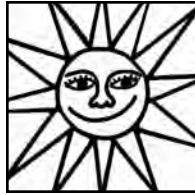


SONRISAS SPANISH

A PRESCHOOL AND ELEMENTARY SPANISH CURRICULUM



LEVEL I

PRESCHOOL SAMPLE

BLUE AND BROOKS LINDNER

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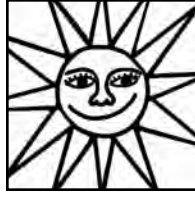
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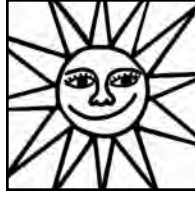


Using the Sonrisas Level I Curriculum



Best Practices for Using the Sonrisas Spanish Curriculum

1. Teach each level of the Sonrisas Spanish Curriculum for two years.
2. Spiral previously learned material into each lesson through songs, games, lesson activities, and stories.
3. Repeat songs, games, and lesson activities from Level I in Level II.
4. Establish a consistent routine and structure for your Spanish class.
5. Use repetitive language within your routine.
6. Adapt the structure of the Sonrisas lesson to your scheduling needs.
7. Speak Spanish a minimum of 90 percent of the time in your class.
8. Make speaking Spanish fun for your students.
9. Read “How to Teach Sonrisas Level I” (see page 36).
10. Learn the songs on the CDs and sing them with your students.
11. Realize that second-language acquisition is a long-term endeavor.



Best Practices for Using the Sonrisas Spanish Curriculum

We want to congratulate you on choosing the Sonrisas Spanish Curriculum: You have made an important decision to teach language the most effective way possible—using a teacher-based mode of learning. As the phrase suggests, much of the success of your classroom depends on you, the teacher. In the current national discourse about education reform, the one message that keeps emerging is that the most important ingredient in successful education is effective teachers. We know that preschool and elementary students can successfully learn Spanish using our curriculum because we have seen this over the course of our collective fifty years of teaching Spanish to children. Our effectiveness as teachers has been most evident not only in the way we implement the lessons, but also in how we implement the whole curriculum through the grades—paying attention to the details while keeping an eye on the big picture. You can use the Sonrisas curriculum to enhance your effectiveness, but there are some important guidelines not explicitly stated in the lesson plans that will help you immensely. The following section outlines these guidelines.

Use Repetition and Spiraling

Repetition in language learning is critical. Every Sonrisas lesson includes a Learning Target with Performance Targets for achieving the Learning Target. It's not realistic to think that second-language learners are going to integrate the Performance Targets into their comprehension and language usage immediately after completing any given lesson. This is where repetition comes in. Annual repetition, as well as frequent, lesson-by-lesson repetition, must occur for students to achieve the Learning Targets. By spiraling previously taught concepts into subsequent lessons, students slowly build and broaden a strong foundation for communication.

We strongly recommend that you teach each level of the Sonrisas Spanish Curriculum for two years. Your students' level of language acquisition will increase profoundly with this annual repetition; further, you don't have to repeat each lesson exactly with the same content. Most Sonrisas lessons include several book suggestions for Story Time, and there is usually more than one art project from which to choose, so you can teach the same theme while you vary the content of the lesson from one year to the next.

To illustrate the beneficial effects of teaching each level for two years: In Sonrisas Level I, the *Familia* lesson includes the following Performance Targets:

- Students identify family members in Spanish.
- Students comprehend the question, "*¿Quién es?*"
- Students answer the question using the phrase, "*Es mi mamá/ papá/ hermano/ hermana/ abuelo/ abuela/ tío/ tía/ primo/ prima.*"

The first time students do this lesson, they may only demonstrate the first Performance Target, identifying family members in Spanish: *mamá, tío, abuelo*, etc. The following year, when you repeat the *Familia* lesson, you have the opportunity to engage students' prior knowledge of the subject matter, focusing on the second and third Performance Targets.

Annual repetition also increases language acquisition by helping students feel more comfortable, confident, and excited about the lessons because they are familiar with them. It puts their brains in a more receptive state for learning. The confidence instilled by spiraling through previously learned concepts helps students more readily learn new concepts.

Repeat previously learned material each lesson through songs, games, lesson activities, and stories. Frequent, everyday repetition should occur in each lesson that you teach. Review the Performance Targets taught in previous lessons in each subsequent lesson through the repetition of songs, games, and lesson activities and through using shared reading strategies (see page 40). It's amazing to see how this kind of repetition solidifies comprehension and language usage—students rely less on imitation as they acquire fluency with repeated language structures.

By spiraling previously learned routines into subsequent lessons, students have the opportunity to apply new vocabulary and concepts to known routines. For example: The first lesson in *Sonrisas* Level I is the *Me llamo* lesson. Students do an activity where they throw a hacky sack to each other and ask, “¿Cómo te llamas tú?” and then respond with, “Me llamo ____.” The first few times that students do this, they are just imitating the teacher. As they repeat the activity many times in each lesson, they begin to use the vocabulary and phrases with fluency. Once they have mastered this, the teacher can then introduce a new question/answer into the routine such as, “¿Cuántos años tienes tú?” and “Yo tengo ____ años.” As you build a repertoire of songs, games, and activities, you can switch back and forth between them, choosing those that focus on the language concepts that need attention.

Repeat songs, games, and lesson activities from Level I in Level II. Your Level II students can continue to benefit from the repetition of songs, games, and lesson activities learned in Level I. Use them when you feel there is a need. These activities become well-loved, and your students will enjoy returning to them.

Establish Routine and Structure

In general, children thrive when they have routine and structure. Every *Sonrisas* Level I lesson consists of the same structure: Greeting and Roll Call, Circle Time, Story Time, Art Time, Portfolio Activity, and Goodbye. Having a consistent routine and structure for your class will not only benefit your students, but also make teaching easier.

Establish a consistent routine and structure for your Spanish class. Language acquisition increases when children are able to take risks and experiment with language—and that happens when they are in a safe and comfortable environment. You can create this environment by establishing a consistent routine and structure. Students can then predict what is going to happen next, and they know what is expected of them. Establish your routine at the beginning of the year and communicate your expectations for behavior. Even within the structure of the *Sonrisas* lessons, you can establish your own sequence to establish a routine. For example: You might start every Circle Time by taking roll and end it by introducing the book you are going to read. You might start every Art Time by reviewing the vocabulary for the art supplies and end it by having students share their work with the class. You might begin or end every class with the same song. Regardless of how you choose to establish routine, the important thing is to be consistent. This also has the obvious benefit of increasing the effectiveness of your classroom management. Your students will be less prone to act out if they feel safe and comfortable and know what is expected of them in each part of the lesson.

