

ELEMENTARY SPANISH

Grade Level: 1st Grade, 1st Quarter

Presented by: Nancy Kesler, Twin Peaks Charter Academy, Longmont, CO

Length of Unit: 9 Lessons

I. ABSTRACT

- A. The following unit covers the first quarter of 1st grade elementary Spanish. It begins with greeting questions and responses, proceeds to numbers one through ten and ends with colors and shapes.

II. OVERVIEW

- A. Concept Objectives
1. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 2. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
- B. Content from the *Core Knowledge Sequence*
1. Understand and follow directions
 2. Identify primary colors – red, yellow and blue
 3. Mix colors – blue and yellow = green, blue and red = purple, red and yellow = orange
 4. Identify and name shapes – square, triangle, rectangle and circle
 5. Count from one through ten by ones in Spanish
 6. Count forward and backward
- C. Skill Objectives
1. Follow simple commands.
 2. Fine motor practice.
 3. Recognize numbers by sight and out of sequence.
 4. Count by one's.
 5. Identify primary colors.
 6. Learn that mixing different colors together forms an entirely different color.
 7. Identify colors and shapes.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Teacher will need a working knowledge of basic Spanish vocabulary for classroom commands, greetings, numbers, colors, shapes, sizes (i.e. big, little).
- B. For Students
1. Since this is a beginning course, no prior knowledge is necessary.

IV. RESOURCES

Not applicable

V. LESSONS

Lesson One

A. Daily Objectives

1. Lesson Content
 - a. Learn to say “hello”
 - b. Ask “How are you?” and respond with “very well,” “okay” or “bad”
2. Concept Objectives
 - a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 - b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
3. Skill Objectives
 - a. Follow simple commands.
 - b. Cut out circles, fine motor skill practice.

B. Materials

1. Words to the song “Buenos Dias” Appendix A
2. Three sheets of construction paper for every student with a face-sized circle already drawn on each sheet, Appendix B
3. Scissors and crayons which they bring with them (inform classroom teacher ahead of time)

C. Key Vocabulary

1. hello – hola
2. How are you? - como estas
3. very well – muy bien
4. so-so – asi-asi
5. bad – mal
6. And you? - y tu?

D. Procedures/Activities

1. Teach hola using an echo method.
2. Teach como estas? using an echo method.
3. Teach muy bien, asi-asi, and mal, have them repeat it several times.
4. Teach the song “Buenos Dias.” Repeat it together several times then teach it as a round.
5. Ask individual students to say how they are. i.e. can they respond correctly after hearing the questions?
6. Pass out the papers with the circles. Have them cut out the circles. Then instruct them to draw a happy face on the first, a so-so face on the second and a sad face on the third. Give example on blackboard.

7. Then, practice asking them how they are and the students respond by putting a “mask” over their face and saying the correct phrase.
 8. End the class with singing the “Buenos Dias” song several more times.
- E. *State Standards*
1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]
 2. Speaking – [CCS For. Lang. 1.2]
 3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

Lesson Two

- A. *Daily Objectives*
1. Lesson Content
 - a. Review the greeting questions and responses from Lesson One.
 - b. Learn the Spanish phrases for asking someone what their name is and to say their own.
 2. Concept Objectives
 - a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 - b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
 3. Skill Objectives
 - a. Fine Motor Practice – color sheet
 - b. Follow Directions – They will color while I work with small groups.
- B. *Materials*
1. Words to the song “Buenos Dias,” Appendix A
 2. Perico color sheet, Appendix C
 3. They will need their own pencil and crayons
- C. *Key Vocabulary*
1. Como te llamas? – What is your name?
 2. Como se llama? – What is your name? (polite)
 3. Me llamo – My name is
- D. *Procedures/Activities*
1. Review hello, how are you? and the responses and sing the song “Buenos Dias.”
 2. Use the facemasks and exaggerated gestures to act out the responses.
 3. Teach them Como te llamas? and have them repeat several times.
 4. Teach them Me llamo _____. Have them point to themselves when they respond.
 5. After having them respond to the teacher for a while, you may then instruct them how to ask each other what their names are.

6. Teach them Como se llama. Explain to them that people in Spanish speaking countries use this phrase when speaking to adults. They are much more formal and aware of who needs to be shown more respect.
 7. Pass out the Perico color sheet. Instruct them to write their names on the line at the bottom, then color the picture. Color sheet can go home that day.
 8. Meanwhile, call small groups of students up to a small table (conversation corner) and practice the greeting questions and responses.
- E. *Evaluation/Assessment*
1. Assess them on their ability to understand and respond to “How are you?”, with a
 - 3 = Excellent, no hesitation.
 - 2 = Average, some prompting
 - 1 = Poor, showing little comprehension and inability to respond correctly.
 2. Assess them on their ability to understand and respond to “What is your name?” Use the above rubric.
- F. *State Standards*
1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]
 2. Speaking – [CCS For. Lang. 1.2]
 3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

