

The Language Project

CHIMPS

Spanish Program



INTRODUCTORY LEVEL A
INSTRUCTOR CURRICULUM



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Welcome to Chimps Spanish Immersion Program: Introductory Level A

Welcome to The Language Project Introductory Series for PreK and Kindergarten students. Students as young as two years old have been introduced to Spanish through this rich program. Lessons are combined with music, movement, and visuals that encourage a playful approach to natural language acquisition.

Teaching through Language Immersion

This course brings language to young learners using Comprehensible Input. The teacher will primarily speak in Spanish, model activities, and equip students to listen, understand, and respond to Spanish. The lessons include a wide range of activities designed to build student comprehension. Students respond to Spanish in a variety of ways, such as command and response, singing and doing actions with songs, and helping tell stories.

Giving students the opportunity to respond physically before speaking, parallels the way children learn their first language. Ample opportunity is given for both spontaneous Spanish language production and structured opportunities such as questions and answers.

Course Materials

Lesson Plan Book

This book contains three units with ten lessons per unit. The lessons are 60 minutes and can easily be divided into two 30-minute lessons. The units are based around themes with clear linguistic objectives.

Lessons include the following components: Opening and Song, Circle Time, Total Physical Response (command and response), Vocabulary Introduction, Vocabulary Game, Story Time, Activity Book, Review Activity, and Closing Circle.

A reproducible lesson plan template is included at the end of this introduction to help teachers plan and execute each activity without having to refer to the full lesson plan.

Flashcards

There is a set of picture flashcards for each unit. When the flashcards are used in games, TLP recommends the use of foam noodles or similar object to handle the cards during games to preserve them. Flashcards are included electronically and available for purchase in hard copy.

Stories

There are six stories in the Chimps series. Each unit includes two stories, and a story is read for five consecutive lessons. A different emphasis is placed on the dialogue and questions in each lesson to create meaningful repetition and an opportunity to assess understanding. Stories are included electronically and available for purchase in hard copy.

Activity Book

Activity book lessons provide matching, tracing, coloring, counting, and other activities to reinforce core concepts of the lessons. Reproducible activity books are available for purchase.

Music

The teacher will lead the singing and physical motions throughout songs. The students replicate the motions and sing along. Music links are provided.



Lyrics

Song lyrics for all music are in the lesson plan book.

Additional Electronic Resources

Vocabulary flashcards and home practice ideas are available on [The Language Project's website](http://www.languageprojectkids.com) in the Student Zone under Chimps at www.languageprojectkids.com.

Lesson Components

The Language Project's lesson plans have been created using research-based methodologies for natural language acquisition. Children learn through play and child-centered activities. In this way children are guided to channel their natural curiosity into linguistic skills. Below are some recommendations on how to make the most of each component within the lesson.

Lesson Objectives

The first page of each lesson includes a summary of the lesson objectives, core vocabulary, language structures, and necessary materials.

Consistent use of the language structures and vocabulary under Lesson Objectives is very important. For instance, *¿Cómo te llamas?* should not be interchanged with *¿Cuál es tu nombre?* Another example: *Me llamo* should not be replaced with *Mi nombre es*. Synonyms and parallel forms of language will be acquired as children continue through lessons, units, and levels. At this level being consistent with vocabulary and grammatic structures will build a foundation for students to move forward.

A list of lesson materials is found on the lesson objectives page. Teacher-provided materials typically include puppet, circle-time ball, magic box or bag for flashcard games, and short foam noodles.

Opening

The Opening triggers previous knowledge and establishes the tone for the rest of the class.

Greeting – Greet students enthusiastically in Spanish. A suggested greeting is recommended at the start of each lesson. Use this when possible to activate prior knowledge.

Gather Together – The “*Manos Arriba*” chant is used in each class to gather students into a circle and to focus their energy and attention. Use this regularly as their cue to come into the circle for Spanish.

Song or Chant – For new songs, briefly pre-teach core vocabulary using the motions that correspond. Students do the motions along with the teacher and sing as much as they like. Teacher will lead by singing and acting out the motions. Practice and know the songs in advance. See lyrics to preview words. An external or portable speaker is highly recommended. Internal speakers on phones or tablets do not provide sufficient volume.