Use repetitive language within your routine. We cannot stress enough how effective this is. If you have an established routine in your class, your students can easily achieve fluency with repetitive language that is given meaning by the context of the routine. Essentially, you make it easier for yourself and your students to use Spanish consistently by using it for regular classroom tasks. For example: If you close the door each session after greeting your students, you can begin to have one of your students do it by saying, “*Juan, cierra la puerta por favor.*” This can become part of your routine, and you can have a different student do it each session. You might introduce Roll Call each session by stating, “*Vamos a ver quién está aquí.*” As you get ready for Art Time each session, you might assign a helper by asking, “*¿Quién quiere repartir las tijeras, el papel, etc.?*” The opportunities for this kind of repetitive language within an established routine are many, and once students achieve fluency with this language, it becomes easier for them to apply it in new contexts.

Adapt the structure of the Sonrisas lesson to your scheduling needs. One of our biggest challenges in developing our curriculum was to meet the many different scheduling needs of preschool and elementary Spanish teachers. Every Sonrisas Level I lesson consists of the same structure: Circle Time, Story Time, Art Time, and Portfolio Activity. We have found that there is a great deal of flexibility in this structure because each part of the lesson can be taught independently, and the lesson can therefore be adapted to many different scheduling situations. However you choose to structure the lessons to fit your scheduling needs, find a rhythm that works for your teaching style and be consistent so that your students can perform at their best.

Probably the greatest flexibility comes with Circle Time. Once you’ve established a repertoire of songs, games, and lesson activities, Circle Time can be 5 minutes or 25 minutes. The benefit for you is having an established structure in which to develop a consistent routine, while also having the flexibility to adapt it to different scheduling needs.

Use Spanish Consistently

We believe that Spanish should be used as consistently as possible in your classes. As mentioned previously, establishing a consistent routine in your class goes a long way toward achieving this goal. If you implement the Sonrisas lessons effectively, you’ll find there’s little need for English. Students will be more motivated to learn Spanish when they see, through your example, that speaking Spanish is fun and useful.

Speak Spanish a minimum of 90 percent of the time in your class. This is the recommended usage that ACTFL suggests⁴³, and this is absolutely attainable with Sonrisas lessons. All of the games, activities, songs, stories, and art projects employ visuals, props, gestures, body movement, modeling, routine, and repetitive language to make the Spanish you use in class comprehensible to your students. As for when and how to use English in your class, we refer to Helena Curtain’s excellent article, “Teaching in the Target Language,” for the following guidelines⁴⁴:

The use of English should be intentional and be a conscious decision, not just something the teacher slides into without thinking. The following series of questions can be helpful in deciding when and if using English instead of the target language is appropriate.

Shall I use English for a lesson segment?

- Can I find a way to communicate the new idea in the new language with visuals, gestures?
- Can I simplify?
- Can I substitute a different concept?
- Can I delay this topic until we can deal with it in the target language?
- Is an English explanation essential to further progress toward my goals for this lesson?

Shall I use English to clarify vocabulary?

- Have I already tried using visuals, gestures, or other strategies to get the meaning across?
- Will failing to understand this vocabulary item interfere with the progress of the lesson?

If you are worried about keeping your class entirely in Spanish, just remember: You are teaching Spanish! One of the most effective ways to do this is simply to provide a model of using Spanish for everything you do in your class. Helena Curtain also offers these very useful tips:

Make the language comprehensible.

- Use simple, direct language and choose vocabulary and structures that incorporate a large amount of material that is familiar to the learners.
- Break down directions and new information into small, incremental steps.
- Use concrete materials, visuals, gestures, facial expressions, and movement.
- Model every step of the process or the directions being presented.

Monitor and assess target language use.

- Keep track of student language use.
- Make sure that oral language use is part of student assessment.
- Make target language use a part of the classroom management system and an integral part of the classroom culture. Possibly use a reinforcement system to reward students for a short period of time to get them in the habit of using the language (see page 41).

Check for comprehension.

- Students can use signals to indicate their response to a comprehension check. They can hold their thumbs up or down for “yes” and “no,” and wiggle their thumbs for “I’m not sure.”
- Students can draw pictures to signal their comprehension or write on small whiteboards. They can act out behavior or imitate the performance that the teacher has demonstrated.

Separate English from Spanish—avoid translation as a first resort.

- If the students know that the teacher is going to use both languages, they will not engage with the target language and will patiently wait for the English.
- If the teacher plans to repeat or clarify in English, he or she may not expend as much effort to make the target language comprehensible.
- Sometimes students who have understood directions or new vocabulary may call out the English, either as a way to help their classmates or to show the teacher that they have understood. It is important not to encourage or reinforce this practice, because if it becomes a habit, the language lesson can turn into a translation game.

Separate English from Spanish—use a sign.

- Using a sign on which one side indicates English and the other side indicates the target language reminds teachers and students to stay in the target language.
- The sign can help the teacher make a transition to using the target language more frequently by keeping the teacher and the students focused on using the language for longer periods of time each session.

- Of course, beginning students cannot always conduct themselves entirely in the new language. Teachers can respond in the target language by rephrasing what students said in the target language and then responding in the target language.

Make speaking Spanish fun for your students. One of the joys of teaching Spanish is that speaking Spanish is fun. Whether you are a native Spanish speaker or it's your second language, it's important that you convey your excitement and interest in Spanish—by your attitude in class, by connecting your students to the Spanish-speaking community in your town, and by talking to them about the many advantages of knowing a second language. Additionally, all of the games, activities, stories, songs, and art projects in the Sonrisas lessons make it easy to create a fun and exciting environment in your class.

Implement the Sonrisas Lessons Effectively

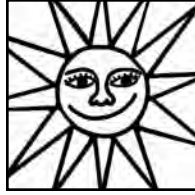
Read “How to Teach Sonrisas Level I” (see page 36). In order to implement the lessons effectively, read the section, “How to Teach Sonrisas Level I.” Successful implementation of the lessons depends on a clear understanding of how to execute each part of the lesson. We know the lessons work because we have used them with success in our own classes. If you implement them as suggested, you too will achieve success with your Spanish classes.

Stay Human

Learn the songs on the CDs and sing them with your students. As we explain in “The Neurology of the Bilingual Brain” (see page 26), research has shown that children learn language most effectively from other humans rather than from videos, computer programs, or audio recordings. That's why we recommend that you use the Sonrisas curriculum CDs as a resource to learn the songs and then sing them with your students. This will be much more effective than simply playing the CDs for them.

Look at the Big Picture

Realize that second language acquisition is a long-term endeavor. Your students' success in Spanish class depends not so much on each individual lesson, but rather on the experience of being in a Spanish class with an effective teacher through the grades. The Learning Targets in the lessons are important goals for each lesson, but these goals are achieved over time. Through repetition, structure, routine, the consistent use of Spanish, and effective implementation of the lessons, your students *will* learn Spanish.