Lesson Three

- A. *Daily Objectives*
1. Lesson Content
 - a. Review greeting questions, sing the song “Buenos Dias,” see Appendix A.
 - b. Teach them to count to ten.
 - c. Teach the song “Ten Little Indians.”
 2. Concept Objectives
 - a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 - b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
 3. Skill Objectives
 - a. Counting by one’s
- B. *Materials*
1. Words to the song “Ten Little Indians,” Appendix D
 2. Collect any variety of objects from around the classroom for them to count

3. A play telephone (I use one that is programmable. I can record a short greeting conversation ahead of time for them to respond to during class).
- C. *Key Vocabulary*
1. Greeting Vocabulary from Lesson 1 and 2
 2. Numbers one to ten
1 uno, 2 dos, 3 tres, 4 cuatro, 5 cinco, 6 seis, 7 siete, 8 ocho, 9 nueve, 10 diez.
 3. How many _____ are there? – Cuantos _____ hay?
- D. *Procedures/Activities*
1. Sing the song “Buenos Dias,” Appendix A. Review greetings.
 2. Start using the telephone to aid them in greeting conversations.
 3. Teach counting from one to ten. Start slow. Say each number and allow time to repeat. Then say several numbers at once and they repeat, etc.
 4. Ask for individual students to count from one to ten.
 5. Have each row count, girls count, boys count, etc.
 6. Have students count items in the classroom.
 7. Teach the song “Ten Little Indians.” Sing it several times.
- E. *Evaluation/Assessment*
1. Access ability to recognize numbers one through five out of sequence using the following rubric.
3 = Excellent, no mistakes, no hesitation.
2 = Average, some hesitation, several promptings.
1 = Poor, a lot of hesitation, more than two promptings.
 2. Informal assessment conducted during the class.
- F. *State Standards*
1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]
 2. Speaking – [CCS For. Lang. 1.2]
 3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

Lesson Four

- A. *Daily Objectives*
1. Lesson Content
 - a. Review greeting questions.
 - b. Review counting from one to ten.
 - c. Teach them to identify the name of the number with the digit on the flashcard.
 - d. Teach them to identify numbers one through five out of sequence.
 2. Concept Objectives
 - a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.

- b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
 - 3. Skill Objectives
 - a. Recognize numbers by sight and out of sequence.
- B. *Materials*
 - 1. Programmable telephone
 - 2. Large number flashcards
 - 3. Words to the song “Ten Little Indians,” Appendix D
 - 4. Number worksheet, Appendix E
 - 5. Any variety of number picture books in Spanish; see local library
- C. *Key Vocabulary*
 - 1. See Lesson Three
- D. *Procedure/Activities*
 - 1. Sing the song “Buenos Dias.”
 - 2. Students continue to use the telephone to practice greeting conversations.
 - 3. Count together from one to ten.
 - 4. Ask how many of a specific item there are in the classroom. Do this with a variety of classroom items.
 - 5. Sing the song “Ten Little Indians.”
 - 6. Teach them to identify the sound of the number with the picture on the flashcard.
 - 7. Pass out the worksheet, Appendix E. They will make a set of individual number cards one through five.
 - 8. Have the students place the cards on their desks in numerical order.
 - 9. As teacher says a number, students will hold up the appropriate card. At first, say the numbers in order. Later, say them out of order. It’s always fun to make a race game out of it when most of the class seems ready.
 - 10. Sing the song “Ten Little Indians” again. This time give ten students a number flashcard. They will hold their card up when that number is sung. For variety, also try singing the song faster and faster.
 - 11. With any time remaining, read to the class from the number picture books. For variety, this is also a good opportunity to change positions and have students sit on the floor in a circle.
- E. *Evaluation/Assessments*
 - 1. Assess ability to recognize numbers one through five out of sequence using the following rubric.
 - 3 = Excellent, no mistakes, no hesitation.
 - 2 = Average, some hesitation, several promptings.
 - 1 = Poor, a lot of hesitation, more than 2 promptings.
 - 2. Informal assessment conducted during the class.
- F. *State Standards*
 - 1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]

2. Speaking – [CCS For. Lang. 1.2]
3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

Lesson Five

A. *Daily Objectives*

1. Lesson Content
 - a. Review greetings and responses
 - b. Review counting from one to ten
 - c. Review identifying numerals one through five and learning out of sequence
 - d. Formal written assessment (quiz) of numbers one through ten.
2. Concept Objectives
 - a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 - b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
3. Skill Objectives
 - a. See Lesson One

B. *Materials*

1. Programmable telephone
2. Large number flashcards
3. Instructions for the two number review games, Appendix F
4. Quiz, Appendix G

C. *Key Vocabulary*

1. prueba – quiz

D. *Procedures/Activities*

1. Students practice greeting conversation on the telephone.
2. Count from one to ten with the flashcards.
3. Hold up flashcards one through five out of sequence. Who can raise their hand and say the number they see.
4. Play “Around the World” with the flashcards.
5. Play a number review game on the blackboard, Appendix F.
6. Pass out quiz with a cover sheet. Discuss how to take a quiz and use the cover sheet. Teacher dictates each question.
7. Collect quiz to be graded later.