Circle Time – Children respond verbally to questions around the theme of the unit. Teachers model both questions and answers so students consistently hear good structure throughout this and all activities.

Total Physical Response (TPR) – In this energetic section, students will be introduced to new vocabulary and practice prior vocabulary. The teachers will say a word or phrase and use a consistent action to represent it. The students repeat the words and motions. The meaning is communicated through movement rather than a verbal translation.



Three Steps of Good TPR:

Step 1 – Say the vocabulary word and model the corresponding action together *with* the children.

Step 2 – Say the vocabulary word but *delay* doing the action until children attempt on their own.

Step 3 – Say the vocabulary word but let the children do the activity *on their own*. If everyone or nearly everyone can respond independently, they are ready to progress to the next group of words.

The Three Steps of Good TPR do not always go in numerical order. You can vary which step you use to meet your students' needs. It is more of a back-and-forth activity than straight forward.

Transition Song – Don't miss this step! This calming song prepares students for the next phase of Spanish class.

Core Activities

This series of brief activities provides the foundation for growth in language learning. Activities are designed to be 5-7 minutes each.

Vocabulary Introduction – Flashcards provide the visual cues to children to understand the meaning of new vocabulary. Follow the simple but engaging techniques to introduce new vocabulary and practice prior vocabulary.

Learning Games – Children learn through play, and these games are designed to harness students' natural curiosity and motivate them to respond to Spanish vocabulary and phrases. One or two games are included per lesson. For a successful game, model the steps clearly and consistently and provide simple instructions. Use *one to three words* to describe each step.

The game *Corre y Toca* provides a simple example of this. Place cards on the floor. Walk to the starting line. Say the card name: *Elefante*. Say "*Corre*" and model running to the card. Say "*Toca el elefante*". Model reaching down to touch the *elefante* card. Return to the student line. If a teacher uses extra words or longer sentences such as "*Ahora vamos a correr y entonces tocar el elefante*", students will not be able to understand.

Depending on classroom space and number of students, adjustments to the games may be made. This might include students sitting at chairs instead of on the floor, having students work in pairs, being creative with using your space, etc.

Games in PreK and Kindergarten are designed for cooperative learning environments. All students are given the tools they need to be successful in each activity.

Stories – Each lesson includes a story. The story cards have pictures on one side and the story or dialogue on the other side. Dialogue is structured to create meaningful repetition of core phrases, vocabulary, and structures. Different aspects of the story are emphasized each week to engage young learners, develop new skills, and give opportunities to practice vocabulary.

Activity Book – Activities are started as a group and then completed individually. The teacher opens the activity book, models the steps, and uses circling questions to confirm understanding. After this process, books should be distributed with the page open to the lesson activity. Students will then complete the activity page with the teacher's continued guidance. Stamp or star completed activity pages. Tear out activity pages and send them home to parents when both sides are finished. There is a parent note at the bottom of each activity page about that lesson and ways to play with that language outside of the classroom.



Transition Song – The song *Recoger* is played each week to prompt students to clean-up after the activity book. Consistent use of this song is a regular cue that it's time to stop working and begin the clean-up process. Model the clean-up process and assign jobs (store books, collect crayons, etc.) until students are automatically doing it when they hear the song.

Review Games – Review games follow the Activity Book clean-up and are used as time allows. They provide extension opportunities for the unit vocabulary.

Closing Activities

These simple steps provide encouragement for students on their language journey.

Circle Time/Recognition – Gather students together and tell each one a specific thing they did well in Spanish time. Recognition can be completed in circle-time style or after the closing song when students line up for departure depending on your classroom set-up.

Closing Song – These transition songs provide an excellent wrap-up activity and cue students that Spanish time is coming to an end.

Lesson Template

The reproducible lesson template at the end of this introduction is a useful planning tool to outline the core elements of the lesson. It is a handy visual guide for use during the lesson.

