!
Progress Indicators Assessed:	1.1 E Express agreement and disagreement. 1.2 E Identify aural, visual, and context clues. (cognates)
Procedures:	<p>Prior to the activity, the teacher should pull out the flashcard visuals for the six animal cognates in 1.2 E or should use toy animals 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>Sí, señor/señora/señorita</i>” or “<i>No, señor/señora/señorita.</i>”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Year 1, 1.2 E cognate flashcards or toy animals representing the cognates • Box, bag, or other container

Lesson Activities—Year 2

Title:	I've Been Working on My Colors
Progress Indicators Assessed:	<p>1.1F Respond to one-on-one interactions. (colors) (Years 1 and 2)</p> <p>1.2B Make an identification based on simple oral and/or written descriptions. (colors) (Years 1 and 2)</p>
Procedures:	<p>Prior to the activity, the teacher directs the students in creating their individual visual lyric sheets for “A Colorful Song.” The visual lyric sheets consist only of the colors as sung in the sequence in the song. Colors can be done as blobs (or whatever shapes/objects are desired). The order is: row one—red, yellow, green, orange; row two—red, yellow, green, orange; row three—blue, white, black, brown, purple, gray, pink; and row four—blue, white, black, brown, purple, gray, pink.</p> <p>The teacher introduces “A Colorful Song” to the tune of “I’ve Been Working on the Railroad” while the students follow along with their visual lyrics sheets.</p> <p><i>Rojo, amarillo, verde, anaranjado, Rojo, amarillo, verde, anaranjado, Azul, blanco, negro, café, morado, gris, rosado, Azul, blanco, negro, café, morado, gris, rosado</i></p> <p>Variation: Once students have learned the song, they can stand up when they hear a color that they are wearing during the song.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Paper • Crayons

Lesson Activities—Year 2

Title:	<p>Paper Plate Bingo/ “Tres en raya”</p>
Progress Indicators Assessed:	<p>1.1 F Respond to one-on-one interactions. (colors) (Years 1 and 2)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptions. (colors) (Years 1 and 2)</p>
Procedures:	<p>Prior to the “Bingo” activity, the teacher draws a 3 x 3 bingo grid on each student’s paper plate with a magic marker. Students then create their personal bingo plate by coloring in the squares with any 9 of the 11 colors that they have learned.</p> <p>Bingo: The teacher provides students with beans, macaroni noodles, or other bingo markers. The teacher proceeds by calling out the names of colors. Students try to get a vertical, diagonal, or horizontal line of three colors in a row. Once students have gotten three in a row, they call out “¡<i>Olé!</i>” The teacher then checks the colors while the student reads back the three colors in his/her winning line. Students then clear their cards to play again.</p> <p>Prior to the “<i>Tres en raya</i>” activity, the teacher draws a 3 x 3 grid on each student’s paper plate with a magic marker. The teacher will then name a color to be used in each of the nine squares. Students color the squares of the grid according to the teacher’s instructions.</p> <p><i>Tres en raya:</i> Students are divided into pairs. Each pair should have two distinguishable kinds of “Bingo” markers. Partner A names a color and places his/her marker on that square. Partner B then does the same, with both partners trying to get three in a row while blocking the other partner from doing the same. If the color said is incorrect, that student loses his/her turn.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Bingo plates (with 3 x 3 bingo grid done in marker, one per student) • Crayons • Bingo markers (2 kinds if playing “<i>Tres en raya</i>”)

Lesson Activities—Year 2

Title:	How Do You Say It Around the World?
Progress Indicators Assessed:	1.1 G Ask and answer simple questions. All progress indicators from Years 1 and 2
Procedures:	<p>To practice the question “<i>¿Cómo se dice ___?</i>” the teacher plays the “Around the World” game with the class. The teacher chooses one student to compete with another, preferably starting at one end of the room. Both competitors stand and race to answer the question correctly in Spanish. The teacher asks, for example, “<i>¿Cómo se dice <<purple>>?</i>” The student who answers first with “<i>morado</i>” moves on to the next contestant and question. The “losing” student sits in that same chair/desk. Students try to go “Around the World” by answering each question correctly and first. This is a great activity to review vocabulary.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 2