E. *Evaluation/Assessment*

1. Formal, written quiz given

F. *State Standards*

1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]
2. Speaking – [CCS For. Lang. 1.2]
3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

Lesson Six

A. *Daily Objectives*

1. Lesson Content
 - a. Review greetings, numbers one through ten.
 - b. Colors
2. Concept Objectives
 - a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 - b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
3. Skill Objectives
 - a. See Lesson One

B. *Materials*

1. Number flashcards
2. Color poster with bears and balloons
3. Color poster with shapes
4. Worksheet to color, bears holding balloons, Appendix H
5. Pencils and crayons

C. *Key Vocabulary*

1. Colors – colores, rojo-red, yellow-amarillo, blue-azul, green-verde, Brown-café, black-negro, blanco-white.
2. Shapes – formas, circle-circulo, triangle-triangulo, square-cuadrado, rectangle, rectangulo.
3. What color is _____? – Que color es _____?

D. *Procedures/Activities*

1. Review greetings.
2. Review numbers by singing “Ten Little Indians,” Appendix D and playing “Around the World,” Appendix F.
3. Introduce colors one at a time with an echo method.
4. Use the Bears poster to illustrate the colors. Then ask for the color of objects in the classroom.
5. Use the shape poster to ask the color of each shape.
6. Pass out the color worksheet, Appendix H. Working as a group, have students mark each balloon with the appropriate color crayon. Then instruct the students to color the rest of the picture on their own. This color sheet may be taken home that day.
7. Meet with small groups while others are coloring. Have a variety of objects on the conversation table for the students to count and say what color they are.

E. *Evaluation/Assessment*

1. Informal assessment of student’s ability to say the color of an object.
 - 3 = Excellent, no hesitation, no prompting.
 - 2 = Average, some hesitation, some prompting.

1 = Poor, significant hesitation, more than 3 promptings.

- F. *State Standards*
1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]
 2. Speaking – [CCS For. Lang. 1.2]
 3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

Lesson Seven

- A. *Daily Objectives*
1. Lesson Content
 - a. Review greetings, numbers one through ten
 - b. Teach the primary colors and mixing the primary colors.
 2. Concept Objectives
 - a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 - b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
 3. Skill Objectives
 - a. Identify the primary colors.
 - b. Learn how mixing certain colors together can form an entirely different color, taken from 1st Grade Core – Art.
- B. *Materials*
1. Number flashcards
 2. Color posters
 3. A ziplock baggie for each student
 4. Blue and yellow food coloring
 5. Shaving cream (2 cans)
 6. Worksheet, Appendix I
- C. *Key Vocabulary*
1. Colores primarios – primary colors
 2. Mezclar – to mix
 3. Cambiar – to change
 4. Hacer – to make
 5. Nuevo – new
- D. *Procedures/Activities*
1. Review greeting, numbers one through ten, colors.
 2. Play a quick review game, “Around the World,” Appendix F, to review the colors.
 3. Teach primary colors – red, yellow, and blue.
 4. Ask students if anyone knows what happens when different colors are mixed together.
 5. Ask specifically what happens when blue and yellow are mixed together. Write answers on the blackboard.
 6. Pass out worksheet, Appendix I.

7. Start the experiment.
 - a. Give a baggie to each student.
 - b. Put two drops of blue food coloring in the bottom of the bag.
 - c. Add about 1/8 cup of shaving cream.
 - d. Put two drops of yellow food coloring on top of the shaving cream.
 - e. Zip the bag closed.
 - f. Then all the students at the same time start kneading their bags, mixing the food coloring into the shaving cream.
 - g. Ask for students to raise their hands and tell what color their bag of shaving cream became.
 8. Record the results.
 - a. Color the circle on the left - blue, the circle on the right – yellow, and then have students color the intersecting part of the two circles green.
 9. Conclusion – everyone got the color green. Therefore, we can conclude that when mixing colors, certain colors when mixed together always become a particular color. This is important for people like artists when they are painting.
 10. Collect worksheet to grade.
- E. *Evaluation/Assessment*
1. Use the following rubric.

3 = Excellent. Good participation, colored green on the worksheet, knew how to say verde.

2 = Average. Average participation and focus. Colored green on the worksheet. Didn't know green was verde.

1 = Poor. Poor attention and focus. Had difficulty with coloring the worksheet correctly, needed much assistance. Didn't know green was verde.
- F. *State Standards*
1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]
 2. Speaking – [CCS For. Lang. 1.2]
 3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

Lesson Eight

A. *Daily Objectives*

1. Lesson Content
 - a. New greeting question – How old are you?
 - b. Reinforce numbers one through ten
 - c. Reinforce colors
2. Concept Objectives

- a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 - b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
3. Skill Objectives
 - a. Follow simple instructions.
- B. *Materials*
1. Plastic interlocking colored cubes. (see 1st grade teachers to borrow)
 2. Microphone. (maybe borrowed from music department, does not need to be a working one)
 3. Varied color picture books in Spanish. (See local library)
- C. *Key Vocabulary*
1. Cuantos anos tienes? – How old are you?
 2. Tengo ___ anos. – I am ___ years old.
 3. Pone – put
 4. Cubos – cubes
 5. Grupos – groups
- D. *Procedures/Activities*
1. Review greetings.
 2. Introduce new question and response using the echo method.
 3. After practicing as a group several times, proceed to ask individual students.
 4. Talk about what an interview is. Show them the microphone and get several students to volunteer to be interviewed. The following is a suggested model.