Language Acquisition Tips

As a Spanish teacher for young learners, your role is to provide exposure to the target language in a way that students can understand. This approach relies on providing cues that students can see, hear, and understand in small language chunks. The following principles are useful throughout the Chimps program:

- Instructional phrases become part of the student's vocabulary. Use consistent verbal commands for classroom routines, such as *levántense, siéntense, a la mesa*.
- Use simple Spanish with word chunks of 1 to 3 words.
- Use consistent gestures and body language.
- Model what the students will be doing.
- Recognize students who are responding or participating in a meaningful way.
- Visual cues such as the actions from TPR or songs can be used to prompt students throughout Spanish time.
- Respond to any student responses given in English with the equivalent Spanish. Student: *It's yellow*. Teacher: *¡Sí! Es amarillo*. Restating student responses in Spanish provides positive reinforcement for student participation and gives them a positive linguistic model to use.



Chimps Lesson Planning Template

Unit #: _____ Lesson #: _____



Opening (20 minutes)

Gather together _____

Song or Chant _____

Circle Time _____

Total Physical Response _____

Song _____

Transition Song _____

Core Activities (30 minutes)

Vocabulary Intro _____

Game _____

*For 30-minute lessons, stop here, sing closing song, and recognize students for their efforts.
In next class, sing opening song, do TPR, and complete remainder of lesson.*

Story _____

Review Game _____

Activity Book _____

Transition Song _____

Closing Activities (10 minutes)

Circle Time/Recognition _____

Song _____



Chimps Song List

1. [Adiós Chicos](#)
2. [Adiós con mis Pies](#)
3. [Anda, Anda](#)
4. [Andamos en Círculo](#)
5. [Búsqueda de Colores](#)
6. [Cabeza y Hombros](#)
7. [Camino de los Animales](#)
8. [Círculo Grande y Pequeño](#)
9. [Chiqui Choo](#)
10. [¿Cómo te Llamas?](#)
11. [Hola, Hola Chicos](#)
12. [La Fruta](#)
13. [Nos Caemos](#)
14. [Opuestos](#)
15. [Recoger](#)
16. [Sacamos unas Fotos](#)
17. [Silencio](#)
18. [Vamos a Mover el Cuerpo](#)

The Chimps music is linked to google drive. Internet access is required to access it. It's highly recommended that you download the music to your electronic device so that it is accessible without internet access.

The entire Chimps music collection can be accessed at [link here](#).

We strongly encourage you to download the music to your device so that an internet connection is not required every time to play the music. We also recommend the use of a Bluetooth speaker to ensure adequate volume.



Unit 1 Objectives: Animals and Numbers

Summary

In Unit 1, we will introduce and practice vocabulary for animals and numbers. They will be able to count to ten, identify animals, use basic greetings, and say please and thank you in Spanish.

Unit Objectives

- Greeting people and saying goodbye
- Count from uno a diez
- Identify animals
- Listen to and sing songs with actions
- Associate pictures with meaning through stories and games
- Secondary objective – recognize shapes

Cross-curricular content

- Social Science: Classroom behavior
- Natural Science: Animals in nature

Socio-cultural aspects

- Interest in learning Spanish
- Follow simple instructions
- Awareness of good classroom behavior
- Respect for others in the group
- Review and reflect on own learning
- Positive attitude towards participation in class activities



Lesson 1 - Animal and Numbers

Lesson 1 Objectives

- Practice basic greetings and state own name
- Practice a chant to start the class
- Become familiar with the animals in story

Vocabulary

la serpiente, la araña, el león, el gato, la hormiga, levántate, siéntate, salta, anda, corre, para

Structures and Functional Language

¿Cómo te llamas?

Me llamo _____.

TLP Materials

Animal flashcards (see vocabulary), music, story #1 ***Tengo Hambre***

Teacher Materials

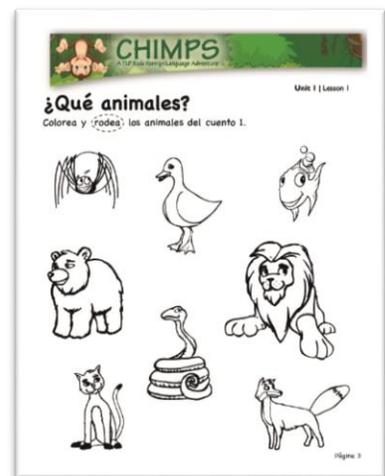
Puppet, ball, magic box, 2 pool noodles

Preparation

Designate different areas of the room for different parts of your class as space allows. This could include a story corner, vocabulary zone, game zone, and activity books area. Choose one area that will be your main meeting point with the students.