Title:	Walking Dictionaries
Progress Indicators Assessed:	1.1 G Ask and answer simple questions. 1.1 B Express basic courtesies. (Year 1)
Procedures:	<p>When students want to know how to say a word or phrase in Spanish, they are to ask the question “¿<i>Cómo se dice</i> ___?” Once the teacher or student answers the question for the student, the questioner should respond with “<i>Gracias.</i>”</p> <p>If the student asks for a word or phrase that is not known, he/she should be encouraged to consult a dictionary in the classroom or online.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA (Optional) Classroom or online dictionary

Lesson Activities—Year 2

Title:	“X” Marks the Feeling
Progress Indicators Assessed:	<p>1.1 G Ask and answer simple questions. (basic courtesies)</p> <p>1.1 C Express state of being. (basic courtesies) (Year 1)</p>
Procedures:	<p>The teacher makes an overhead transparency of the “X’ Marks the Feeling” activity page. The teacher should cover up the column of faces next to the numbers on the Partner A side. The teacher tells the students that they are Partner B. The teacher, playing the role of Partner A, asks individuals the question “¿Cómo estás?” The teacher points to the face on Partner B’s side, indicating to that student how to respond. The teacher will then “X” out the face with the emotion on Partner A’s side that corresponds to what Partner B says. This activity continues for the remaining four faces.</p> <p>Then, students are individually called upon to ask the “¿Cómo estás?” question. The teacher looks at his/her faces in the covered up column on the Partner A side and responds with the appropriate emotion.</p> <p>A student then comes up to the transparency and marks an “X” over the corresponding emotion. This activity continues until Partner B’s side is completed.</p> <p>The teacher then removes the cover from the Partner A side, and together with the class, they check to see if the appropriate faces were marked with an “X”.</p> <p>The teacher divides the class into pairs. One partner is designated as Partner A while the other partner is named Partner B. The teacher gives the appropriate “X’ Marks the Feeling” page to each partner. Partners follow the teacher’s model in doing the activity.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “X’ Marks the Feeling” activity page (one per pair of students, cut in half) • Transparency of the activity page • Vis-à-vis pen • Overhead projector • Pencils

Lesson Activities—Year 2

Title:	Come Here! It's Your Turn!
Progress Indicators Assessed:	1.1 H Make and respond to simple requests. (requests) (Years 1 and 2)
Procedures:	<p>During any game, the teacher calls up the participants individually by saying, “(Student’s name), <i>es tu turno... ¡Ven acá, por favor!</i>” After both students have come up to the playing area, the teacher says, “<i>¡Vamos a jugar!</i>” (Let’s play!)</p> <p>During recess or game playing time, students are encouraged to utilize the three phrases from Year 1, 1.1H.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA

Lesson Activities—Year 2

Title:	Color Me
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands (body parts and commands) (Year 2) 1.2 B Make an identification based on simple oral and/or written descriptions (colors) (Years 1 and 2)
Procedures:	The teacher gives each student a plain paper doll to color in according to his/her directions. Focusing on the seven body parts in this progress indicator, the teacher gives a command such as “ <i>Coloreen de verde los brazos.</i> ” (“Color the arms green”). Continue until the seven body parts are colored.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Crayons• Paper doll activity page (one per student)

Lesson Activities—Year 2

Title:	Fold, Cut, Color, Glue
Progress Indicators Assessed:	<p>1.2 A Respond appropriately to directions, instructions, and commands (art commands) (Year 2)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptions (school supplies) (Years 1 and 3)</p> <p>1.1 A Express basic needs (school supplies) (Year 2)</p>
Procedures:	<p>This activity is to practice following these four commands: <i>“doblen”</i>, <i>“corten”</i>, <i>“coloreen”</i>, and <i>“peguen”</i>. The teacher holds up the school supplies that represent the four commands and says their names in Spanish: <i>“el papel”</i> (“paper”), <i>“las tijeras”</i> (“scissors”), <i>“el crayón”</i> (“crayon”), and <i>“el pegamento”</i> (“glue”). The students each pull out those four supplies to use during the activity when the teacher says <i>“Saquen”</i> (“take out”). Then, as the teacher gives one of the art commands, such as <i>“corten”</i>, students pick up the scissors and pretend to cut. Continue giving the commands while observing students’ comprehension. If a student does not have a certain supply, he/she can just act it out.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Paper, scissors, crayon, and glue for each student