Teacher: Hola.
 Student: Hola.
 Teacher: Como te llamas?
 Student: Me llamo _____.
 Teacher: Como estas?
 Student: _____(varied responses)
 Teacher: Cuantos anos tienes?
 Student: Tengo ___ anos.
 Teacher: Gracias por la entrevista. Adios.
 Student: Adios.
 5. Put desks together into groups forming “tables.”
 6. Pass out cubes to each “table.”
 7. Instruct them to sort the cubes into groups by color, counting how many there are of each color.
 8. Then write the results on the blackboard. How many cubes are in each color group? Which color has the largest amount? The least amount?

9. Finish the class by having a reading circle on the floor. Read from the color picture books having them repeat each color as it is mentioned.
- E. *State Standards*
1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]
 2. Speaking – [CCS For. Lang. 1.2]
 3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

Lesson Nine

- A. *Daily Objectives*
1. Daily Content
 - a. Review all greeting questions, numbers one through ten, colors, and shapes
 - b. Play Bingo to review
 - c. End of Quarter written Quiz
 2. Concept Objectives
 - a. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
 - b. Students develop an appreciation of the Spanish culture and the differences among Spanish speaking countries.
 3. Skill Objectives
 - a. Follow directions.
 - b. Count by one's.
 - c. Identify shapes and colors.
- B. *Materials*
1. Number flashcards
 2. Color posters
 3. Bingo materials, Appendix J
 4. Quiz, Appendix K
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Sing the song “Buenos Dias” and “Ten Little Indians.”
 2. Use echo method to review numbers, colors and shapes.
 3. Then ask students to count various objects around the classroom, tell what color and shape objects are.
 4. Pass out Bingo cards and small pieces of construction paper (these can be kept in baggies when not in use). Explain how to play the game.
 5. Suggestion: M&M's, stickers, stamps on the hand, may be used as prizes for winner of the round. Play as many rounds as possible. Stop when time runs out or if students are losing interest.

6. Leave about 10 minutes to pass out the quiz and take it. Again, the format will be teacher dictated.
7. Collect quiz to be graded later.
8. If any time does remain read from the color picture books again.

E. *State Standards*

1. Listening – comprehend common expressions [Colorado State Standard Foreign Language 1.1]
2. Speaking – [CCS For. Lang. 1.2]
3. Speaking – [CCS F.L. 1.2] using learned pronunciation and intonation

