

THE LANGUAGE PROJECT

EXPLORERS

SPANISH PROGRAM



Level 1

INSTRUCTOR MANUAL

USA 2nd Edition

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IMMERSION LANGUAGE PROGRAMS

the **LANGUAGE**
PROJECT



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Edition 2: 2023
First printing: 2015
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Table of Contents

- [Welcome to Explorers](#)
- [Lesson Plan Template](#)
- [Song Lyrics](#)
- [Music Links](#)

[Unit 1](#)

[Lesson 1](#)

[Lesson 2](#)

[Lesson 3](#)

[Lesson 4](#)

[Lesson 5](#)

[Lesson 6](#)

[Lesson 7](#)

[Lesson 8](#)

[Lesson 9](#)

[Lesson 10](#)

[Unit 2](#)

[Lesson 1](#)

[Lesson 2](#)

[Lesson 3](#)

[Lesson 4](#)

[Lesson 5](#)

[Lesson 6](#)

[Lesson 7](#)

[Lesson 8](#)

[Lesson 9](#)

[Lesson 10](#)

[Unit 3](#)

[Lesson 1](#)

[Lesson 2](#)

[Lesson 3](#)

[Lesson 4](#)

[Lesson 5](#)

[Lesson 6](#)

[Lesson 7](#)

[Lesson 8](#)

[Lesson 9](#)

[Lesson 10](#)



Welcome to Explorers Level 1 Spanish Immersion Program!

Welcome to Level 1 of The Language Project's elementary Spanish program. There are 6 levels in the elementary series, and the Explorers level is designed for students between first through third grade who are beginning their language journey. The lessons combine stories, games, music, movement, and visuals that encourage a playful approach to natural language acquisition.

Teaching through Language Immersion

This course introduces elementary school students to Spanish through 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, language-based games, singing with lots of movement, and interactive stories.

Giving students the opportunity to respond physically and verbally, 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

Instructor Manual

The instructor manual contains three units with ten lessons per unit. The lessons are 60 minutes in length, but they 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

Electronic flashcards with the image and the written vocabulary words are included. Paper flashcards are also available, and when they are used in games, TLP recommends the use of foam noodles or similar objects to handle the cards during games to preserve them.

Stories

Each of the three units includes one story, and the unit story is shared in lessons 2, 4, 6, 8, and 10. The Explorers level includes videos of the stories. It is recommended to stop the story periodically to circle the vocabulary and confirm comprehension. A different emphasis should be placed on the dialogue and questions in each lesson to create variety while providing meaningful repetition and an opportunity to assess understanding. Suggested questions are in the lesson plan. Stories are also available in hard copy, and this works well for smaller student groups.

Activity Book

Activity books reinforce core concepts of the lessons and are an important part of the lesson. The key to successful use of the activity book is to model the activity and ask confirming questions about the activities before the student workbook is distributed.



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 the Explorers music are in the back of the activity workbook.

Additional Electronic Resources

Vocabulary flashcards with image and audio as well as home practice ideas are available in the Student Zone at www.languageprojectkids.com. Click on Explorers and select the appropriate unit.

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, they 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. 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 a ball or other object to pass around during circle time, 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. It includes the following components:

Greeting – Greet students enthusiastically in Spanish.

Gather Together – The “*Manos Arriba*” chant is used at the start of each class to focus student energy and attention. Use this regularly as their cue that class has officially started or to invite them into the circle if applicable.

Song or Chant – For new songs, briefly pre-teach core vocabulary using the motions that correspond. When the song is played, teacher will lead by singing and acting out the motions. The teacher's voice should be loud and clear, and the actions should be consistent every time. Students will do the motions along with the teacher and sing as much as they like. Practice and know the songs in advance. Preview the lyrics at the end of the workbook. 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/Silencio Calmados - Don't skip 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 and include the following:

Vocabulary Introduction – Flashcards provide the visual cues 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 the 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.

Stories – The story is included in lessons 2, 4, 6, 8 and 10. The story is in video format and also available in paper flashcards. 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. The lesson plans provide suggested questions to check for comprehension throughout the stories.



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. 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 completed. There is a parent note at the bottom of each activity page about that lesson and ways to use the Spanish outside of the classroom.

Transition Song/Recoger – This song 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

The following steps provide encouragement for students on their language journey.

Circle Time/Recognition – Tell each student one specific thing they did well in Spanish time. Recognition can be completed with students at their desk, in circle-time style as time and space allow, or after the closing song if 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 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 before you ask them to do it.
- Recognize students who are responding or participating in a meaningful way.
- Use visual cues, such as the actions from TPR or songs, 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.