Lesson Activities—Year 2

Title:	Follow Me Where I Go
Progress Indicators Assessed:	1.2A Respond appropriately to directions, instructions, and commands (commands) (Years 1 and 2)
Procedures:	<p>The teacher gives the commands of “<i>Caminen, por favor</i>” (“walk, please”), “<i>Más despacio, por favor</i>” (“slower, please”), “<i>Alto, por favor</i>” (“stop, please”) along with previous commands for the students to obey.</p> <p>Example: “<i>Levántense, y formen una fila. Caminen, por favor. Más despacio, por favor. Alto, por favor. Váyanse, por favor.</i>” (“Stand up and get in line. Walk, please. Slower, please. Stop, please. Go, please.”)</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 2

Title:	<p style="text-align: center;">Head, Shoulders, Legs and Feet, Legs and Feet</p>
Progress Indicators Assessed:	<p>1.2 A Respond appropriately to directions, instructions, and commands (body parts) (Year 2) 1.2 B Make an identification based on simple oral and/or written descriptions (body parts) (Year 1)</p>
Procedures:	<p>The teacher introduces the song “<i>Cabeza, hombros, piernas, pies, piernas, pies</i>” to the tune of “Head, Shoulder, Knees and Toes, Knees and Toes”.</p> <p><i>“Cabeza, hombros, piernas, pies, piernas, pies. Cabeza, hombros, piernas, pies, piernas, pies. Ojos, orejas, boca, y nariz. Cabeza, hombros, piernas, pies, piernas, pies.”</i></p> <p>While singing the song, students touch each part of their bodies as they are mentioned. Each time the song is sung, increase the tempo.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 2

Title:	Look, Raise, and Lower
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands (commands) (Years 1 and 2)
Procedures:	<p>The teacher begins giving commands from other progress indicators and years before introducing the three new commands: “<i>Levanten la mano</i>”, “<i>Bajen la mano</i>”, and “<i>Miren, por favor</i>” with gestures. If the teacher would like for students to look at a particular person, he/she will have to give the command “<i>Miren a</i> (name), <i>por favor.</i>” Otherwise, it is suggested to place vocabulary flashcards around the room for the students to look at. Practice distinguishing between “<i>Levántense</i>” and “<i>Levanten la mano</i>” with the students.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• (Optional) Vocabulary flashcards of objects for students

Lesson Activities—Year 2

Title:	Number “Matamoscas”
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands (numbers) (Year 2)
Procedures:	<p>The teacher places numeral flashcards (#’s 11-20) on the board or wall, or can write them on an overhead transparency or chalkboard/marker board. They should be placed/written randomly. The class is divided into two teams. Each team has a flyswatter or a foam paddle. One representative comes up from each team with a flyswatter/paddle. The teacher calls out one of the numbers between 11 and 20. The first student to “smack” the correct number wins a point for his/her team. Continue playing until everyone has had a turn.</p> <p>Variation: Add the numbers 1-10 for additional practice if necessary.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Two flyswatters or paddles • (Optional) Number flashcards, 11-20, attached to the wall/board with sticky tack, magnets, or scotch tape

Lesson Activities—Year 2

Title:	Stick It to Me
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands (body parts) (Year 2) 1.2 B Make an identification based on simple oral and/or written descriptions (body parts) (Year 1)
Procedures:	<p>The teacher creates a large poster of a child and attaches Velcro to each of the body parts from Years 1 and 2. The teacher also creates the body parts vocabulary labels. On the backs of the labels, the teacher attaches the other strip of Velcro.</p> <p>To play, the teacher chooses a student to come up to place the labels on the poster.</p> <p>For added fun, the teacher may choose a certain set of body part labels to be placed by each student in a “tournament”. Students individually stick on the labels while they are being timed. The student with the best time is the winner.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Child poster with Velcro tabs• Body part labels with Velcro tabs