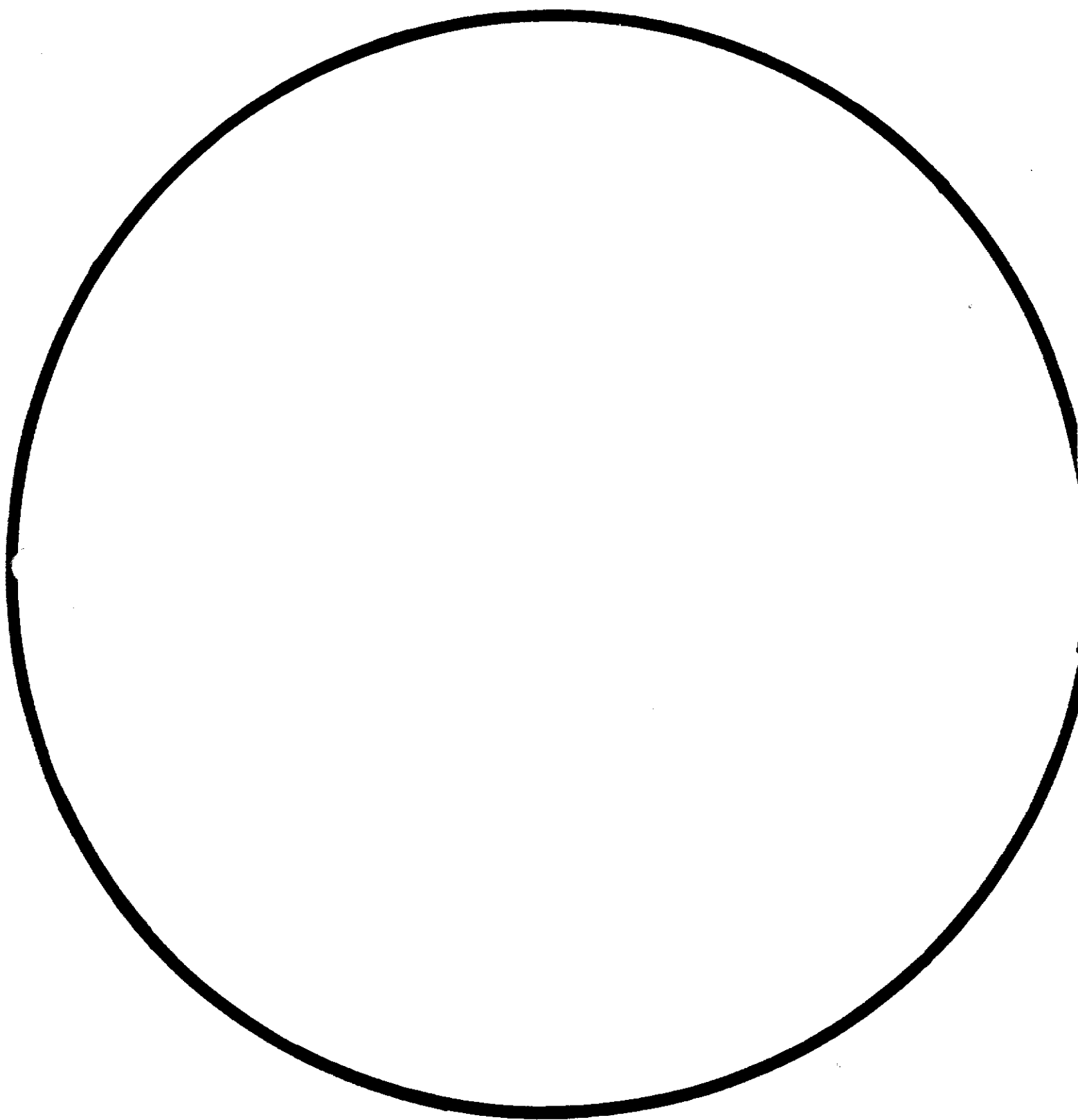
APPENDIX A

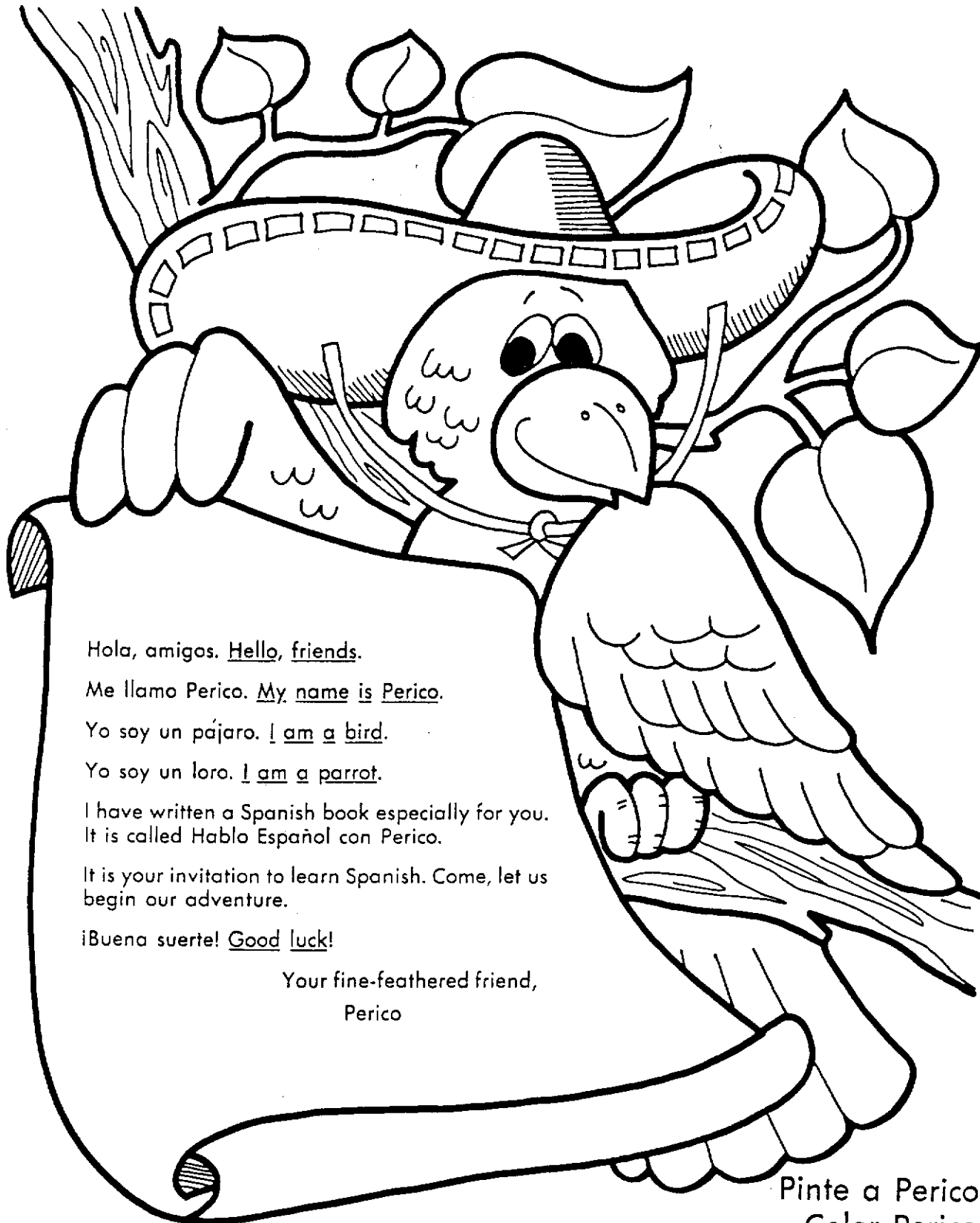
“BUENOS DÍAS”

SUNG TO THE TUNE “Brother John”

Buenos Días,
Buenos Días,
¿Cómo estás?
¿Cómo estás?
Muy bien, gracias,
Muy bien, gracias,
¿Y Usted?,
¿Y Usted?