Explorers 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 _____

Closing Song _____



Explorers Songs List

[Adiós Chicos](#)

[Anda, Anda](#)

[Búsqueda de colores](#)

[¿Cómo te llamas?](#)

[El Camino de los Animales](#)

[Es mi familia](#)

[Hasta Luego](#)

[Hola, Hola Chicos](#)

[La Escuela](#)

[Los Días de la Semana](#)

[Me Gusta... Comida](#)

[Números 1 al 20](#)

[Quiero a mi familia](#)

[Recoger](#)

[Rock de los Buenos Días](#)

[Sacamos Fotos](#)

[Silencio, Calmados](#)

Explorers Audio List

[Unit 2 – Lesson 5](#)

[Unit 2 – Lesson 8](#)

[Unit 3 – Lesson 1.1](#)

[Unit 3 – Lesson 1.2](#)

[Unit 3 – Lesson 5](#)

[Unit 3 – Lesson 8](#)

[Unit 3 – Lesson 9](#)



Unit 1 Objectives: Animals and Nature

Summary

- In Unit 1, we will introduce and practice vocabulary for animals and nature. Students will recognize and respond to vocabulary for animals and nature including colors, numbers, emotions, and prepositions of position.
- Students will develop skills in listening, speaking, reading, and writing.

Unit Objectives

- Greet people and say goodbye.
- Become familiar with unit characters.
- Recognize and respond to visual, written and oral vocabulary in target language including animals, colors, emotions, places in nature, prepositions of position, and numbers 1-10.
- Participate in unit activities including games, songs, stories and activities.
- Develop skills in listening, speaking, reading and writing in target language.
- Follow instructions in target language.

Primary Vocabulary

- Amarillo, azul, blanco, café, gris, morado, naranja, negro, rojo, rosa, verde
- Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
- El elefante, el gorila, el león, el lobo, el oso, la serpiente
- El árbol, el arbusto, el bosque, las flores, el lago, la roca
- El niño, la niña
- Estoy contento. Estoy contenta. Estoy triste. Tengo hambre. Tengo sed. Tengo sueño. Tengo miedo.
- Enfrente de, detrás de, dentro de, al lado de, debajo de, encima de

Structures

¿Cómo te llamas? / Me llamo _____.

¿Cómo se llama? / Se llama _____.

¿Cuántos años tienes? / Tengo ___ años.

¿Cómo estás? / Estoy bien. Estoy mal.

¿Qué es? / Es _____.



Cross-curricular Content

Social Science:

- Classify animals according to movement.

Sociocultural aspects:

- Develop positive attitude towards own ability to participate in class activities.
- Develop appreciation for Spanish language.
- Develop interest in learning Spanish.
- Review and reflect on own learning.
- Develop awareness of good classroom behavior.
- Find pleasure in games, songs, stories and activities.
- Develop willingness to share knowledge in Spanish.
- Respect others in the group



Lesson 1 - Animals and Nature

Lesson Objectives

- Greet each other and introduce self.
- Differentiate between boy and girl.
- Recognize and respond to commands and actions.
- Recognize and respond to numbers.

Primary Vocabulary

El niño, la niña, los números del 1-10

Secondary Vocabulary

Levántate, siéntate, anda, salta, corre, gírate

Structures and Functional Language

¿Cómo te llamas? Me llamo ____.

TLP Materials

Flashcards for numbers 1-10 and music

Teacher Materials

Ball, magic box, 2 pool noodles

Preparation

- Designate areas of the room for different parts of your lessons as space allows. This may include story time, game zone, and an activity books area. For clubs, identify your main meeting point with the students before the start of class.
- Determine if students will be seated at desks or on floor for all or part of the lesson. For groups of 12 or more, it's recommended that students to be seated in chairs or at desks.
- Designate a location to store workbooks between classes.
- Teacher Tip: If students will gather on the floor for circle time, mark numbers to indicate where children will sit and assign a number for each child.





Opening (10 minutes)

Greeting – Greet students warmly in Spanish.

First Day Assembly (5 minutes) – Introduce yourself, describe the expectations for Spanish class, and talk about how students can participate in a class that will be only in Spanish. Get students excited to have fun learning a new language!

Gather Together – Use the *¡Manos Arriba!* chant to bring the children together and form a circle. For groups of 15 or more, students generally stand at their desks.

Bring students to their feet with *¡Uno, dos, tres, levántense!* and use a wide upward motion to indicate that students should stand.

Teacher tip: Exaggerate your gestures so that students can easily follow and use the same gestures throughout the school year. Point out the students who are correctly modeling the actions and others will follow.