Lesson Activities—Year 2

Title:	“Tóquense...”
Progress Indicators Assessed:	<p>1.2 A Respond appropriately to directions, instructions, and commands (body parts) (Year 2)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptions (body parts) (Year 1)</p>
Procedures:	<p>The teacher gives the command “<i>Tóquense</i>” to instruct the students to touch various body parts as listed in the vocabulary section of the progress indicators as listed above.</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 2

Title:	A Colorful Trio
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (colors) (Years 1 and 2)
Procedures:	<p>The teacher divides the class into groups of three. Each group is given a set of color cards (11 colors in all). The teacher names a series of three colors in Spanish. Each group must find those three colors in the order said to the class. For example, the teacher says, "<i>Rojo, verde, y blanco.</i>" The teams need to stand and hold up the red, green, and white cards in that order. Each team member must be holding on to a card. The teacher observes the cards as they are held up. For a larger class, the teacher may want to divide the class into groups of four, rotating in a new player each round.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Multiple sets of colored cards (11 colors per set)

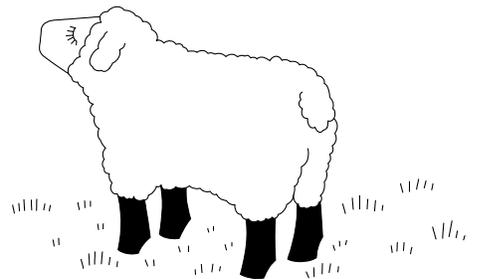
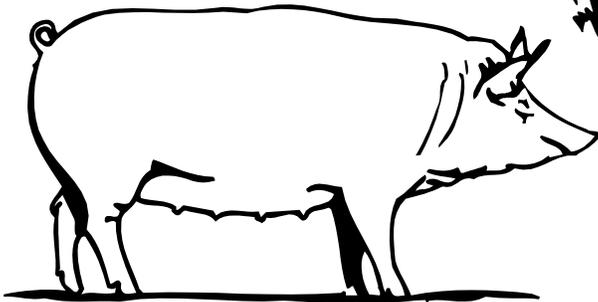
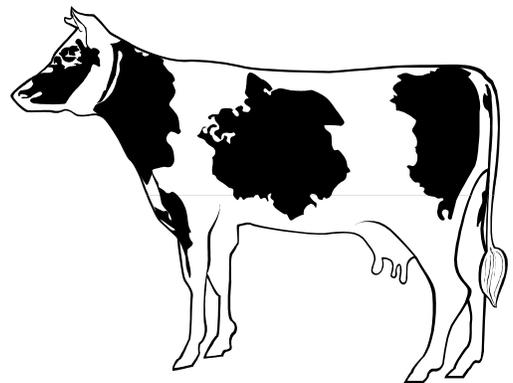
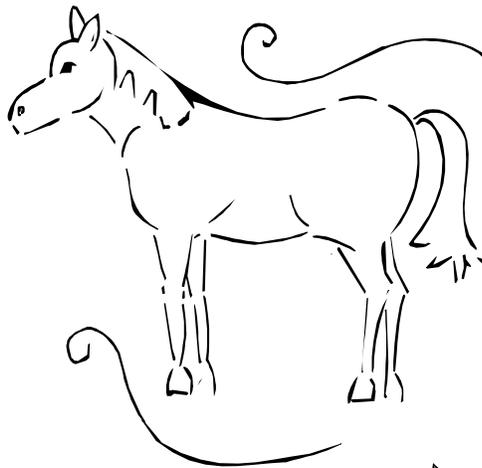
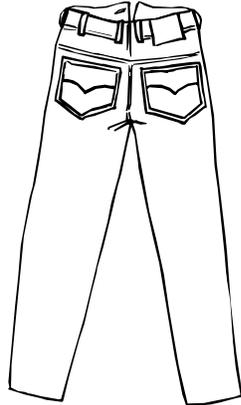
Lesson Activities—Year 2