Appendix B





Hola, amigos. Hello, friends.

Me llamo Perico. My name is Perico.

Yo soy un pájaro. I am a bird.

Yo soy un loro. I am a parrot.

I have written a Spanish book especially for you.
It is called Hablo Español con Perico.

It is your invitation to learn Spanish. Come, let us
begin our adventure.

¡Buena suerte! Good luck!

Your fine-feathered friend,
Perico

Pinte a Perico:
Color Perico:

azul
blue

rojo
red

verde
green

amarillo
yellow

APPENDIX D

“DIEZ PEQUEÑO INDIOS” “TEN LITTLE INDIANS”

Uno, dos y tres pequeño indios,
Cuatro, cinco, seis pequeño indios,
Siete, ocho, nueve pequeño indios,
Diez indios míos.

Suggestion: A fun way to vary the song is to substitute the underlined words with a variety of animals. I.e. Gatitos, perritos, patitos, pollitos, etc. This is especially fun during the farm animal unit. To add actions to the song hold up fingers as you sing the numbers, then pretend to hold the animal and pet it while singing the name of the animal. This is fun to try to keep up with as you sing it faster and faster. Eventually everyone gets mixed up and ends up laughing.

2

4

1

3

5

APPENDIX F

Rules for Review Games:

"Around the World" – Students compete one on one. Winner proceeds around the room until loosing. If a student can proceed around the entire class they are said to have gone around the world.

Number games on the blackboard.

1. version 1: write numbers to be reviewed randomly around the board in reach of first grade fingers. Have two teams. A member from each team comes up to board. The one who can point to the number I say first gets a point for their team.

2. version 2: The number of teams can vary. One member from each team comes to board and takes a marker or chalk in hand. The first one to write the number I say wins a point for their team.