Teacher Tip

Mark an “X” or use carpet squares to indicate where children sit at circle time.





Opening (10 minutes)

Greeting - As students arrive, greet them in the target language (Spanish), introduce yourself, and ask their name.

Gather together – Use the *¡Manos Arriba!* chant below to gather children to hold hands and form a circle.

Manos arriba (pon las manos arriba)
Manos abajo (pon las manos abajo)
Manos afuera (pon las manos afuera)
Toma la mano de quien quieras.

Song – *Hola, Hola Chicos*

Circle Time – Questions and Conversation

Indicate that children should sit down by saying: *Uno, dos, tres, ¡No-o-os sentamos!* Take out your puppet and present him to the class. Choose a catchy name to match your puppet such as *Leo el León* or *Chiqui el Mono*. Throughout the lessons, we'll refer to the puppet as *Chiqui*.

Encourage children to greet puppet by waving to the puppet and saying: *¡Hola Chiqui!*

Tell them the puppet is happy to see them. (*Big smile*) *Chiqui está muy contento de verles. ¡Mira su sonrisa!*

Choice of Song or Chant – Play *¿Cómo te llamas?* song or use the following chant. Encourage students to clap along and keep the rhythm. Slap legs, clap hands and repeat as you do the chant.

TODOS:
¿Cómo te llamas?
¿Cómo te llamas?
¿Cómo te llamas, tú? (Point to a student.)
Student replies: *Me llamo (nombre).*

Repeat the chant for each child in the circle. Once the children are chanting with you, introduce variations. As you begin the chant, say something like *fuerte, bajo o quieto, lento o despacio* or *rápido*.

If you say *fuerte*, then you and all the students say the chant loudly. Be creative. Give choices to students such as “*fuerte o quieto?*” Use your voice and body language to demonstrate the meanings of the words.

Option: Ask individual questions – Roll a ball back and forth individually asking each child *¿Cómo te llamas?*



Note: To help young ones to understand that they should say their name, try guessing funny names and then making a silly face as if to say “No, of course not!” when you *intentionally* guess the wrong name! *¿Te llamas Frankie? ¡No! ¿Te llamas Barney? ¡No! ¿Te llamas Jackson? ¡Si!*

When the child says their name during the chant, encourage them to say the full sentence. Put your hand to your ear and motion for them to repeat you. You’ll say, **Me llamo Jackson**. The student repeats, **Me llamo Jackson**.

After the child says their name, everyone waves and says **¡Hola** (student name)!

Total Physical Response (TPR) - (10 minutes)

Introduce vocabulary – levántate, siéntate, corre, salta, anda

Say the word and do the associated action. Encourage the children to do the same. Repeat and practice core vocabulary several times. Remember each vocabulary item must be used at least 75 times before it will become a part of a child’s vocabulary. Follow the steps for effective TPR below.

Be creative and have fun! After the students have practiced the vocabulary, try saying the vocabulary in funny combinations. Be silly! See how fast they can stand up and then sit down over several times. Tell them to sit down twice in a row.

Use the three steps of good TPR:

- **Step 1** – Do the activity *with* the children.
- **Step 2** – Say the vocabulary word but *delay* doing the action with the children. Lots of praise to those who can do it before you.
- **Step 3** – Say the vocabulary word but let the children do the activity *on their own*. Praise the kids who are getting it right without your help. This step is essential to see how many of the kids are understanding and responding to your commands. If everyone or nearly everyone can respond independently, they are ready to progress to the next group of words.

Vocabulary Song – Anda, Anda Sing to the tune of Frere Jacques or Fray Santiago. Move around the circle or the room while doing the actions with the children.