How to Teach Sonrisas Level I

Each lesson in Sonrisas Level I consists of four segments: Circle Time, Story Time, Art Time, and the Portfolio Activity. These segments, along with the Greeting at the beginning of class and the Goodbye at the end, provide a consistent structure and routine for each lesson. This section will explain what to do in each of these segments and the activities contained within them.

As mentioned in “Best Practices for Using the Sonrisas Spanish Curriculum” (see page 31), the structure of the lessons allows you to adapt them to your scheduling needs. You have complete flexibility with the frequency with which you teach the lessons and with your pacing of the different segments. Each lesson will take a minimum of two class sessions. You’ll generally want to do the lesson activity, read a story, and start an art project in the first session, and then repeat the lesson activity, read the story again, and finish the art project in the second session. The Portfolio Activity may be done in a third session, or you may choose to assign it for homework. In our experience, deeper learning is much more valuable than covering a lot of material. In other words, you may not have time to teach all of the lessons in Sonrisas Level I in one school year, but language acquisition is far more effective when lessons are well-executed rather than rushed.

Each lesson is designed to engage students in all three modes of communication—interpretive, interpersonal, and presentational—characterized as:

- Interpretive—comprehension of written, oral, or visual communication without any active negotiation of meaning between individuals.
- Interpersonal—two-way oral or written communication with active negotiation of meaning between individuals.
- Presentational—spoken or written communication that is prepared for an audience.

Engaging students in the different activities in the different segments of each lesson gives them the opportunity to interact in all three modes of communication.

In order to maximize the effectiveness of language acquisition in your Spanish class, ACTFL recommends limiting class size to fifteen students or fewer.⁴⁵ In our years of teaching, we have been fortunate to realize this class size goal, and therefore, we have designed our lessons with a Circle Time that is just that—students sitting in a circle. If your class size or space prohibits this, simply adapt the Circle Time arrangement to fit your needs.

Greeting and Goodbye

The Greeting at the beginning of every lesson sets the tone and establishes a friendly, comfortable setting for the Spanish class. Greeting each student in Spanish effectively transitions the child from the rest of his or her day into the Spanish language experience. It also provides students with an opportunity to use their Spanish in a very real context. Because this is the first activity in the Spanish lesson, the Greeting is crucial to setting the lesson's tone—greet each student with enthusiasm and respect in anticipation of the fun to come.

Have students line up at the entrance to the room where Spanish class is being held. Then greet each student individually with a handshake while you exchange greetings, either “*Buenos días*” or “*Buenas tardes*,” depending on the time of the day. After the student repeats the greeting, direct him or her to sit in the circle to prepare for the beginning of Circle Time.

Just as the Greeting sets the tone for the Spanish lesson, the Goodbye provides closure. Depending on whether students finish their art projects at the same time or each finishes individually, you can either have them line up for the Goodbye or simply exchange goodbyes with each student as they finish. Again, shake each student's hand and say “*Adiós*” or “*Hasta luego*.” Encourage each student to repeat the phrase.

We have found that most students really enjoy the Greeting and Goodbye portions of the class because they are communicating in Spanish in an easygoing, realistic context. By shaking hands with students, you are engaging in an act of mutual respect, which further establishes a positive tone for Spanish class. In addition, once you have established a consistent routine for the Greeting and Goodbye, and once your students' Spanish has reached a more advanced stage, these rituals offer an excellent opportunity to expand vocabulary. For example, after students learn the days of the week, you may alter the form of the Goodbye from “*Hasta luego*” to “*Hasta el miércoles*” or “*Nos vemos el jueves*.”

Circle Time

Directly following the Greeting, Circle Time allows students to participate in lesson activities, games, songs, and dances that require them to be verbally and physically active. This is the part of each lesson that engages students' kinesthetic, musical, and interpersonal intelligences. In Circle Time, students use Spanish in a very informal, playful, and natural way while engaging in the interpersonal and presentational modes of communication. The emphasis here is on fun—the more students enjoy Circle Time activities, the more they develop a positive connotation to learning a second language.

What does Circle Time look like?

Circle Time can be just as the name suggests—students sitting in a circle—although they may sit or stand according to your teaching style or the particular lesson's activity. You can control how still or active students are while they are sitting and standing, but students should be comfortable and in a physical space that allows for fun.

What do you do in Circle Time?

Activities in Circle Time include taking roll, calendar activities, reviewing games and activities from previous lessons, doing the lesson activity, singing songs, reciting poetry, dancing, and engaging in circling activities. Taking roll at the beginning of Circle Time provides students with a very real context in which to use their Spanish and, like the Greeting, further sets the tone of your classroom. Take roll by asking “*¿Emilia, dónde estás?*” To reinforce meaning, combine “*¿Dónde estás?*” with an appropriate gesture. Students may then point at themselves or tap the floor as they say, “*Estoy*

aquí.” After calling out an absent student’s name, have the class say together, “_____ *no está aquí.*” You may accompany this with an appropriate gesture, such as shaking your head.

After taking roll, you will do calendar activities. (see “Procedure for Calendar Activities,” page 49). The calendar activities serve several important purposes:

- They provide a daily language experience that is meaningful and relevant because it connects students to their environment.
- They offer opportunities for students to engage in conversation, provide and obtain information, and understand spoken and written language about a variety of topics.⁴⁶
- They help build a foundation of useful language that can be applied to different contexts through the use of repetitive language structures.

After the calendar activities, the class begins singing songs, reciting poetry, and dancing. For each song and poem in the *Sonrisas* lessons, we have created accompanying gestures and movements, or dances (see the Song Lists beginning on page 189). This combination of verbal and kinesthetic learning is extremely effective in bringing the language to life for children. Some songs and poems may be performed while sitting and others while standing. Mix these up according to your students’ energy levels. You may also wish to end the singing portion of the lesson with the songs that are directly related to the theme for that lesson.

After singing, you can then review with games and activities from previous lessons. As previously mentioned, it is through this daily repetition that your students will achieve the lessons’ Learning Targets over time. You can choose which activities to review based on the needs of your students.

After reviewing, you then do the lesson activity. Each lesson includes an activity or game that is designed to provide an effective introduction to the vocabulary and concepts in the lesson. They engage students in the new material in a fun and interactive—yet challenging—way. The lesson activity is listed on the Lesson Procedure page as either the last activity in Circle Time or directly after Story Time. (The latter occurs when the vocabulary from the story is integral to the lesson activity.)

What about using Spanish during the games and activities?