Manos arriba (model putting hands up)

Manos abajo (model putting hands down)

Manos afuera (model putting hands out to the side)

Pon la mano donde profe quiera (put your hands at your hand or on desk)

Song - Hola, Hola Chicos

Teacher tip: Be the strongest voice in the room and use consistent exaggerated motions for key words such as ***hola, ¿cómo estás?, bien, mal, tengo hambre, tengo sed***. Students will copy your actions and begin to associate the words with the actions.

Circle Time – Questions and conversation

Return students to their seats with *¡uno, dos, tres, siéntense!* and use a wide downward hand motion to indicate that students should be seated. Small groups should be seated in a circle. Groups of 15 or more generally sit at desks or in a circle of chairs.

Using the cards for niño and niña, demonstrate asking their name and greeting them. Throughout this level, the names Carlos and Raquel are used for them.

- Greet the niño and ask his name: ***Hola, ¿Cómo te llamas?***
- Have Carlos greet the class and introduce himself: ***Hola, me llamo Carlos***. Encourage the children to respond: ***¡Hola, Carlos!*** Repeat the same sequence with Raquel.
- Ask the children about the characters' names: ***¿Cómo se llama la niña? ¿Se llama Raquel o María? ¿Cómo se llama el niño? ¿Se llama Carlos o José?*** (Put your hand to your ear to indicate you want to hear them answer.)



- Students will likely answer with just the name. Model correct sentence structure for them: ***La niña se llama Raquel.***

Encourage students to answer with enthusiasm by having them repeat the answer more loudly each time or rhythmically chant the sentence in whispers. ***La niña se llama Raquel. La niña se llama Raquel.***

Chant - ¿Cómo te llamas?

Model the chant beginning with yourself, a classroom assistant, or a puppet to respond the chant. Tap legs and clap hands to keep the rhythm. Use body language to indicate to students to follow your motions and sing along to the chant.

Teacher tip: Use your clearest teacher voice. Enunciate clearly and consistently with an upbeat sound.

Teacher and Class: ¿Cómo te llamas?

Teacher and Class: ¿Cómo te llamas?

Teacher and Class: ¿Cómo te llamas, tú? (Point to a student.)

Student: ***Michael***

Teacher (holding hand to ear): ***Me llamo (Michael).***

Student repeats: ***Me llamo Michael***

Teacher and Class: ¡Hola Michael!

In the first class, students may not know you are asking for their name. Start guessing names: Michael? Boris? Antonio? The student or their classmates will realize you are asking for a name. If necessary, say their name and be delighted when you've got it right!

Repeat the chant 5 or more times as is. Then introduce variations such as ***fuerte, bajito, lento, rápido*** to add a fun factor! Offer choices and use your voice to demonstrate the choices. For example, ***lento*** should be said very slowly (but clearly) to model the meaning. ***¿Niños, lento o rápido? ¿fuerte o bajito?*** Repeat the chant using the variation selected.

Include every child when possible. To save time for large classes, point to additional students in between the chant to ask ***¿Cómo te llamas?*** Then repeat the chant and continue.

Option: Toss a ball back and forth asking each child ***¿Cómo te llamas?***

Advanced option: Allow child to toss ball to another student and ask him or her the question of the day: ***¿Cómo te llamas?*** This works best after the question and answer have been modeled numerous times.

**Total Physical Response (TPR) (10 minutes)**

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

Say the word and do the associated action. Encourage the children to do the same. Repeat and practice core vocabulary several times. Remember that each vocabulary item must be used at least 75 times before it will become a part of a child’s vocabulary. For best results, use the following steps.

Three steps of TPR:

- Step 1 – Say the vocabulary word and do the associated action together *with* the children.
- Step 2 – Say the vocabulary word but *delay* doing the action with the children. Wait a few seconds for students to do the action before you model it. 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 students who are getting it right without your help. This step is essential to see how many are understanding. If everyone or nearly everyone can respond independently, they are ready to progress to the next group of words.

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.

Try going fast and slow, big and small. Get students moving! ***Siéntate despacio. Levántate rápido. Salta grande. Salta pequeño.***

Teacher tip: Use your motions *and* your voice to communicate meaning. Model the same motion each time you say the target word.

Vocabulary Song – Anda, Anda Sing to the tune of Frere Jacques or Fray Santiago. Model the words as you sing them.

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



Core Activities (30 minutes)

Vocabulary Introduction - ¿Niño o niña?

Take out the cards of Carlos and Raquel again. Show the niña card and say **Raquel es una niña**. Show the niño card and say **Carlos es un niño**. Again, hold up cards and say **niña** (show Raquel) and **niño** (show Carlos).