Anda, anda

Anda, anda

Corre, corre

Salta salta, para

Salta, salta, para

Gírate, gírate (verse 1 ending)

(repitan)

Siéntate, siéntate (verse 2 ending)



Transition song – *Silencio Calmados*

Use this song in every class. It has a calming effect and prepares children for the next part of the lesson.

Core Activities (30 minutes)

Vocabulary Introduction – Magic Box

The same magic box should be used each week. It can be a box or bag of your choice that looks special and that the cards can easily fit in.

Materials: Animal flashcards (*serpiente, araña, león, gato, hormiga*), magic box, puppet

- With the students sitting on the floor in a circle, call for your puppet:
¡Chiiiquiiiiiii! Give your puppet a catchy name like **Leo el León** or **Chiqui el Mono**. For our purposes, we'll use the name **Chiqui** throughout the series.
- You could have him hidden somewhere in the room and ask **¿Dónde está Chiqui?** Let the children find your puppet for you.
- Then have the puppet look in the magic box numerous times and say: **O... ¿Qué es?**
- The puppet jumps in the box and takes out one card. Show the card to the students and say **¿Qué es esto?** The student will probably answer in English. Affirm their answer by repeating it in the target language. **¡Muy bien! Es una hormiga.**
- When you introduce each animal, create an action that mimics the animal and use it consistently each time you talk about that animal.
- For example: For a snake, put your hands together in front of you and move them back and forth like a snake while you make a hissing sound. For an ant, put two fingers in front of your forehead like antennae. For a spider, put one hand on top of the other and wiggle your fingers like legs.
- Have the children chant the new word with you while doing the action.
¡Hormiga, hormiga, hormiga! ¡Hormiga, hormiga, hormiga!
¡Es una hormiga!
- Now place the card in the center of the circle and ask again: **¿Qué es esto?**
- Encourage children to answer the question in the target language. Some will begin right away. Others will take longer. Give *lots of praise* to children who respond in the target language!



- Repeat process with all cards. Each time a new card is added to the circle, circle back to the earlier cards and ask questions about them as well.

Learning Game – Corre y Toca

Materials: Animal flashcards (*serpiente, araña, león, gato, hormiga*)

- Place all the flashcards on a ledge, stick them to the wall with sticky tack or magnets, or place them on the floor or another area easily accessible to the students.
- Ask students to go to the opposite wall or a designated area that works for your available space. Use a chant to direct them to the designated spot. For example, touch the wall and say ***A la pared, a la pared, a la pared.***
- When they respond correctly to your command, give them BIG PRAISE.
- Next, name a child, say ***levántate***, and motion for them to stand up.
- Ask ***¿Dónde está la araña?*** Demonstrate looking at the cards. If they don't react, point to another animal and ask ***¿Es la araña? ¡No!*** Then again, point to another animal. ***Es la araña? ¡No! No es la araña.*** Now point to the spider. ***¿Es la araña? ¡Sí! Muy bien!***
- Say ***corre y toca la araña.*** Demonstrate running and touching the spider. Then send the child to do it. You may have to take their hands and run with them to demonstrate. Give the kids a high five, sticker, dot on their hands, or some form of positive reinforcement once complete. Everyone should get a sticker, stamp, or high five!
- Repeat with next child using another vocabulary word. Note: If you have large classes, students can do this activity in pairs and run together.

Story #1 – ¡Tengo hambre!

Gather students in story area using the ***¡Manos Arriba!*** chant. Then indicate that there is going to be a story by doing the story chant:

Mira, mira, mira.

Escucha, escucha, escucha.

Es una historia. Es una historia.

Shh, shh, shh.



As you read today's story, use the actions you created for the animals and have students do the actions with you. Questions today focus on animals. The story questions will usually have a different emphasis each week. Use different questions and emphasize different aspects of the story to keep it interesting from week to week.

Note: The story text is on the back of the story cards. Make the story interactive and fun with exaggerated motions and sounds for the animals and the motion for **"tengo hambre"**. You can especially have fun with the last card where the hungry lion eats all the cards.