Because the goal is to speak Spanish a minimum of 90 percent of the time in class, the Lesson Procedure pages give you detailed instructions for how to do the lesson activities. When there are specific phrases and questions that are directly related to the Performance Targets for the lesson, we have included those, in Spanish, in the directions. In other directions, we may say something like, “Tell students ...” In those cases, it’s up to you to determine how to use your Spanish to carry out these directions. (Refer to page 33 for tips on how to achieve the 90 percent goal.)

The focus of Circle Time is to give students an opportunity to experience Spanish in a lively, playful context. To that end, smile while you sing and model enthusiasm for your students, who won’t be aware of the learning process; rather, they’ll be acquiring language naturally by having fun while speaking and singing in Spanish. This linguistic focus, along with the opportunity to release energy, places students in an appropriate mood for the next segment of the lesson: Story Time.

Story Time

As any teacher or parent knows, children love to hear a good story. Story Time is an opportunity for students to use their imaginations to connect to authentic Spanish through the storytelling experience. Story Time is a valuable part of the lesson: Often the Performance Targets are introduced, reinforced, and reviewed through the literature. This part of the lesson directly engages students' developing linguistic, spatial, and interpersonal intelligences while practicing the interpretive mode of communication.

What kinds of books are used?

In almost every Sonrisas lesson, there are choices of books for Story Time. We have chosen the books based on their effectiveness in conveying the vocabulary and concepts of the lesson and in presenting an authentic Spanish-language experience. Several types of books can be used to achieve these goals:

- **The familiar, traditional tale.** These are books such as *The Three Little Pigs* or *Goldilocks and the Three Bears*. Most children have heard these archetypal fairytales and fables in their native language. Upon hearing them in Spanish, children are able to pick up on the tone, gestures, and images of the story in order to understand the Spanish text. These stories require no English whatsoever in order to be understood and enjoyed.
- **Books with effective illustrations.** If the story is likely to be unfamiliar to students, we are careful to choose books with vivid, interesting pictures that convey the meaning of the story. As you read, students are able to understand the Spanish because the images tell the story. To increase comprehension, you can also point to the pictures as you read or change the tone of your voice to convey meaning.
- **Poem and verse-based books.** The rhythmic, repetitive, rhyming nature of children's poetry makes it particularly effective in teaching Spanish. An example of this is the excellent book, *Chumba la cachumba*, by Carlos Cotte, which takes a traditional verse about skeletons and illustrates it. It's hard for children *not* to join in and start reciting this poem as you read it.
- **Books with repetition.** Other children's books may not be actual poems, but the text repeats itself again and again in new contexts, often forming the foundation of the Learning Target in the lesson. Children love stories with repeating text, and this style can be found in the oldest of children's stories (e.g., *Little pig, little pig, let me come in...*), as well as twentieth and twenty-first century children's book authors (e.g., Eric Carle's *Brown bear, brown bear, what do you see?*).
- **The occasional informational book in English.** Books that fit into the categories listed above can be introduced, read, and enjoyed 100 percent in Spanish. Occasionally, however, we've included a book that may not fit into the categories above, but presents an excellent source of information for teaching culture. In these cases, a book can be shared with students in English. Note: These books present the opportunity for students to gain an understanding of the relationship between the practices, perspectives, or products of the target culture in a way that's difficult to convey using Spanish. We believe the cultural education justifies the occasional use of English in this context.

After you gain some experience using these type of books during Story Time, you will learn to recognize the qualities in a book that make it a great language-learning tool. Though we have found many great Spanish children's books, we are discovering more all the time, and we encourage you to find books beyond those that we list in this curriculum.

What is shared reading?

When we read stories during Spanish class, we use a form of storytelling that is commonly called “shared reading” in the educational world. In her book *Invitations*, Regie Routman defines shared reading as “any rewarding reading situation in which a learner—or group of learners—sees the text, observes the expert reading it with fluency and expression, and is invited to read along.”⁴⁷ The atmosphere during shared reading is relaxed and social with an emphasis on enjoying and appreciating the text. Students learn high-frequency words and conventions of print naturally, without boring drill.⁴⁸ Sharing stories in this manner serves as an effective foundation for reading and writing Spanish. Students often begin reading in Spanish in our classes with very little formal reading instruction.

What does shared reading look like?

Have students gather together, preferably on the floor. Make sure that each student has a clear view of the book. Begin by introducing the book. This is your opportunity to “hook” students by piquing their curiosity and enthusiasm. As you begin to read the story, engage students in the reading process by asking questions and using the pictures to review previously learned vocabulary. For example: You can point to different characters in the story and ask, “¿Cómo se llama?” and “¿Cómo está?” You can point to different images and ask, “¿De qué color es el/la _____?” When the story includes repetition or predictable text, encourage students to join in and participate in the storytelling.

There should be no pressure for students to perform during Story Time. When asking questions, address the entire group or ask for volunteers. Try not to single out any student who may feel uncomfortable speaking. If you feel the need to engage a particularly quiet child or to check a student’s understanding, perhaps you could ask him or her, in Spanish, to point to a picture.

Pacing is very important during Story Time: Keep the story flowing and keep opportunities for questions and answers simple. Often, the themes in the stories lend themselves to many teaching moments. Choose one or two concepts to teach in the story and save the rest for another lesson. Once you have introduced students to the lesson’s vocabulary and theme during Circle Time and Story Time, they are now ready for Art Time.

Art Time

During Art Time, students use Spanish in a hands-on, creative setting, drawing on their intrapersonal, bodily/kinesthetic, linguistic, and spatial intelligences. The focus here is not for students to create exactly what you have created or modeled for them, but rather to enjoy the process of creating. To this end, the tone of Art Time should be focused but relaxed. Children love to manipulate, create, build, explore, and imagine. The process of making art gives them a sense of accomplishment and a physical visual aid for remembering and using Spanish. Further, the projects that students take home provide a meaningful context for children to share with their parents what they are learning in Spanish class. In addition, while students are working during Art Time, you are able to engage them one-on-one and converse with them in Spanish about their art. This further reinforces the language concepts for the lesson and engages students in the interpersonal mode of communication.

What does Art Time look like?

If you have a small table or a group of small tables available, the class can sit together to do the art project, although most projects can be done on the floor if necessary. The lesson plans will tell you what materials need to be prepared or collected before each project.

Many of the art projects require more than one session to complete. Most of the art project directions ask you to show students a model of a finished art project. This gives them a clear idea of what to expect. You can either make the project yourself, or you can show students an image of a finished

project provided on the Resource CD (see page 48). Taking the time to create an art project yourself before class can be a very helpful exercise, because it will help you gauge how long the project will take and its complexity. This will also allow you to plan the language you will need to give directions and add your own personal touches that will help your students connect more deeply with the project. As with Circle Time and Story Time, the first priority is fun: If students get frustrated by not being able to perform a task “perfectly,” they will be in no mood to speak a second language.