APPENDIX G

LESSON FIVE QUIZ

1) Y N

2) Y N

3) Y N

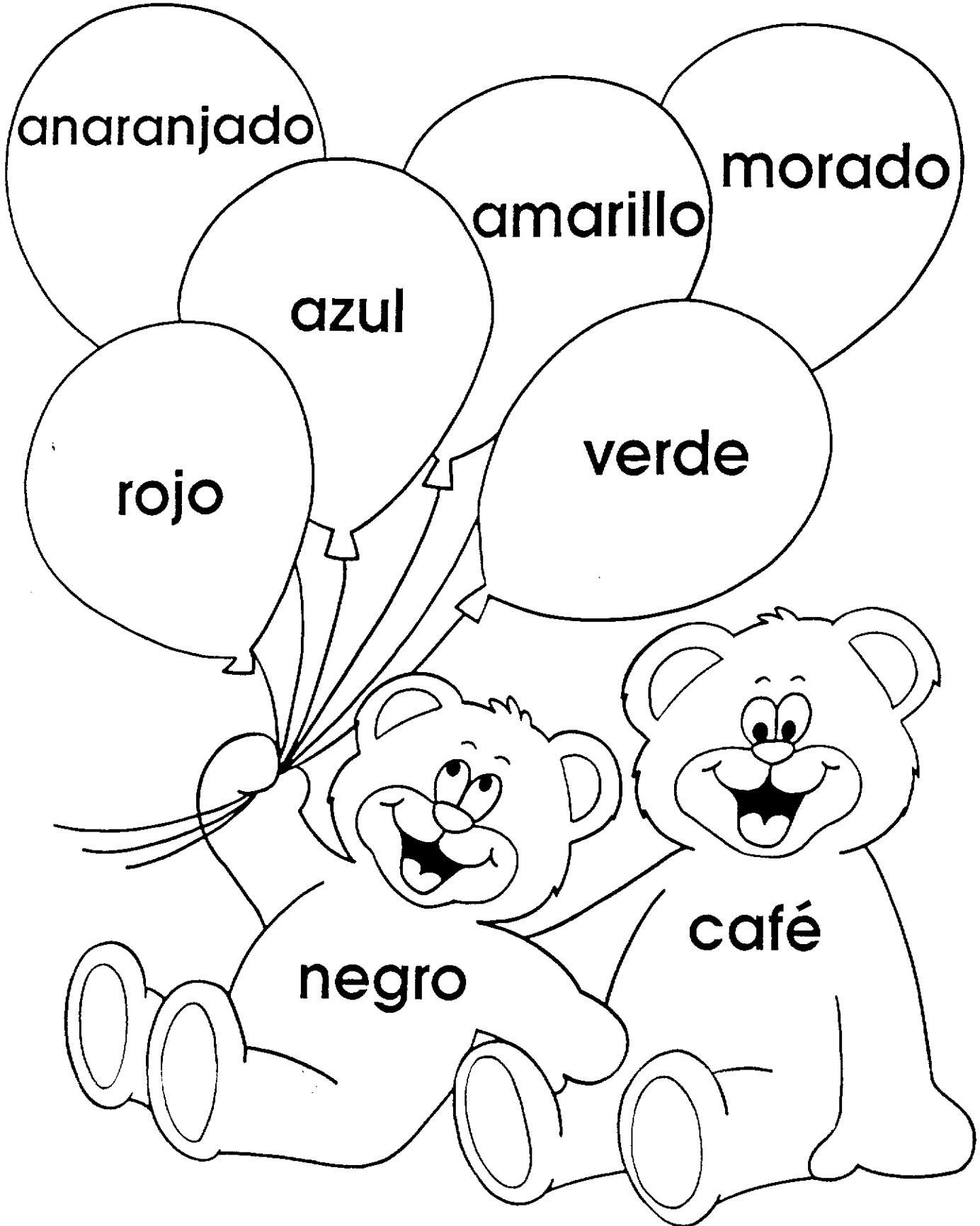
4) 3 2 1

5) 1 4 5

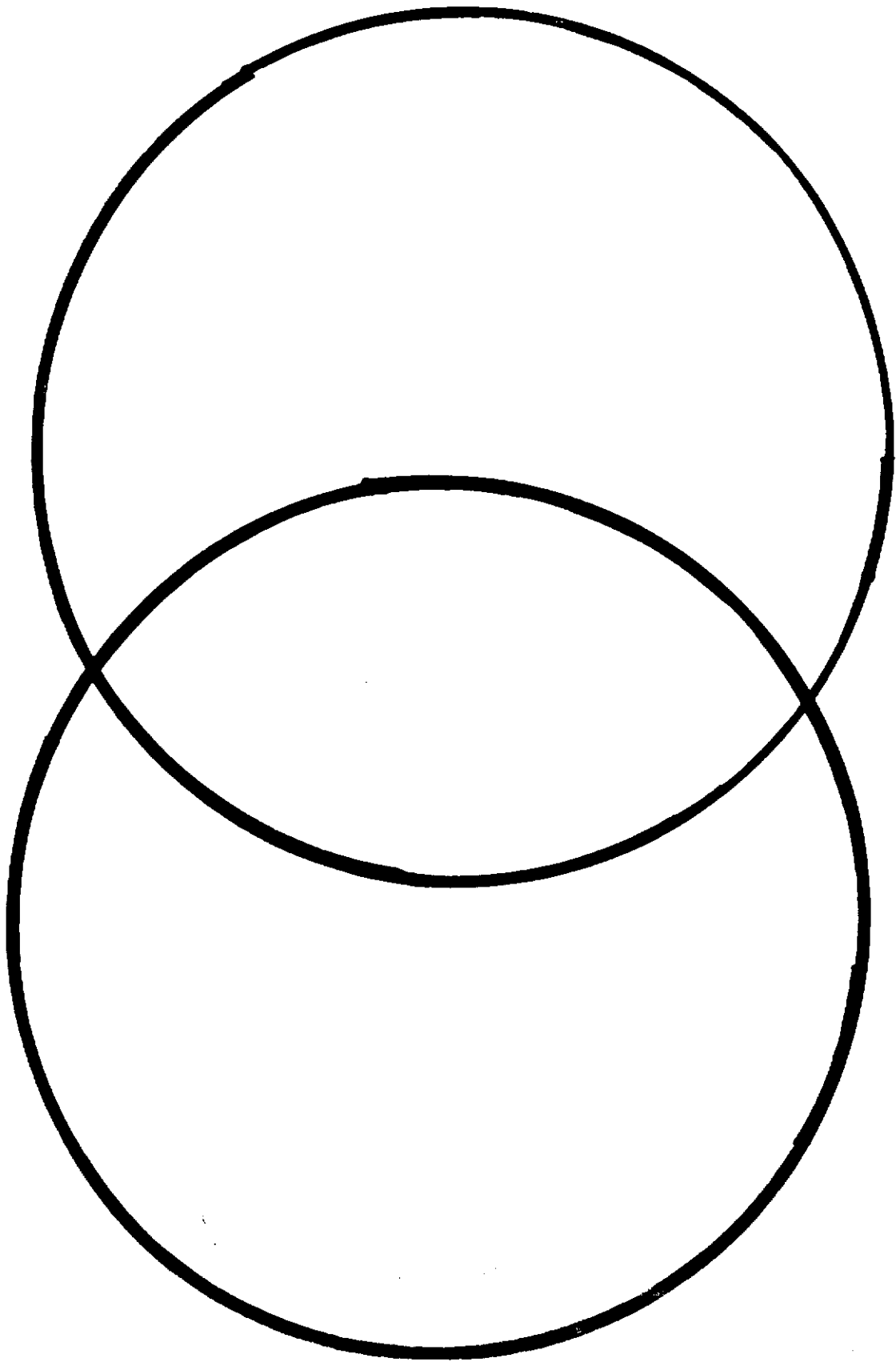
6) 3 2 4

7) Y N



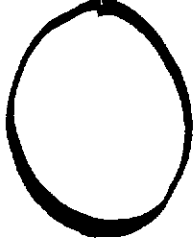
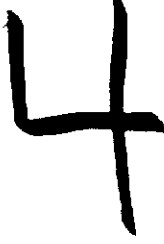