Title:	Barnyard Hullabaloo
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (animals)
Procedures:	<p>The teacher places visuals of each of the six farm animals around the classroom. The students are instructed to walk in a circle in one direction around the room while music is being played. When the music stops, everyone must rush to the nearest visual. (For a class of 24 students or less, there should be no more than four people at a visual. If there are more than 24 students, there should be no more than five at a visual.)</p> <p>Once everyone has arrived at a visual, the teacher asks each group individually, "<i>¿Qué animal es?</i>" The students are to say the name of the animal in their visual. Next, the teacher asks the group, "<i>¿Qué hace</i> (the animal)?" The students then have to make the sound of their animal. Once each group has identified its animal and sound, the teacher starts the music again and play continues.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Animal visuals--cow, duck, hen, horse, sheep, pig • Music (recommended is "<i>Vengan a ver mi granja</i>," a cultural song found on "Sing, Dance, Laugh, and Eat Tacos 1")

Lesson Activities—Year 2

Title:	"Busquen..."
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (animals and clothing)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptors. (colors) (Years 1 and 2)</p>
Procedures:	<p>Each student is given the "<i>Busquen...</i>" activity page to color. All eleven colors need to be used only once so that each of the eleven items is a different color. Once the coloring is finished, the students will listen to the teacher's commands for what to hunt. If the teacher says "<i>Busquen los zapatos anaranjados</i>," the students look around on each other's papers to see if anyone has colored the shoes orange. When a student finds a paper other than his/her own that meets the teacher's description, the student says "<i>Maestro/Maestra</i>" to get the teacher's attention. The teacher then continues the search for other items.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • "<i>Busquen...</i>" activity page (one per student) • Crayons

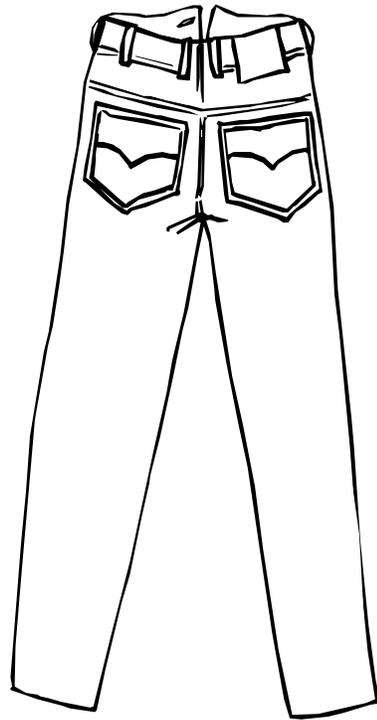
Busquen . . .



Lesson Activities—Year 2

Title:	Colorful Clothes
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (clothing and colors) (Years 1 and 2) 1.2 A Respond appropriately to directions, instructions, and commands (commands) (Year 2)
Procedures:	The teacher gives each student a "Colorful Clothes" activity page. Students will listen to the teacher's instructions as to which colors to color in the articles of clothing. If the teacher says, " <i>Coloreen de verde las botas</i> " the students should color the boots green. If the teacher says, " <i>Coloreen de morado la camisa</i> " the students should color the shirt purple. Continue giving directions until all of the articles of clothing have been colored.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• "Colorful Clothes" activity page (one per student)• Crayons

Colorful Clothes



Lesson Activities—Year 2

Title:	"En la granja de mi papá"
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (animals) (Year 2)
Procedures:	<p>The teacher introduces the song "<i>En la granja de mi papá</i>" to the tune of "Old MacDonald Had a Farm."</p> <p style="text-align: center;"> <i>"En la granja de mi papá, A-E-I-O-U. Y la granja tiene (an animal), A-E-I-O-U. Con (animal sound) aquí, y (animal sound) allá, Aquí (animal sound), allá (animal sound), Por todas partes (animal sound). En la granja de mi papá, A-E-I-O-U."</i> </p> <p>Each of the six farm animals from Year 2, 1.2 B, should be included in the song. It would be helpful to hold up visuals or stuffed animals representing the next animal coming up in the song. The class can divide into two halves with one group singing the "<i>aquí</i>" part and the other singing the "<i>allá</i>" part. Both groups would then sing the "<i>por todas partes</i>" line.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Animal visuals or stuffed animals for the six farm animals in Year 2, 1.2 B (horse, cow, duck, hen, sheep, pig)