What about using Spanish during Art Time?

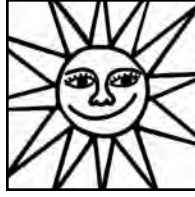
During Art Time, it’s important that students understand what they are being asked to do, so developing consistent strategies for “staying in Spanish” will go a long way toward helping their comprehension. The hands-on nature of the art project offers an excellent opportunity for both you and your students to use Spanish in a meaningful context. When you give directions in Spanish, use simple, direct language and choose vocabulary and structures that incorporate material that is familiar to the learners. Break down directions and new information into small, incremental steps.⁴⁹ Many of the art projects have fairly complex directions, but following these tips will allow you to carry out the projects with the goal of using Spanish at least 90 percent of the time.

One issue that arises during Art Time is that because you are not with each student the whole time and students are working more on their own, it’s easier for them to slip into speaking English. Art Time presents a good opportunity to use a reinforcement system to keep students speaking exclusively Spanish. We like to use a system that we call *La mesa de Español*.

Here’s how it works: First, brainstorm with students about different vocabulary they might need to use while they are doing the art project, such as the names of the different art supplies and phrases such as “Pass me the crayons” or “I need the glue” or “I’m finished.” Review this vocabulary with them, in Spanish, each session before Art Time. You can even make posters for the different phrases they might use. Tell students that the table where they work during Art Time is called *La mesa de Español* and that when they are working at *la mesa*, you challenge them to speak only Spanish. You can even turn this into a game by creating charts to monitor the class’s ability to stay in the target language. If students succeed in speaking only Spanish during *La mesa de Español*, you could celebrate their efforts by throwing a class *fiesta* at the end of the year.

The Home Report

The Home Report is a useful tool to inform parents about what their child is learning and to provide them with a guide for at-home reinforcement. You can photocopy the Home Report, and we strongly encourage you to send it home after each lesson you teach. Parents appreciate receiving it because it connects them to their child’s experience in Spanish class and gives them a sense of involvement. The Home Report for each lesson includes the lesson title, Summary, Learning Target, Performance Targets, Vocabulary and Phrases, Book Suggestions, and a Home Enrichment section, which includes ideas for extending students’ learning beyond the classroom.



How to Use the Sonrisas Level I Lesson Plans

Lesson Order

The order of the lessons as they are presented in *Sonrisas Level I* is designed take you through a natural progression from the beginning of a school year to the end; however, following the order of the lessons as they are listed in the table of contents is not necessary. You can vary the order of the lessons however works best for you, as long as you are aware that some of the lesson activities include vocabulary and phrases from previous lessons. Here are some special considerations regarding lesson order:

- All of the holiday lessons are grouped together at the end of the sequence of lessons (Lessons 27–35). We recommend teaching those lessons at the appropriate time for each holiday.
- We suggest that you supplement Level I with the *Sonrisas Spanish Cultural Curriculum*. This separate book includes nine lessons in which students take imaginary trips to Spanish-speaking countries—learning and practicing Spanish while they explore each country’s culture and geography and celebrate various holidays and customs.
- Refer to page 283 for an articulated scope and sequence for *Sonrisas Level I*. It includes the Learning Target, Performance Targets, and Vocabulary and Phrases for each lesson.

The Lesson Plan Pages

Each lesson in *Sonrisas Level I* contains a Lesson Overview page, a Lesson Procedure page, and one or two Art Project Procedure pages. Together with the Student Portfolio, Resource CD, and storybooks, these pages provide everything you need to teach an effective lesson. We recommend not only reading the following pages so you know exactly how to use the lesson plans, but also reading through each lesson before you teach it to familiarize yourself with all of the directions and suggested activities. Remember that the lessons provide you with a structure and routine that is consistent but also flexible. As mentioned previously, you can adapt the structure of the lessons to fit your scheduling needs.

Each lesson is divided into four main sections: Circle Time, Story Time, Art Time, and the Portfolio Activity. These parts, in conjunction with the Greeting and Goodbye, provide the structure for every lesson in this curriculum.

The Lesson Overview Page

The Lesson Overview Page contains the title of the lesson and boxes for the Lesson Overview, Circle Time, Story Time, and Art Time.

Lesson Overview Box

The first box on the Lesson Overview page offers, as the name suggests, a brief overview of the lesson. This includes the Learning Target and Performance Targets for the lesson. The Learning Target answers the question, “What will students be able to do?” The Performance Targets answer the question, “How will students be able to do it?” The Learning Targets and the Performance Targets also provide the metrics for assessing students and are included in the Student Assessment pages in the Student Portfolio. (For more information about assessment, see page 43.)

Circle Time Box

The Circle Time box on the Lesson Overview page includes the name of the lesson activity, a list of the lesson’s vocabulary and phrases, and the song list for Circle Time.

The Vocabulary and Phrases list includes words, phrases, and questions that you will cover throughout the lesson—in the lesson activities, stories, art projects, and Portfolio Activity. Most of the time, these words, phrases, and questions are incorporated into the Performance Targets, but not always. You can think of this list as the language that you will focus on during the lesson to support the lesson theme and Learning Target. This list can serve as your guide in your lesson presentation.

The Songs and Poems list contains our suggestions for the songs and poems you will perform during Circle Time. Songs to review, as well as new songs for the lesson, are included in the list. You don’t have to sing all the songs in the list, and you can sing them in any order that suits you. Remember that in order to teach most effectively—human-to-human—we recommend learning the songs first and then singing them with your students rather than playing the CDs for your students in class. Some of the listed songs and poems serve as a review for previous lessons; others serve as an introduction for new lesson themes. All are included on the *Sonrisas* CD and the *Canciones Culturales* CD. Lyrics and the directions for gestures or dances for the songs are provided in the Song Lists beginning on page 189.

Story Time Box

The third box on the Lesson Overview page includes book titles for Story Time. The title of the book that’s included in the Level I Storybook Set is listed as well as other book suggestions. Each lesson should include a story that reinforces the lesson’s theme, vocabulary, and phrases. For more on how we selected these high-quality, effective book suggestions, see page 39. The easiest way to obtain the storybooks is to purchase one of the storybook sets available on the *Sonrisas* Spanish website (Sonrisasspanish.com). You can also purchase many of the books inexpensively from Amazon or other online retailers, or you can find them at local libraries. The interlibrary loan exchange is an easy way to get books that your library may not have. Keep in mind that it can take one or two weeks to get books using this service. Be sure to look ahead in the lesson plans and know in advance the books you’ll need for upcoming lessons.

Art Time Box

The final box on the Lesson Overview page contains a list of one or more art projects that accompany the lesson. Review the art projects ahead of time to see which one will work for you and your class. Art Time provides an excellent opportunity for some students to work independently while you work one-on-one with others. After providing a clear model of the art project procedure, you can work with students on specific Performance Targets. Students who enjoy creative work and who work well independently will thrive during this segment of class.