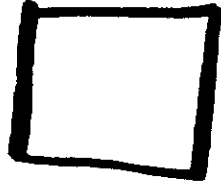

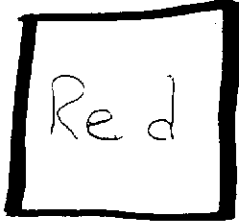
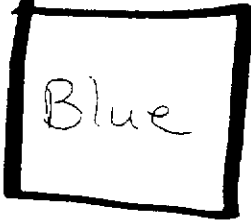



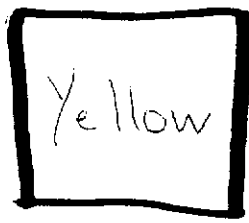

Los Colores



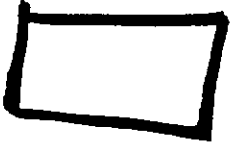
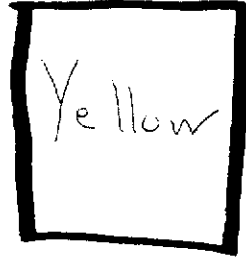


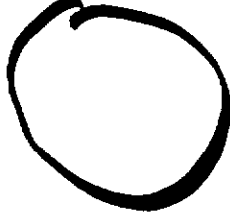
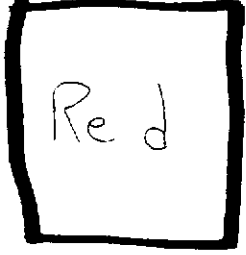

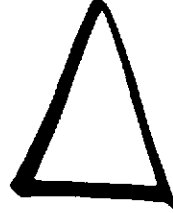
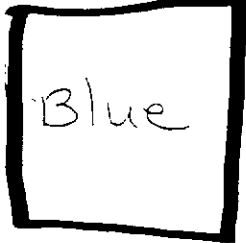
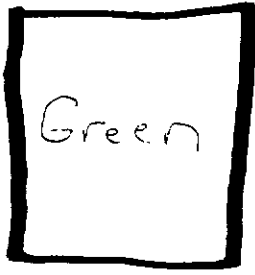
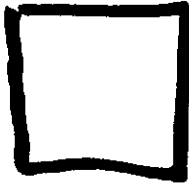
Appendix I







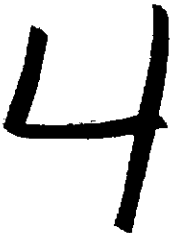
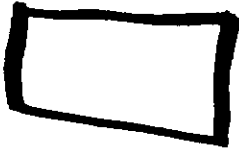
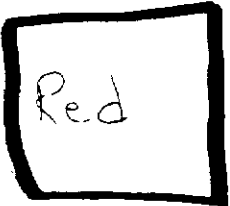
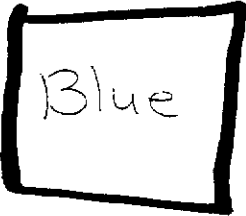
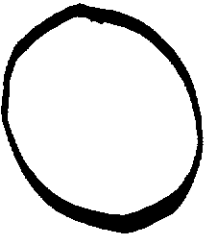


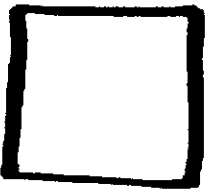



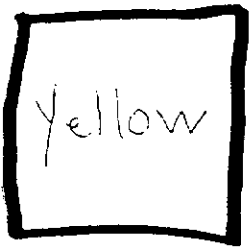
BINGO



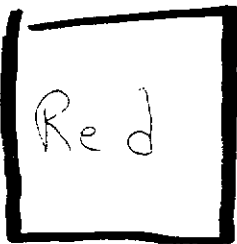



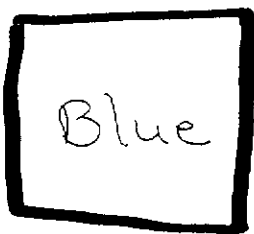
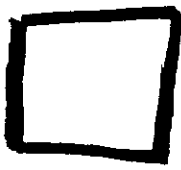
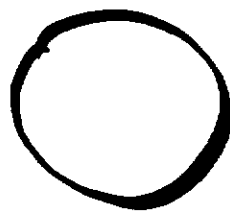


BINGO

2			
		3	
	5		
4			

BINGO

BINGO

3		 Green	5
 Red			 Yellow
	 Blue		4
		2	

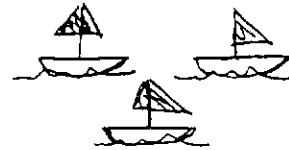
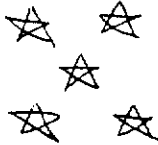
APPENDIX K

LESSON NINE QUIZ
(end of 1st Quarter)

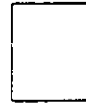
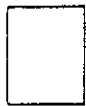
1)



2)



3)



Y N

Y N

Y N

Y N