

TEACHING TECHNIQUES

Harvey Oaks - 6 weeks of 45 minutes

Ezra Millard - 5 weeks of 45 minutes (includes snacks)

Alphabet warm up <https://www.youtube.com/watch?v=Z7R-QkOXgcU>

Soy una taza warm up <https://www.youtube.com/watch?v=fTzTFQbdYEQ>

Weekly Themes

- **Nature** - Somos como las flores [lyrics video](#) (tissue paper flower) - colores
- **Body parts** - Me duele, cabeza, hombros, piernas, pies [mi cuerpo song](#)
- **Los animales** [animal bingo](#) (color animal bingo) **LOOK FOR A SONG** que dice _____
- **School supplies** - No lo tengo ("necesito un lapiz, pero no lo tengo..." kids grab pencil) - posible incluir colores
- **Comida** -
- **Soy una taza** - Possibly have pictures they hold up

ALWAYS - you say Spanish, kids say English or point/act out/hold up picture/drawing, etc. to show comprehension

La naturaleza

Harvey Oaks (Week 3) October 21st

Ezra (Week 1) October 22nd

Warm Up: Alphabet warm up <https://www.youtube.com/watch?v=Z7R-QkOXgcU>

LESSON

Teach the song:

1. **BEFORE TODAY: Learn the song and actions yourself HERE:** Somos como las flores [lyrics video](#)
(for teachers to memorize, not to play for kids)
2. **Sing the first line** and act it out - then have the kids do it with you, then **ADD ANOTHER LINE** and so on. They will be singing it with you right away if you go slow and repeat!
3. **FLASHCARDS** - hand each kid a card and sing the song SLOWLY - then have them hold up the card when you say the item
Shuffle flashcards (different kids get a card) then sing it again
You can also have them GET IN ORDER of the song as you sing each item

Craft: Flores de papel <https://www.verywellfamily.com/tissue-paper-flowers-craft-620428>

[Nature](#) - Somos como las flores(tissue paper flower) - colores

Reading activity: Cross word for grades 3-5, drawing for K-2

HELP THEM

- Need markers
- Teach what each word means
-

Closing song: If time at the end do somos como las flores again

Novnov

Supplies: NEED: Markers, Pipe Cleaners, tissue paper,

Los Animales

Harvey Oaks (Week 2) October 7th

<https://drive.google.com/open?id=0B0sEAzzP03HpNkduOEVRcXRUNEU>

Ezra (Week 5) November 19th

SPLIT INTO 2 GROUPS THIS WEEK (at Harvey)

ESTACION 1 (20 min) IN SIDE AREA WITH BOOKSHELVES/WINDOW

1. Flashcards to learn animals, review after every 3 [tarjetas con imágenes](#)
 - a. Es este un pez? No, este no es un pez, es un gato, es este un pez?
 - b. Hold up 2 cards- ¿dónde está el pez?
 - c. review colors too
2. Simon dice – “sé un pez” (be a fish), “sé” un gato,” etc.
3. Around the world
4. Snack: galletas de animales

3 MINUTE DANCE BREAK : EL REGGAETON DE LOS ANIMALES IN MAIN AREA WITH TABLES/SCREEN

ESTACION 2 (20 min) MAIN AREA WITH TABLES

LOTERÍA!!! (Bingo!!)

- a. Each kid glues [little slips](#) onto their [game board](#) – different animals and make sure the color agrees with the board (pink in the pink column, yellow in the yellow column, etc.)
- b. When ALL kids are done with their bingo boards, begin playing lotería!
 - i. You call off animal and color – una serpiente rosada, un perro azul, etc.
 - ii. Kids mark their card with a little X
 - iii. Stickers for each lotería

iv. Play blackout after a few loterías

GATHER BACK IN MAIN AREA to sing a song

Partes del Cuerpo [PRINTABLE PLANS](#) (differentiated for Harvey Oaks, Ezra K-2, 3-5)

Harvey Oaks (Week 4) October 28

Ezra (Week 2) October 29

Vocab:

cabeza-head

brazos-arms

piernas-legs

pies-feet

orejas-ears

ojos-eyes

boca-mouth

nariz-nose

manos-hands

3:45pm Warm Up: Sing buenos días as they are coming in, then Somos como las flores, then play on screen: [Mi Cuerpo Hace Música](#)

3:55pm LEARN (using cabeza/hombros/piernas/pies)

Canciones <https://drive.google.com/file/d/0B0sEAzzP03HpUGVWbEJ0RXUtLTg/view?usp=sharing>

All volunteers need to learn these 2 songs until they can sing them in their sleep!