The Lesson Procedure Page

The Lesson Procedure page explains how to teach the lesson step by step. At the top of the page, the Summary indicates what students will be doing in the lesson, followed by a list of the supplies you'll need to teach the lesson and the Resource CD images that will serve as useful visual aids. Note: Many of the reproducibles in the supplies list (see Reproducibles, page 211) and the images on the Resource CD are the same. It's your choice whether to access these from the Resource CD or the back of this book. You can either print out these images or project them on an interactive board or projector screen during the appropriate time in your lesson. For more information on using the Resource CD, see page 48.

The lessons are divided into First and Second Sessions. The lesson procedure guides you through the steps of doing the Greeting and Roll Call, Circle Time, Story Time, Art Time, and the Goodbye. Finally, there are Helpful Hints. These are tips that will help the lesson go smoothly. We recommend reviewing each lesson procedure before you teach it to familiarize yourself with all the directions and suggested activities. For general information about Greeting, Circle Time, Story Time, Art Time, and the Portfolio Activity, see "How to Teach Sonrisas Level I" beginning on page 36.

The procedure for Circle Time always starts as follows:

- Start with calendar activities.
- Warm up with songs, chants, and poems.
- Review with games and activities from previous lessons.
- Do the ____ activity (unless it is listed after Story Time.)

Note that this order is flexible. You may prefer to review first and then do the calendar activities, for example, or begin the class singing and save calendar activities for later. Use the procedure as a guide and find the rhythm that is most effective for you and your class. See page 49 for the suggested routine and directions for doing the calendar activities.

The Art Project Procedure Page

The Art Project Procedure page explains how to teach the art project step by step. It includes a summary of what the students do in the project, a list of all the materials you'll need, instructions for completing the project, photo examples of each project, and helpful hints for you. The procedure is usually divided into First Session and Second Session. As with the lesson procedure, this schedule is completely flexible.

The art project is an integral part of every lesson; in fact, the Performance Targets are often addressed during the project or after, when students share their work. The art project presents an excellent opportunity for you to engage students in the language of the lesson. While students are working on their projects, you can engage each of them one-on-one using the vocabulary and phrases from the lesson. This is frequently represented in the procedure with the direction, "As students are working, engage them one-on-one and ask..." When there are specific phrases and questions that are directly related to the Performance Targets for the lesson, we have included those, in Spanish, in the directions. It is up to you to determine how to use your Spanish to carry out these directions.

The Home Report Page

The Home Report page contains all of the elements of the Lesson Overview page: a Learning Target, the Performance Targets, Vocabulary and Phrases, a song list, and Book Suggestions. We strongly recommend that you use the Home Report to keep parents informed about and involved in what is happening in Spanish class. Parents will appreciate it, and it will increase the quality and effectiveness of your class.

The Home Report also includes a section called Home Enrichment. The School and Global Communities standard states that “Learners use the language both within and beyond the classroom.” The Lifelong Learning standard states that “Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.” These standards are addressed through the activities that are suggested in the Home Enrichment section. Encourage parents to read this section and follow through with the activities listed there.

Part Three



Sonrisas Level I Lesson Plans

Me llamo

Lesson Overview

1

Learning Target

Students tell what their names are.

Performance Targets

- Students comprehend the question, “¿Cómo te llamas tú?”
- Students answer the question using the phrase, “Me llamo ____.”

Circle Time



Lesson Activity: *Me llamo* game

Vocabulary and Phrases

¿Cómo te llamas tú?

What is your name?

Me llamo ____.

My name is ____.

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)

Buenos días (2)

Me llamo, me llamo (3)

Cabeza, hombros, piernas, pies (4)

Mi cuerpo (5)

Story Time



From the Storybook Set

Margarita y Margaret, by Lynne Reiser

This book celebrates the power of knowing two languages. Talking about that power provides an excellent opportunity to get a new class excited about Spanish.

Art Time



Me llamo autorretrato

1

Me llamo

Summary: Through songs, the role-play, the art project, and the Portfolio Activity, students learn to tell what their names are by answering the question, “¿Cómo te llamas tú?”

Supplies: A small ball or hacky sack

Resource CD: Lesson 1: Art Project Model

First Session

1. Greeting and Roll Call
2. Circle Time
 - Warm up with songs, chants, and poems.
 - Play the *Me llamo* game:
 1. Show students your ball or hacky sack. Say, “*Esta es la pelota mágica.*” Have students repeat “*la pelota mágica.*”
 2. Hold *la pelota mágica* up, drop it in your lap, and say, “*Me llamo Señor/Señora _____.*”
 3. Pass *la pelota mágica* to a student and ask, “¿Cómo te llamas tú?”
 4. You can help the student respond by saying, “*Me llamo (student’s name).*” Have the student repeat.
 5. After the student responds, sing “Me llamo, me llamo” (Sonrisas CD, track #3) and insert the student’s name in the appropriate spot in the song.
 6. Have the student pass the ball back to you and repeat the process with each student.
3. Story Time
4. Art Time
5. Goodbye

Second Session

1. Greeting and Roll Call
2. Circle Time
 - Warm up with songs, chants, and poems.
 - Play the *Me llamo* game from the first session.
 - If you want your students to use Spanish names in the classroom, this is a good time to choose them and then use them in the *Me llamo* game.
3. Story Time
4. Art Time
5. Assign Portfolio Activity #1 (page 5) in the Student Portfolio.
6. Goodbye

Helpful Hint

Because this is the first lesson and the first game, you will probably have to do a lot of the answering for your students in the game. This is okay; your students will catch on quickly and will easily be able to do the game in Spanish after only a few classes.

Art Project Procedure



Me llamo autorretrato

Summary

Students draw a self-portrait and label it with the answer to the question, “¿Cómo te llamas tú?”

Materials

Construction paper
Crayons

Procedure

First Session

1. Show students a model of a finished art project or show them a model of your self-portrait. Point out the different facial features and have the students repeat after you. Tell students they are going to draw their own self-portraits and include all of the same facial features.
2. Pass out construction paper and crayons.
3. Have students draw their self-portraits. As they are drawing, go around and point to the different facial features and have them repeat the words in Spanish.

Second Session

1. Show students your self-portrait. Model for them how to label it with “Me llamo ____.”
2. Pass out their self-portraits and crayons.
3. Have students write “Me llamo ____” on their portraits.
4. When students are finished, have them present their self-portraits to their classmates. Ask them, “¿Cómo te llamas tú?” and have them answer with the correct phrase.