With the children seated walk around the students and point to each one asking: **¿Es una niña o un niño?** Encourage them to shout out answers.

Advanced option: Answer in complete sentences. Indicate a child in the room.

Teachers: **¿Es una niña o un niño?**

Student: **niña**

Teacher: **¡Sí! ¡Es una niña! Repite (or give nonverbal sign to repeat)**

Student: **¡Es una niña!**

Place both cards behind your back and ask **¿Niño o niña?** Reveal one card and encouraging students to answer out loud. Repeat various times going faster and faster and vary the speed of the card reveal to inject fun into the activity.

Vocabulary Introduction – Magic Box

Materials: Flashcards for numbers 1-10 (number cards, not words) and magic box

- Show the students the magic box. Shake it and look at it with a surprised and interested face! You are developing students' curiosity and interest for the contents of the box. It's a mystery!
- Open the box and take out a number card. It's helpful to introduce the numbers in numerical order for the first time.
- With great interest, ask: **¿Qué es?** The students may respond in their first language, although some may already know the numbers in Spanish. Affirm their answer by repeating it in Spanish. **Sí, ¡Muy bien! Es el número uno.**
- Lead the children in a chant with the new word. **¡Uno, uno, uno! ¡Uno, uno, uno! ¡Uno, uno, uno! ¡Es el número uno!**
- Place the revealed card in the center of the circle or other visible location and ask again. **¿Qué es?** Children should now be able to answer the question in Spanish.
- Repeat process with all cards. Be sure to ask questions about the previous cards each time a new card is added. After reviewing all the cards in order, ask about the cards in random order.

Song – Números 1 al 20



Materials: Flashcards for numbers 1-10 (numeral and word cards)

- Place the number and matching word flashcards around the room in random order.
- Point to the cards around the room and call out the numbers as a review.
- Use a chant such as the following to get their attention prior to modeling the game.
Escucha, escuchacha, escuchacha (pointing to your ears)
Mira, mira, mira (pointing to your eyes)
- Students will move around the room in a circle while you play the song. When you stop the music, students move to the closest number.
- With students seated, start the music and model walking past the numbers while the music is playing. ***Música...anda, anda, anda!***
- When the music stops, the teacher stops and says ***No música...para!*** Then move to the nearest card. Demonstrate again until most students understand.
- Invite students to ***levántense*** using wide sweeping hand gesture for students to stand up. Lead students into a circle pattern or make a circle with your arms to indicate this.
- Start the music, lead students in the circle past the cards, and then stop the music. Students stand beside a card. Lead them to a card if they are unsure where to go.
- Say a random number between one and ten and whoever is at that card earns a point. ***¡Número tres! ¡Un punto para Jessica y Marcos!***
- Use modeling and demonstrations to remain in Spanish and prove to students that they can follow the instructions in Spanish. Use consistent, short word chunks combined with modeling the activity to promote understanding.
- Play the game using the ***Números 1 al 20*** removing the number drawn each time. Let children who are “out” draw the next numbers.
- Do multiple rounds until most students have one or more points. The student with the most points is the winner.
- Keep pace fast! You can vary the movement (walk, run, jump, turn around) to keep it interesting.
- Seated alternative for large groups – Students point to a number from their seat and earn points if they point to the number that the teacher calls.

Review Game – Flashcard Shuffle

Materials: Flashcards for numbers 1 - 10, 2 pool noodles

- Place all of the flashcards on the floor facing up. Show the card and say the number before you place the cards.
- Demonstrate that you will call a number, locate the card, and use the pool noodle to push the card across the designated finish line.



- Divide the class into two teams. The first person from each team steps up to the designated start line. The teacher will call out a number such as **el número tres**.
- Students will find the card and use the pool noodles to push the correct flashcard across floor to the designated finish line.
- First one across finish line gets a point for their team.
- Advanced option: Students shout the card number as they cross the finish line.