Lesson Activities—Year 2

Title:	“Ropa” Race Hunt
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (clothing, colors) (Years 1 and 2)
Procedures:	<p>Prior to the activity, the teacher collects two coats, two pairs of jeans, two shirts, two pairs of shoes, and two pairs of boots, at least. Each set of two needs to be of the same color. (If the teacher gets two blue shirts, two brown shirts, and two blue coats, for example, the students have to listen to both the color and the article of clothing in order to make the students think and listen.) The teacher will place one item from each set of articles of clothing in a box or a bag so that each team has the same items.</p> <p>The teacher then divides the class into two teams. One representative from each team comes up to the bags/boxes. The teacher calls out one article of clothing by saying "<i>Denme</i> (clothing) (color), <i>por favor</i>." The student who finds that article of clothing in his/her box/bag and gives it to the teacher first wins a point for his/her team. As the students get more comfortable in recognizing the vocabulary, the teacher should add color adjectives to the items requested so that they are more challenging for them to find.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • At least two of each article of clothing that are alike in color with one of each set placed in a bag or a box

Lesson Activities—Year 2

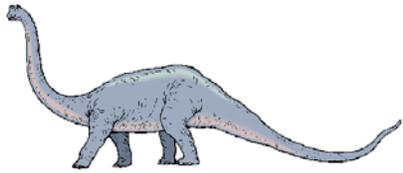
Title:	<p>“¿Qué bebes?” and “¿Qué comes?”</p>
Progress Indicators Assessed:	<p>1.2 D (food and drinks) (Year 2) 1.1 A (basic needs) (Year 1)</p>
Procedures:	<p>The teacher should make an overhead transparency of the "<i>¿Qué bebes? /¿Qué comes?</i>" song/game board. The teacher introduces each of the foods and drinks. As the teacher points to a visual on the game board, he/she asks the class which basic need is referred to by the foods and drinks. If it is a food, the students will say, "<i>Tengo hambre.</i>" If it is a drink, the students will say, "<i>Tengo sed.</i>"</p> <p>Next, the teacher introduces the "<i>¿Qué comes?</i>" portion of the song, sung to the tune of "Allelu" ("Allelu, allelu, allelu, alleluia. Praise ye the Lord"). The lyrics to the song are on the bottom of the song/game board. Next, the teacher introduces the "<i>¿Qué bebes?</i>" portion of the song. Practice singing both portions of the song. Once the students become familiar with the lyrics, cover up the words and have the students look at just the game board visuals.</p> <p>The teacher can play either "<i>Tres en raya</i>" or "<i>Matamoscas</i>" ("Flyswatter") with the game board.</p> <p>To play "Flyswatter," the teacher divides the class into two teams. Each team sends a representative up with a flyswatter. The teacher makes a sentence such as "<i>(Yo) bebo el jugo de manzana.</i>" The student who hits the correct item first wins a point for his/her team. A new representative from each team comes to the screen/wall/board for each round.</p> <p>To play "<i>Tres en raya,</i>" the students are divided into two teams. To earn an "X" or an "O," the students have to use the correct phrase that goes along with the item (i.e. "<i>(Yo) bebo</i>" if it is a drink and "<i>(Yo) como</i>" if it is a food.) and the name of the item. So, if a team would like to earn the bread square, one of its team members would have to say, "<i>(Yo) como el pan.</i>" The teacher can randomly call on students individually from each team to choose a square. The teacher could also play against the class.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • "<i>¿Qué comes?/¿Qué bebes?</i>" song/game board transparency • Overhead projector • 2 flyswatters and 2 sets of "<i>Tres en raya</i>" markers

Lesson Activities—Year 2

Title:	<p>“Animal, Animal” Accordion Booklet</p>
Progress Indicators Assessed:	<p>1.2 E Identify aural, visual, and context clues. (animal cognates)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (commands)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptions. (colors) (Years 1 and 2)</p>
Procedures:	<p>In order to practice animals, colors, and the command “<i>Miren</i>,” students will make a mini accordion-style booklet patterned after the Bill Martin Jr. book <u>Brown Bear, Brown Bear, What Do You See?</u></p> <p>The teacher should make a copy of the booklet pages on an overhead transparency sheet so that the class can follow his/her model. Give each student a copy of the “<i>Animal, Animal</i>” booklet pages.</p> <p>Students should cut on all the dashed lines then glue the sides together (by the zebra, elephant, and children) to make one long strip. Now fold it back and forth like a fan so that the dinosaur is on top. The next step is to fill in the boxes with clues of the upcoming animal (just the feet of the penguin or color of the fur, etc.) The teacher should do the first clue box on the transparency as a model with the rest of the class. The last page can have a drawing of the students’ favorite teachers. Finally, students practice reading their booklets with partners.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> ● “<i>Animal, Animal</i>” accordion booklet pages (one set per student) ● Booklet model pages on overhead transparency sheets ● Scissors ● Glue ● Crayons

