

Behavior expectations:

Library	• Walk • Hands, feet, & objects to self	• Quiet voice • Listen to the teacher • Follow directions • Complete work	• Take care of books & materials
Classroom	• Walk safely in the classroom • Hands & feet to self • Feet on the floor • Stay in your assigned area	• Quiet voice • Listen to the teacher • Follow directions • Complete work	• Use friendly tone of voice • Raise your hand and wait to be called on

Teach attention getters:

Us: clap - clap - clap-clap-clap

Them: clap - clap - clap-clap-clap

“Quiet sign”

Hush huskies (like quiet coyotes)

If you can hear me touch your cabeza

If you can hear me touch your boca

If you can hear me touch your ojos

If you can hear me touch your nariz

Reinforce positive behavior:

I see (name) sitting quietly.

I see (name) lining up quietly.

I see (name) waiting patiently.

I see (name) waiting (their) turn.

Ask for helpers (Jensen gets stickers)

Song leader

Snack squad

Paper patrol

Quiet Captain

Hallway hero

Crayon Crew

Room ranger

EVERYONE wears name tags (SHH teachers included)
SHH Teachers set alarm for 4:10pm, HO students clean up/find personal items and line up at 4:13pm, dismiss at 4:15pm
Bring a white board for the leadership role, print stickers

Semana #1: 29 de septiembre (2 de Octubre para Cottonwood)

Tema: Números

3:30-3:45

Behavior expectations modeled as kids arrive

1. Kids find their name on the list - SHH teachers make nametags and tell kids to leave it on and sit quietly at a table of 4
2. Leave backpacks and all items by counter

Begin

1. Sing buenos días
2. Introduce us (nametags on)
3. Review behavior expectations (general)
4. ASSIGN CLASS JOBS: review job descriptions and give sticker to wear. Keep track of who has what job for future reference.

Lesson

Teach [Numbers Song](#) (stop at 3:05 on video) to whole group

Craft and Snack

- Tell the kids you're going to give them fruit snacks and WAIT to eat them.
- Review colors (rojo, azul, amarillo, verde, naranja, rosa) and numbers (1-10) ji
-  [COLOR BY NUMBER 2022.pdf](#)

3:45-4:15 = 2 STATIONS (15 minutes for each 2 stations)

Station 1 - [Perro](#)

- Read the numbers/colors and the kids connect to draw the dog. The numbers are out of order and the kids have to listen to hear where to draw the line next.

Station 2 - A Pares y Nones

Teach the Song [música](#) | [adults playing it](#)

- Teachers and students hold hands and walk in circle. Teachers will sing the song and jump on "hey!"
 - A pares y nones / Evens and odds
 - vamos a jugar / we are going to play
 - el que quede solo, / Whoever is left alone,
 - ése perderá. / that one will lose.
 - ¡Hey! / Hey!
- When the song is sung twice through, the teacher shouts a number in Spanish (2 to 8) then kids will get into groups of that number.
- After playing a few times, teacher calls a student to say a number in Spanish and kids form groups.

4:13pm: Teachers tell kids time to clean up, straighten up room, pick up backpacks, line up quietly.

4:15pm: DISMISS

Semana #2: 20 de octubre (16 de Octubre para Cottonwood)

Tema: Colores

3:30-3:40

Behavior expectations modeled as kids arrive

1. Kids find their name on the list - SHH teachers make nametags and tell kids to leave it on and sit quietly at a table of 4
2. Leave backpacks and all items by counter

Begin

1. Assign **song leader**. Sing [buenos días](#)
2. Introduce us (nametags on)
3. ASSIGN CLASS JOBS: review job descriptions and give sticker to wear. Keep track of who has what job for future reference.
 - Review Numbers
 - Teach them [Colors Song](#) (5:18 end)

3:45-4:15

Activity #1 - sopa de colores

- **STAGE 1:** call out color in Spanish, kids hold it up
- **STAGE 2:** call out 2 colors at once to hold up - ie; rojo y verde!
- **STAGE 3:** call out combos - ie; what if you mix azul and amarillo? (verde) what if you could take all the amarillo out of anaranjado, what would you have left? (rojo)
- **STAGE 4:** you make only the first sound of the color in Spanish - ie; a color that starts with "ah" (anaranjado, amarillo, azul), a color that starts with "ro" (rojo, rosado)

Activity #2 - [Lotería](#) - SNACK - Goldfish

- Kids will listen for numbers and colors and mark their bingo cards
- They call out "lotería" when they get a bingo
- Keep going to black out
- Winners get stickers

Activity #3 - (outside) - reviewing numbers!

- Number kids off into two rows (if there are 11 kids, there will be #1-6). There is one of each number on each side. The 2 rows should be standing quite a distance apart.
- Then, you call off a number and the kid with that number on each team needs to try to come grab an item first (can be anything) and get back to their side without getting tagged
- We had you guys stand with each team and hold up fingers to keep score, and also to keep the kids in line :)
- Examples:  IMG_8981.MOV  IMG_8980.MOV

Semana #3: 27 de octubre (23 de octubre para Cottonwood)

Tema: Animales

3:30-3:45

1. Sing [Buenos Dias](#) song to whole group
2. Play [Jensen's animales video](#) when kids are filing in

Craft and Snack

3:45-4:15 = STATIONS (15 minutes for each 2 stations)

Station 1 - Simón dice -

- “Simón dice sé un perro” (be a dog) - Kids act out the animal you say - set up parameters - *must stay in one spot, hands to yourself*
- Set [Flash cards](#) around the room and say “¿Dónde está el gato?” and kids run over to it. Alternately, teachers have a stack of animals and hold up different animals (ie; Angela holds up a CAT and Brody holds up a DOG, call out “perro” and kids run to Brody)
- Split kids into two teams - each team has all pictures - call out animal in Spanish and they run up with the flashcard. First team to bring up the right card gets the point.