Learning Game - Flashcard Shuffle

Materials: Animal flashcards, pool noodles

- Ask students to go to the opposite wall or a designated area that works for your available space. Use a chant to direct them to the designated spot. For example, touch the wall and say ***a la pared, a la pared, a la pared.***
- Place the flashcards on the floor so the students can easily see them. Name each animal card (***serpiente, araña, etc.***) as it is placed on the floor.
- Next, model the game for the students: Choose a starting point. From there, call out a vocabulary word. Run to the vocabulary cards and demonstrate looking for the card that you called, such as ***araña***. Find the correct card and then use the pool noodle to push the card across the finish line or spot that you have designated. Show several examples.
- Now call a student to repeat these actions with a new vocabulary card. When they find the correct card and push it over the finish line, cheer for them, demonstrate that they pass the pool noodle to the next person in line, and then they return to the end of the line.
- Make sure all students get a turn. Give lots of praise and guidance as needed. The goal is for students to be successful locating the card. Help them by making the motions or sounds of the animal.

Activity Book

Invite children to move to the tables. Touch the tables and motion for them to move to the table using a chant such as ***a la mesa cha-cha-cha.*** This will be their indicator during each class to move to the designated location for completing workbooks.

- Ask the children which animals are in the story by holding up the story cards and pointing to each animal.
- ***¿Hay un pez en la historia? ¡No! ¿Hay una araña en la historia? ¡Sí!***



- Before you distribute workbooks, demonstrate the lesson in your book.
- Then hand out the workbooks encouraging students to ask for them politely. ***El cuaderno, por favor. Gracias. De nada.***
- Open to the page you will be working on. Encourage them to stay on the page for that lesson and *not* to flip to other pages.
- Take out your crayon and ask the children again which animals are in the story. Circle the ones that are.
- Give time to color in story animals.
- Complete as a group. Monitor individual progress. Stamp or star completed pages.

Transition Song and Clean-up - *Recoger*

Establish a routine for clean-up. After they finish the activity book time, assign jobs for clean up each week. Children love to help! Assign tasks such as collecting the books, collecting crayons, pushing in chairs and whatever else would be useful.

Play the song ***Recoger*** each week at clean-up time. Give simple instructions while the song is playing such as ***lápices en el cubo, por favor***. Repeat this process each class and they will develop the habit of cleaning up.

Use this and any other opportunity to build good manners such as ***por favor, gracias, de nada***.

Review Game – Duck, Duck, Goose

Materials: Animal Flashcards

- Gather children together in a circle by doing the ***¡Manos Arriba!*** chant followed by ***¡No-o-os sentamos!*** Place two of today's vocabulary cards in the center of the circle and ask the students what each one is.
- Model how the game is played. Walk around the circle tapping children on the head as you repeatedly say one of the two cards. Then touch one child saying the second word. That child chases you around the circle trying to catch you before you can sit in their spot. ***Hormiga, hormiga, hormiga, jaraña!***
- If their seat is taken before they can tag you, that child repeats the process.
- After a few turns, put new cards in the middle to practice another other vocabulary cards. Make sure every child has a turn.



Closing Activities (10 minutes)

Closing Circle – Gather children into the closing circle and tell the children in English that you were glad they were in Spanish today.

Recognize each child’s good behavior. Be specific! For example, **Juan, I really like how you said the Spanish words out loud in our last game.** Find something good to say about each child even if they had a difficult day. We want to recognize and encourage their positive behaviors.

In the circle, roll the ball to one child and say **Adiós, Mary.** They should roll the ball back and say **Adiós, Profe (your name).** On the first day, they probably will not produce this language. When they roll the ball back, you can say **Adiós Profe (your name)** and point to yourself. Put your hand to your ear to signal for them to repeat you.

Closing Song - Adios Chicos

If students are leaving after class, give them instructions to gather their things, such as **Chaquetas y mochilas, por favor.** Students can gather their things before, during or after the goodbye song depending on the arrangement that works best for your class. Set-up a regular routine for your class arrival and dismissal. Their belongings should always go in the same place when they arrive so it’s easy for them to get their things at dismissal.

If parents are picking up students after class, tell them one good thing their child did in Spanish today such as **Jonathan was very helpful during the game today.**



TLP KIDS

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