Activity Book

- If students were out of their seats for the game, invite them to return to their desk or tables with a catchy chant such as **a la mesa cha-cha-cha, a la mesa cha-cha-cha!** At the same time, touch the table or desks to visually cue them to return to their seats.
- To model the workbook activity, teacher opens their workbook to demonstrate or projects overhead for easy viewing. Student workbooks are usually not distributed until the teacher is ready for them to start writing, but they may also be distributed and remain closed until it's time for students to begin writing.
- Teacher tip: Develop a routine for distributing and collecting the workbooks each week. Consider using a student volunteer for distribution. Before the first class, write the student's name in large clear print on the front cover for easy distribution.
- Point to the picture of the boy and ask: **¿Cómo se llama él?** Encourage them to answer in the target language. If no one responds, provide options **¿Es Carlos o Raquel? ¡Sí, él se llama Carlos!** Model good sentence structure. Repeat this with the **niña** in the workbook.
- Once they have identified the characters, indicate that they are to write their names in the blank spaces. To model this, write the names in your own book, on the board, or project the answer overhead.
- Then point to their faces and say: **¡Ah no! ¡Hay un problema!** Ask the students: **¿Qué es el problema?** They will probably respond in their first language. That's okay. You repeat the right answer back to them in the target language: **¡No tienen caras! Necesitan ojos. Necesitan orejas. Necesitan bocas. Necesitan narices.** (Point to each part of the face as you say it.)
- Draw the missing part onto the picture and ask the students to do the same. **Dibuja los ojos. Dibuja las orejas. Dibuja las bocas. Dibuja los narices.** Confirm that students are drawing in the parts of the face and recognize those who are drawing in the face parts.
- Finally point to bottom line where they enter their name. Read **¿Cómo te llamas?** and then **Me llamo _____**. Complete the phrase by pointing to yourself and saying your name and filling in the blank.
- Point to another person in the room and ask **¿Cómo te llamas? (Trisha.) Escribe Trisha.** Use a consistent gesture when you say **escribir**. Confirm that the student has written their name.



- Do several examples to help students understand and continue to confirm that they are writing in their name.
- Do activities as group first. Monitor individual progress. Stamp or star completed pages.
- As time allows, students may color the figures.

Transition Song - Recoger

- Establish a routine to wrap-up activity book time by playing the **Recoger** song as a cue to close the book and begin clean-up. Instruct students to put away their workbook, pencils, and crayons so that their desk area is in neat order.
- Teacher tip: Train students from the start to clean-up after themselves. The classroom teacher will appreciate that the room is left in good order and that students are doing their part.
- Give simple commands while the song is playing. **Guarden los libros, guarden los lápices.** Remember to say it *and* show it. Use the same phrases consistently throughout the year.
- Use this and any other opportunity to build good manners using **por favor, gracias, de nada.**

Review Game - Secret Number Circle

Materials: Flashcards #'s 1-10 Flashcards

- Gather children together in a circle with the **¡Manos Arriba!** chant followed by **¡Nos sentamos!**
- This is similar to the child's game called duck, duck, goose. The teacher will reveal a number card to only one student who then walks around the circle counting **uno, dos, tres, etc.** until the secret number is said.
- The teacher will first model the game. Reveal a number card. For modeling, you can share the number. Stand up and walk around the circle counting off the children as you go. When you get to the "Secret Number", touch that child on the head and run around circle. He or she chases you trying to tag you before you get there. If he tags you, you go again. If not, it is his turn. Use a new number with each turn.
- Make sure every child has a turn whenever possible. Complete this game as time allows.
- Advanced option: Count by twos using the even or odd numbers.

Closing Activities (10 minutes)

Recognition - In the closing circle, students may gather on the rug or remain seated at their desks, which is best for larger groups. Tell the children that you were glad they were in Spanish Club today.



Recognize each child's good behavior. Be specific! Give a compliment in English to each student for instance: **Jonathan, you used so much Spanish in the last game! Maria, nice job finding the cards in the game.** Make a point of finding something good to say about each child, including children who may have had a difficult day. We want students to leave with their positive behaviors in mind.

If there are too many students to recognize all in one day, make a note of who received positive feedback. Refer to that list in the future to be certain that each child is recognized.

In the circle, roll or toss the ball to one child and say **adiós, Mary**. They should roll or toss it back and say **adiós, Profe Sarah**. Put your hand to your ear to indicate you want to hear them. Encourage them to speak loudly by modeling and giving lots of praise.

Closing Song - Adiós Chicos

For Spanish clubs:

- Students gather their things at the end of class. Use a consistent phrase to direct them, such as **chaquetas y mochilas, por favor**.
- Before leaving the room, confirm that everything is in place. Otherwise, return after dismissal to check the room and be certain that it looks as good or better than it was. Reminder: Classroom supplies may not be used during after-school Spanish clubs.
- Greet parents as they pick-up their child and, whenever you can, share one good thing their child did in Spanish Club today. For instance, **Hi Mom, Jonathan really used a lot of Spanish in the last game today and knew the vocabulary.**
- Record attendance.



EXPLORERS

A TLP Kids Foreign Language Adventures

Unit 1 | Lesson 1

1. ¿Cómo se llaman tus nuevos amigos?
Escribe los nombres. Dibuja sus caras.

Se llama _____.

Se llama _____.



¿Cómo te llamas?

Me llamo _____.

OS PRESENTS THE
ADVENTURERS
SERIES



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