Station 2 - Go Fish! -

- SERVE the kids animal crackers
- Make 2 circles of kids, sitting criss cross applesauce (or at 2 tables), with 1-2 teachers per group
- Players will be given 6 animal cards, and kids will play out go fish with normal rules
 - A player asks another “¿Tienes _____?” and will say an animal
 - If the asked player has it, they give them that animal “¡Sí, yo lo tengo!”
 - If no, the asker must draw from the middle pile
 - Goal is to make as many pairs as possible, players can put pairs down on their turn

[Vocab worksheet/homework](#)

TREATS: They get a DumDum on their way out. ALSO if they brought back their homework, they get extra treats (another DumDum)

Semana #4: 10 de noviembre (30 de octubre para Cottonwood)

Tema: El Tiempo

3:30-3:45

1. Sing [Buenos Dias](#) song to whole group
2. Play the weather song [VIDEO](#)
3. Go through weather flashcards
 - [Coloring Worksheet](#) IF TIME

3:45-4:15 = STATIONS (15 minutes for each 2 stations)

Station 1

1. Sing/act out [Qué tiempo hace?](#) Song they learned today

- ¿Qué tiempo hace? Hace sol.
- ¿Qué tiempo hace? Hace calor.
- ¿Qué tiempo hace? Hace frío.
- ¿Qué tiempo hace? Llueve.
- ¿Qué tiempo hace? Hace viento.
- ¿Qué tiempo hace? Nieva.
- ¿Qué tiempo hace? Está nublado.
- ¿Qué tiempo hace? Yo no sé.

2. Around the world

- Students sit in a circle. One student stands behind another and they face off. The winner moves onto the next person. When they lose, they sit in the spot of the kid who beat them and the winner moves on.
- SHH say the phrase in Spanish and the kid does the action
- Hand out snacks (halloween oreos) while they are sitting down

Station 2 - [qué tiempo hace](#)

1. Musical weather

- Have kids get into a circle and have one kid on the side with a board
- Have flashcards on the floor and begin singing Qué Tiempo Hace while walking around
- When someone rings the bell, have all kids stop and have the kid with the board pick a weather condition
- The person who is standing on that weather condition gets to pick next

2. [Coloring Sheet](#) (if time)

- Hand out a coloring sheet with different weather terms and let them color it in

Semana #5 17 de noviembre (6 de noviembre para Cottonwood)

Tema: El Cuerpo

3:30-3:45

- Greet kids, name tags
- Sing [Buenos Dias](#) song with whole group
- [Video](#) to learn the vocabulary, adding “brazos” and “manos”

Simon Dice

- Simón dice, having them touch common body parts
- Stick with CABEZA, HOMBROS, PIERNAS, PIES, OJOS, OREJAS, BOCA, NARIZ, add BRAZOS, MANOS

3:45-4:15 = STATIONS (15 minutes for each 2 stations)

Station 1 - Ay, Doctor!

- <https://docs.google.com/document/d/1v6E0DqS18g93n8ZcxZFNSRy5LN7GeWO3S0iEXviyus4/edit?usp=sharing>
- 2 teams - kids get in line and 2 kids in front compete against each other
- COTTONWOOD - push a bunch of tables together to form two big tables for everyone to sit around, each with a picture in front of them (1 full set per team/big table)
 - Call out body part and first team to hold it up gets the point
 - As kids get to know the body parts well, shuffle the cards OR have kids rotate around the table

Station 2 - Craft and Snack

- [Draw your own monster activity](#)
- Oatmeal little debbies cookies
- Give them fruit snacks on the way out

Semana #6: 24 de noviembre (13 de noviembre para Cottonwood)

Tema: Review Week

Songs at beginning:

Buenos días

¿Qué tiempo hace?

Cabeza, hombros, piernas, pies

Drawing monsters / snack (gansitos)

- a. Give kids a sheet of paper and listen for descriptions in Spanish
- b. Draw body parts in color and quantity mentioned. Most accurate wins a prize!

Descriptions to read off (other teachers circulate and help kids):

- i. Tiene tres ojos verdes
- ii. Tiene una boca roja
- iii. Tiene ocho brazos anaranjados
- iv. Tiene cuatro piernas amarillas
- v. Tiene nueve pies azules
- vi. Tiene dos narices moradas
- vii. Tiene diez manos rosadas
- viii. Tiene tres cabezas cafés
- ix. Tiene cuatro orejas negras

STATIONS:

Teachers:

1. Outside (if the weather is nice!) **flashcards: animales, tiempo, colores, cuerpo**
 - a. 2 lines of kids numbered off
 - b. Hold up 3 random vocab pictures and say 1 of them in Spanish
 - c. THEN call out a number (ie: "3") and the #3 from each side runs forward to try to touch the correct card first
2. Quizlet live - **2 student computers needed - set up BEFORE stations begin**
 - a. Using Sra. Jensen's computer, begin [quizlet live](#)
 - b. Using the 2 student computers, enter in with the code and put the 2 computers on the same team together

When stations start:

- c. 2 lines of students - kids in front take their turn and go to back of line

Materials

Construction paper squares for monster number game

30 Copies of monster template

Full color paper for Salta en

30 Coloring worksheet

https://docs.google.com/document/d/1CR0PKcX_yo-L1iLbBG-kmXcuqF29l3d7xrEJ645sf_0/edi

30 color by number worksheet

<https://drive.google.com/file/d/1TNaINi0TltqR2iE9t0MISSBH2lwnZQNj/view>

3 giant pieces of butcher paper

Animal cards (go fish cards)

30 copies of the animals and glueing templates (Week 3)

Picture cards for body parts (Week 5)