



Spanish: Storyline Introduction and Development

About the plan

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| EDUCATOR'S NAME | Shannon Husley, Coordinator |
| SCHOOL | Elementary Spanish Program |
| DISTRICT | Gulfport School District |
| GRADE LEVELS | Kindergarten |
| SUBJECT | Foreign Languages |
| UNIT/THEME | Ricitos de Oro y Los Tres Osos |
| COMPETENCY NUMBER | Spanish 1.a., 4.b., d. <ol style="list-style-type: none">Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.<ol style="list-style-type: none">Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.<ol style="list-style-type: none">b. Observe and used appropriate verbal and non-verbal behaviors, such as greetings, leave-takings, and classroom interactions.d. Identify and use culturally appropriate verbal and non-verbal behaviors, such as gestures, personal space, and body language. |
| OBJECTIVES | Comprehension of focus vocabulary; comprehension and cultural awareness of greetings and leave-taking; comprehension and cultural awareness of using fingers to count beginning with the thumb. |
| INSTRUCTIONAL FORMAT | Greetings; introductions; story-telling; pointing; holding up; yes/no questions; either/or questions; leave-taking; songs; counting; grab bags. |
| MATERIALS NEEDED | <ul style="list-style-type: none">• Big book• 1 large/small ball• 10 large/small laminate circles• Large chair• Bed images |

- 5 large/small chair/bed images
- Seat cushion
- Soft/hard objects around classroom
- Packets of large/small, chair/bed images
- One seat cushion
- Objects around classroom
- Glove for Ricitos de Oro
- Large/small bowl images
- Large one/two/three images
- Felt board
- Felt chair/bed bowl images, 3 each
- 3 teddy bear images on sticks
- Grab bag with soft/hard objects
- Felt figures
- MAGNOLIA

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| DURATION OF ACTIVITY | 3 days |
| FORMAL ASSESSMENT | Teacher observation |

Activity

RICITOS DE ORO

Lesson One - Day 1

| FOCUS / Extension | Time / Activity | Materials | Activity Description |
|--------------------------|----------------------------|-----------------------------------|--|
| HOLA | 2 / greeting introductions | none | Greet students and mention own name and that of classroom teacher. Encourage students to say own names. |
| GRANDE / PEQUEÑO | 8 / storytelling | big book | Read story while showing pictures in big book. |
| GRANDE / PEQUEÑO | 2 / point to | 1 large / small ball | Demonstrate large / small by using hand motions. Use large / small balls to demonstrate large / small. Place balls at opposite ends of classroom and request students point to ball named, large or small. |
| GRANDE / PEQUEÑO | 5 / hold up | 10 large / small laminate circles | Pass out large circles to half students and small |

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| | | | circles to other half, saying GRANDE / PEQUEÑO as appropriate. Request students hold up large circles and then small circles. Request students pass forward first large circles and then small circles, returning all circles. |
| silla / cama | 2 / point to | large chair / bed images | Identify chair / bed images. Place images at opposite ends of classroom. Request students point to image named. |
| GRANDE / PEQUEÑO silla / cama | 4 / hold up | 5 large / small, chair / bed images | Pass out one chair / bed images image to each student. Request students hold up image named. |
| BLANDO / DURO | 2 / yes / no questions | seat cushion | Sit on chair with cushion saying BLANDO. Sit on chair without cushion, saying DURO. Ask yes / no questions. |
| BLANDO / DURO | 4 / either / or questions | soft / hard objects around classroom | Walk around classroom room picking up soft / hard objects. Ask either / or questions. |
| HASTA LUEGO | 1 / leave taking | none | Take leave of students saying HASTA LUEGO. |

RICITOS DE ORO

Lesson One - Day 2

| FOCUS / Extension | Time / Activity | Materials | Activity Description |
|--------------------------------------|------------------------|-----------------------------------|---|
| HOLA | 1 / greeting | none | Greet students and introduce self and classroom teacher and encourage students to say own name. |
| GRANDE / PEQUEÑO silla / cama | 5 / point to | large / small, chair / bed images | Place images in different parts of classroom. Request students point to image named. |

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| GRANDE / PEQUEÑO silla / cama | 5 / hold up | packets of large / small, chair / bed images | Pass packets to students. Request students take out named images, large / small, chair / bed. |
| BLANDO / DURO | 5 / either / or questions | one seat cushion | Sit on chair without cushion; saying DURO. Sit on chair with cushion, saying BLANDO. Request individual students sit on chair, with / without cushion. Ask either / or questions. |
| BLANDO / DURO | 3 / song | objects around classroom | Sing song while touching soft / hard objects and encouraging students to use focus words like BLANDO, DURO. Song: [tune, Frere Jacques] blando, duro, blando, duro. Como es? Como es? |
| GRANDE / PEQUEÑO BLANDO / DURO silla / cama / plato | 10 / storytelling | glove for Ricitos de Oro | Tell story using de Oro glove and puppets. |
| HASTA LUEGO | 1 / leave taking | none | Take leave of students. |

RICITOS DE ORO

Lesson One - Day 3

| FOCUS / Extension | Time / Activity | Materials | Activity Description |
|--|---------------------------|---|--|
| HOLA / Buenos Días | 1 / greeting | none | Greet students. |
| GRANDE / PEQUEÑO plato | 2 / point to | large / small bowl images | Identify large / small bowl images. Place in different parts of classroom and request students point to image named. |
| GRANDE / PEQUEÑO Silla / cama / plato | 5 / either / or questions | large / small, chair / bed / bowl images | Identify images and ask either / or questions. |
| UNO / DOS / TRES | 2 yes / no questions | large one / two three images | Hold up number images and ask yes / no questions. |
| UNO / DOS / TRES silla / cama / plato | 3 / counting | felt board; felt chair / bed / bowl count images, 3 each. | Request students count images, UNO, DOS, TRES. |
| UNO / DOS / TRES | 3 / song | 3 teddy bears images | Sing song. Tune: Three Little Indians. Uno, dos tres |

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| | | | ositos; uno, dos, tres ositos; uno, dos, tres ositos; tres ositos son. |
| BLANDO / DURO | 7 / grab bag | grab bag with soft / hard objects | Request individual students take out object from grab bag. Ask either / or questions. |
| GRANDE / PEQUEÑO | 9 / story telling | felt board; felt figures | Tell story with felt board and figures. |
| HASTA LUEGO | 1 / leave taking | none | Take leave of students. |

Explore activity

Teacher accesses MAGNOLIA. Go to SIRS Discoverer on the Web. Type in "Spanish Lessons" and click on "pictures." Click on picture of boy standing there smiling with the word "HOLA" written in bold.

Websites <http://www.sol-plus.net/plus/survspa/voc.htm> and <http://www.thelearninglight.org/> have free Spanish resources to use for the classroom.

Go to Ebsco Host and type in "Spanish." Teacher may use words in Spanish and in English to practice with students. "Spanish Language: Humpty Dumpty's Magazine, April /May 2002, Volume 50, Issue 3, page 21, 3 pages" has "Spanish Word Fun" describing pets. "Spanish Words, Issue 2, March 2002, Volume 50, page 21, 3 pages" has English/Spanish words such as: por la casa (around the house), el sofa (couch), el cojin (cushion), la silla (chair), la cama (bed), el reloj (clock), la ducha (the shower), and la plancha (iron). "Spanish Language from Child Life, September 2001, Volume 80, Issue 6, page 4" presents a quiz that determines children's knowledge of Spanish words related to kitchen appliances, such as el plato (the plate), la taza (the cup), and la cocina (the kitchen).