Helpful Hints

Some young children will draw very simple pictures of themselves. Encourage them to include all the facial features by asking them questions such as, “¿Y una nariz? ¿Tienes una nariz?” You may have to help younger students label their self-portraits.

Hola, adiós, ¿Cómo estás?

Lesson Overview

2

Learning Target

Students exchange greetings and express how they are feeling.

Performance Targets

- Students comprehend and appropriately use *hola* and *adiós*.
- Students comprehend the question, “¿Cómo estás?”
- Students answer the question using a word or phrase that expresses how they are feeling.

Circle Time



Lesson Activity: *Hola y adiós* role-play

Vocabulary and Phrases

hola	hello
adiós	goodbye
la mano	hand
¿Cómo estás?	How are you?
Muy bien, gracias.	Very well, thank you.
feliz	happy
triste	sad
cansado/a	tired
enojado/a	mad

Songs and Poems (Track #)

Sonrisas CD

- Cada vez que nos juntamos (1)
- Buenos días (2)
- Me llamo, me llamo (3)
- Cabeza, hombros, piernas, pies (4)
- Mi cuerpo (5)
- Uno, dos, tres, cha cha cha (6)

Canciones Culturales CD

- Tortillitas (4)

Story Time



From the Storybook Set

Tengo sentimientos, by Bobbie Kalman

Other Book Suggestions

- Así me siento yo*, by Janan Cain
- Los sentimientos del bebé*, by Rhea Magaro-Wallace
- ¿Cómo estás, Pequeño Panda?*, by Marie-Hélène Delval

Art Time



Mano de hola y adiós

2

Hola, adiós, ¿Cómo estás?

Summary: Through role-play, the story, the art project, and the Portfolio Activity, students learn to say “*hola*” and “*adiós*,” and they begin to express feelings in Spanish by answering the question, “¿*Cómo estás?*”

Supplies: A *Mano de hola y adiós* hand puppet from the art project (see page 63)

Resource CD: Lesson 2: None

First Session

1. Greeting and Roll Call
2. Circle Time
 - Warm up with songs, chants, and poems.
 - Review: Play the *Me llamo* game from Lesson 1.
 - Do the *Hola y adiós* role-play:
 1. Show students the *hola y adiós* puppet. Make it wave at them and say, “*Hola.*” Have them repeat, “*Hola.*”
 2. Pretend that the puppet is going away. You can have it go behind your back or out the door. Make it wave at students and say, “*Adiós.*” Have them repeat, “*Adiós.*”
 3. Do a role-play to reinforce *hola* and *adiós*. Tell students that you are tired or hungry, etc., and you are going to leave the classroom. Wave the *hola y adiós* puppet when you say “*Adiós.*” Then leave the classroom. Return to the room waving the hand while you say “¿*Hola!*” Repeat this role-play several times.
 - After the art project, repeat the role-play, letting students leave and return several times with their own waving puppets.
3. Story Time
4. Art Time
5. Goodbye

Second Session

1. Greeting and Roll Call
2. Circle Time
 - Warm up with songs, chants, and poems.
 - Review: Play the *Me llamo* game from Lesson 1.
 - Repeat the *Hola y adiós* role-play from the first session with the following addition:
 1. This time with the role-play, ask students who wants to have a turn (leaving the classroom and coming back in) and let them do it one by one.
 - After you sing the song “*Buenos días*” (Sonrisas CD, track #2) begin asking individual students, “¿*Cómo estás?*” Reinforce students’ answers by saying, “¿*Estás feliz? Muy bien*” or “¿*Estás cansado? Lo siento.*” Make this part of your routine each time you sing this song.
3. Story Time
4. Art Time
5. Assign Portfolio Activity #2 (page 7) in the Student Portfolio.
6. Goodbye

Helpful Hint

Students delight in this simple role-play, especially if you really ham it up. Allow the students to really ham it up as well when they take their turn.

Art Project Procedure



Mano de hola y adiós

Summary

Students make a hand puppet and use it to practice saying *hola* and *adiós*.

Materials

Construction paper
Crayons
Scissors
Craft sticks
Tape

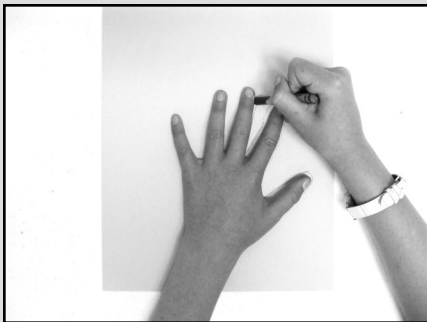
Procedure

First Session

1. Model how to trace your hand on a piece of construction paper. Also model how to draw different features on the hand such as fingernails, knuckles, rings, bracelets, etc.
2. Then model how to write *hola* and *adiós* on the hand.
3. Pass out construction paper and crayons and have students trace their hands and draw the different features on the hand.
4. Have students write *hola* and *adiós* on the hand. You can write it for the younger students.

Second Session

1. Pass out students' traced hands from the first session.
2. Pass out scissors.
3. Have students cut out the hands.
4. When they finish cutting out their hands, give them a craft stick and a piece of tape and have them tape the stick to the back of the hand to complete the puppet.



Helpful Hints

Tracing their own hand can be challenging for younger students. You may wish to help them or do it for them. It's easier to write the words on the hand before cutting it out.

¿De qué color es?

Lesson Overview

3

Learning Target

Students identify colors and provide information about colors around them.

Performance Targets

- Students comprehend the question, “¿De qué color es?”
- Students answer the question and identify colors in Spanish.

Circle Time



Lesson Activity: *El juego de los colores*

Vocabulary and Phrases

¿De qué color es?	What color is it?
Es...	It is...
rojo	red
anaranjado	orange
azul	blue
amarillo	yellow
verde	green
negro	black
blanco	white
rosado	pink
morado	purple
café	brown

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)
Buenos días (2)
Me llamo, me llamo (3)
Cabeza, hombros, piernas, pies (4)
Mi cuerpo (5)
Uno, dos, tres, cha cha cha (6)

Canciones Culturales CD

Tortillitas (4)
De colores (8)

Story Time



From the Storybook Set

Sali de Paseo, by Sue Williams

Other Book Suggestions

Pinta ratones, by Ellen Stoll Walsh
Cómo nació el arco iris, by Alma Flor Ada
¿De qué color es?, by Stephanie Longfoot
Momentos hermosos en el reino animal: Los animales y sus colores, by Stephanie Maze
Papalotes, by Bettina Ling
Oso pardo, oso pardo, ¿qué ves ahí?, by Bill Martin, Jr. and Eric Carle

Art Time



¿De qué color es el oso?
Magia con playdough
Papalotes

3

¿De qué color es?

Summary: Through the game, the story, the art project, and the Portfolio Activity, students learn to identify the colors in Spanish and engage in conversation about the colors they are wearing.