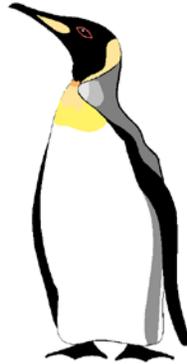
Animal, Animal

Me llamo



Dinosaurio verde,
dinosaurio verde
Busquen.....

¡Miren! El pingüino azul.



Pingüino azul,
pingüino azul,

Busquen.....

¡Miren! La cebra blanca y negra.



Cebra blanca y negra,
cebra blanca y negra,

Busquen.....

¡Miren! El león café.



León café,
león café,

Busquen.....

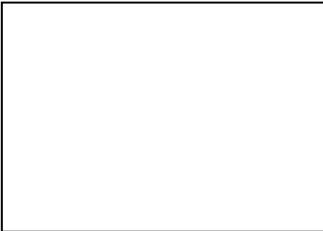
¡Miren! El elefante gris.



Animal, Animal

Elefante gris,
elefante gris,

Busquen...

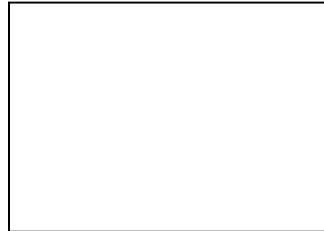


¡Miren! El tigre anaranjado



Tigre anaranjado,
tigre anaranjado,

Busquen...



¡Miren! Los niños
en la escuela.



Niños,
niños,

Busquen...



¡Miren!



la
maestra

el
maestro



Mi maestra/o favorita/o
se llama

¿Busquen?

¡MIREN!

EL FIN de
este libro

Lesson Activities—Year 2

Title:	Body Numerals
Progress Indicators Assessed:	1.2 E (numbers) (Year 2)
Procedures:	<p>The teacher calls up a pair of students and whispers to them a numeral between 11 and 20. The team has to use their bodies to form that numeral. Once they have done so, the teacher asks the class “¿<i>Qué número es éste?</i>” The class looks at the team’s body numeral and makes a guess until the correct number is said. The person who guesses correctly comes up with a partner chosen by the teacher to be the next “body numerals.”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA

Lesson Activities—Year 2

Title:	Numbers Around the World
Progress Indicators Assessed:	1.2 E (numbers) (Year 2)
Procedures:	Students play the game “Around the World” and must answer the question “ <i>¿Qué número es éste?</i> ” according to the numeral flashcard that the teacher shows to the competing pair. The student who answers the question correctly first moves on to the next student. The student who misses sits down.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Numeral flashcards (1-20)

Lesson Activities—Year 2

Title:	Wild and Wacky Animals
Progress Indicators Assessed:	1.2 E (animal cognates) (Year 2)
Procedures:	<p>The teacher holds up a “Wild and Wacky Animals” visual flashcard and poses the question “¿<i>Es</i> (animal)?” to the students. Based on the visual clue, the students answer “<i>No</i>” if it does not match what the teacher has asked or “<i>Sí</i>” if it does match.</p> <p>The teacher calls out the name of one of the six animal cognates from Year 2, and the students act out that animal. Continue calling out various animals.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• “Wild and Wacky Animals” visual flashcards

Lesson Activities—Year 2

Title:	Mumble Jumble
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions (command) (Year 2) 1.2 A Respond appropriately to directions, instructions, and commands (commands) (Years 1 and 2)
Procedures:	The teacher whispers a command while hiding his/her mouth behind his/her hand or a sheet of paper. The students ask the teacher to repeat the phrase by saying “ <i>Repita, por favor.</i> ” The teacher then repeats the command aloud. The students perform the task as directed.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA

Lesson Activities—Year 2