

Lesson Plans Oct 12-Nov 24

Overall Theme: La Escuela

Oct 12-16

Review conversation, songs, alphabet, vowels, vocabulary, etc. from first 9 weeks. Point out the new vocabulary display above the board and ask students to describe the pattern of colors in español, and what the next colors in the pattern will be.

Learn “¿Qué tiempo hace hoy?” song w/ gestures and read Gato Azul to review animals and highlight colors.

Oct 19-23

K: Las Ruedas del Camión song w/ gestures. Add Abre/Cierra to opposites we practice. La Rueda de San Miguel game

Places en la escuela: tour around to match signs for: la cafetería, la oficina, la clínica, los baños, la biblioteca

1st: Point out places en la escuela & ask them to look for matching signs, ¿Qué hay en la mochila? Game where students take out something from la mochila and repeat the word. (Use la mochila grande de Sra. T. and la mochila pequeña de mi hija. Usa cosas del salon: el lápiz, los marcadores, el papel, el libro, la caja de creyones, etc. AND put a diaper in Cleo’s mochila to make them laugh!

Teach the rhyme “A la rueda rueda”

A la rueda rueda

De pan y canela

Dame un besito y vete a la escuela

Si no quieres ir,

acuéstate a dormir.

A la rueda, rueda:

<http://www.youtube.com/watch?v=DaiagB7rDio>

2nd: Students each get a different card w/ a picture & a Spanish word for that classroom object. They find it in my room and teach it to classmates. Then take labels w/ them back to label around their own classroom. They also take a sheet w/ all words & pictures to study classroom objects at home- in preparation for BINGO, using this vocab.

Oct 26-30:

K: Cut & paste places en la escuela worksheet: Students decide where the pictures belong, in la cafeteria, el baño, la biblioteca, o el parquet.

1: Mi Libro: Color, cut and count pages to make a mini-libro that names classroom objects and colors in Spanish

2: BINGO w/ classroom objects. My room has labels identical to the ones students made last week and took back to their rooms. First, give students a chance to browse

around my room and review the words on the label cards. While niñas browse classroom labels, I work w/ niños on floor counting and practicing colors in Spanish using Unifix cubes. Then niños/niñas switch. When I call students to tables by colors, directions are to sit and count Unifix cubes and practice colors. Everyone has different color groupings, but all have 16 cubes. When we start the BINGO game, the Unifix cubes are the markers on the BINGO cards. For the game, I call the word in Spanish and hold up or point to the object on the room. No English☺

Nov. 2-6

K: SALSA and review all opposites we have learned: Grande/Pequeño, Arriba/Abajo, Calor/Frío, Espacio/Rápido, focus on Abre/Cierra

1: Read libro grande El AUTOBUS ESCOLAR & review all conversation, songs and dances.

2: Review classroom vocab by playing ¿Qué hay en la mochila? (same as 1st above), review all songs & conversation using website

Nov. 9-13

K: La Gallinita Roja (The Little Red Hen)- lee el libro grande y repaso de la conversación, las canciones, etc.

1: Lee “Mi Libro” (they made last week) for review of classroom objects & colors. Learn and act out the song “Las Horas”, about telling time.

2: Add to conversation: “¿Dónde está_____” and fill in a place in the school or something in the classroom.

Prepare to watch Caillou y el Autobús Escolar by practicing vocab words/phrases that they will hear. Students watch Caillou from tables and tally phrases they hear w/ lapiz y papel.

Nov 16-20 (23-24)

K: Make & take magnets for animals in La Gallinita Roja (act out story in class)

1: Use individual clocks to practice telling time in Spanish and review song Las Horas

2: Hojas de Gracias: Students each choose from different color die-cut “Hojas” and make an árbol de gracias by writing something they are thankful for in Spanish on each leaf and putting them on the árbol de gracias.