Supplies: Several sheets of construction paper of different colors

Resource CD: Lesson 3: Art Project Model; Art Project Reproducible 1 and 2

First Session

1. Greeting and Roll Call
2. Circle Time
 - Warm up with songs, chants, and poems.
 - Review: Play the *Me llamo* game from Lesson 1 and the *Hola y adiós* role-play from Lesson 2.
 - Play *El juego de los colores*:
 1. To begin, choose three different colors of construction paper and hide the sheets behind your back.
 2. Tell students that you are going to hold up a color, and that anyone who is wearing that color on his/her clothes will stand up. (Keep your Spanish simple and use gestures to explain.)
 3. Then pick one color, hold it up, and ask, “¿Quién lleva rojo?”
 4. As students look for *rojo* on their clothes, point to their clothes and say, “Tú llevas rojo aquí; Levántate.” (As you say this, make a gesture for students to stand up.)
 5. Once students are standing, ask each one, “¿Dónde está el color rojo?”
 6. They may respond with “¡Aquí!” or they may point to their clothing and say, “¡Rojo!” Reinforce their responses by saying, “Muy bien” or “No, no llevas rojo. Siéntate.” (Gesture for them to sit.)
 7. Once everyone standing has responded, hold up the paper and say, “¡Rojo!” and have students repeat.
 8. Tell the standing students to “Siéntense.” (Gesture for them to sit.)
 9. Repeat with the other colors.
3. Story Time
4. Art Time
5. Goodbye

Second Session

1. Greeting and Roll Call
2. Circle Time
 - Warm up with songs, chants, and poems.
 - Review: Play the *Me llamo* game from Lesson 1 and the *Hola y adiós* role-play from Lesson 2.
 - Repeat *El juego de los colores* from the first session.
3. Story Time
4. Art Time
5. Assign Portfolio Activity #3 (page 9) in the Student Portfolio.
6. Goodbye

Helpful Hint

El juego de los colores offers many opportunities to extend language skills. As students become more advanced speakers, you can have them respond with phrases such as “Tengo rojo” or “Llevo rojo aquí.” The students who are not wearing red can say, “No tengo/llevo rojo.”

Art Project Procedure



¿De qué color es el oso?

Summary

Students glue bits of paper on a bear and label it with the answer to the question, “¿De qué color es el oso?”

Materials

Precut bits of paper, all different colors

¿De qué color es el oso? photocopy, one for each student (see Resource CD or Reproducibles, page 213)

Glue

Procedure

First Session

1. Show students a model of a finished art project (see Resource CD). Point to the different colors, say the colors in Spanish, and have students repeat.
2. Model how to glue the bits of paper on the *oso*. As you model, say the names of the colors you are gluing in Spanish.
3. Have students glue the bits of paper on their *osos*.

Second Session

1. Pass out students' *osos*. Allow more time for gluing if needed.
2. Walk around to each student, point to a bit of paper on the *oso* and ask, “¿De qué color es?” If students can't remember the vocabulary, say it for them and have them repeat it.
3. Help students write the name of the color they say next to that bit of paper on their *oso*.
4. Repeat with several colors.



Helpful Hints

1. You can take two sessions to finish the gluing the bits of paper.
2. You can still do the writing part of the project on the second session as students are finishing gluing. For younger students, you may have to write the names of the colors for them.



Magia con playdough

Summary

Students combine two differently colored clumps of playdough to form a larger clump of a new color in order to explore the names of the colors in Spanish.

Materials

Recipe for premade red, blue, and yellow playdough:

- Combine one cup flour, one cup salt, one cup blue water (dyed with food coloring), and one tablespoon cream of tartar in pot.
- Place pot over low heat and stir until dough forms a ball.
- Remove from pan; cool, then knead on cutting board until smooth and pliable.
- Repeat process with yellow- and red-dyed water.

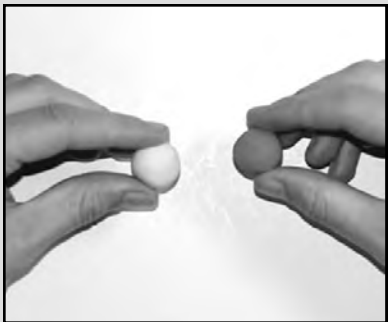
Procedure

First Session

1. Show students three clumps of playdough and ask, “¿De qué color es?” Have students respond with the correct color. If they can’t remember, say it for them and have them repeat it.
2. Demonstrate how to make a *pelota* by taking off a small piece of one clump and forming a ball.
3. Let each student pinch off a piece of the color of their choice and form a ball. As they do this ask them, “¿De qué color es?”
4. Have them repeat this process with another color.
5. Let students play independently with their playdough *pelotas*. As they do, go around and ask them, “¿De qué color es?”

Second Session

1. Tell students you are going to perform a magic trick by kneading two playdough balls together to form a new ball of an entirely different color. Demonstrate.
2. Have students try it with their own playdough balls. As they do this ask them, “¿Ahora de qué color es?”
3. Allow students to experiment with other combinations.



Helpful Hints

There are many different recipes for playdough. We’ve offered the one above because it is a malleable, long-lasting dough that won’t dry up too quickly. Use a lot of food coloring to make vivid colors. If you don’t have time to make your own dough, store-bought Play-doh® works well for this project because the colors are so bright.

Art Project Procedure



Papalotes

Summary

Students color or paint a *papalote* and answer the question, “¿De qué color es?”

Materials

Papalotes photocopy, two for each student (see Resource CD or Reproducibles, page 215)

Colored yarn (precut the yarn into strips that can be used for tails of the kites)

Paint or crayons

Stapler

Scissors

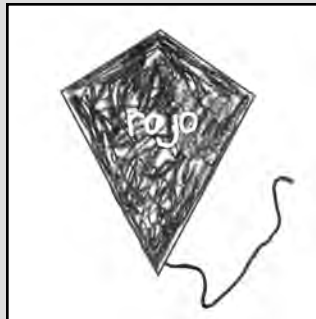
Procedure

First Session

1. Have students paint or color their kites in a solid color of their choice. As they do this ask them, “¿De qué color es el *papalote*?” Have students write the name of the color on their kites (or you can do it for them).
2. Have students cut out their kites from the photocopy.
3. Have students choose a tail for their kite using the colors vocabulary. Ask them, “¿De qué color es?”
4. Staple the tail onto the kite.
5. Let students play with kites. As they do, go around and ask them, “¿De qué color es el *papalote*?”

Second Session

1. Repeat the process from the first session with a different colored kite.



Helpful Hints

A variation on this art project is to do the *¿De qué color es el oso?* project using kites instead of *osos*.

¿De qué color es el oso?