PRACTICE THESE BEFORE MONDAY!

4:05-4:35pm SPLIT INTO 2 GROUPS (15 min. cada actividad)

Activity 1:

1. **Simon dice:** (kids act out) - Me duele la cabeza/brazos/piernas/pies/orejas/ojos/boca/nariz/manos
2. **Ay, Doctor!**-Divide kids into 2 teams, each with a set of picture cards. You are the paciente. Say “me duele la cabeza” and each team brings the correct flashcard card. 2 sets: [flashcards](#)

Activity 2: “PERSONAS LOCAS”: [A drawing race + snack](#)

Divide the group into 2 teams. Create a description of a person using the vocabulary you have practiced in class. Tell the class that you will give a description and that you will repeat it once. Students must have their markers down while you are speaking. When you say go they have to complete a drawing with the description you have given. The first team to finish an accurate drawing is awarded a point. Play the first few rounds with the teacher giving the description and awarding points. After the students have the hang of the

game ask them to create descriptions that they will tell the class and continue the game with the students acting as the teacher. For example, draw a monster with 5 ojos, tres brazos y una cabeza!

4:35-4:45pm Closing song(s): [Canción de Esqueleto](#) and el hoqui poqui if we have time

School Supplies

Harvey Oaks (Week 1) September 30th

Ezra (Week 3) November 5th

Warm Up: buenos dias

Learning: Watch “No lo tengo” 2x and sing if can

Physical Activity - dancing, physical game: frío y caliente

1. Place one [Flashcard](#) on each table in the main library area.
2. Cover one kid’s eyes and hide one of the [small cards](#) somewhere in the library. All the other kids see it but must not tell.
3. Uncover the kid’s eyes and tell him/her “Necesito ____ (then name the item)”
4. let him/her walk around and try to find the item. The other kids say “frío” if far away (muy frío or fríísimo if really far away), and “caliente” (or muy caliente or calientísimo) if close.
5. Once the item is found, ask them “¿En qué clase necesito __?” and they should find the class (on one of the tables)

Learning/game: [ve de pesca](#) (go fish)

1. Deal everyone 5 cards
2. The goal is to make as many piles of 4 matches as possible. When all the cards are gone, the one with the most sets of 4 wins!
3. To play, a kid says to another “Necesito ____” and the other kid either says “No lo tengo” or “lo tengo” and then gives the other kid his/her card if so

Craft/learning:

1. Give kids each a “[school” board](#) and [supplies](#) cut out in little rectangles
2. Have kids glue supplies in the appropriate classroom (may be more than one possible right answer)
2. Grades 1-3 - color the supplies and classes; Grades 4-5 - ask kids “¿Qué necesitas en la clase de _?” and help them name their items
3. Serve kids snack (Harvey Oaks only)

Activity 2: game with grabbing supplies and saying if they have them or not

Craft: color by number ws

Closing song: La Mochila <https://www.youtube.com/watch?v=izbVTWnzBLU#t=35>

Comida

Harvey Oaks (Week 5) November 4th

Ezra (week 4) November 12th - instead of cakewalk for Ezra- learn soy una taza song (see below)

Warm Up: somos cómo las flores, buenos días, mi cuerpo hace música, cabeza/brazos/piernas/pies

Vocab intro:

1. AMAZING food [rap](#) with motions!!!
2. Teach actions for each food - TEACHERS say Spanish, kids act it out and say it in English
3. Pick it up and do it call/response with a beat (YouTube a beat for rapping)

STATION 1:

1. [flashcards](#) vocab [words](#) - presented using [CIRCLING](#) technique
2. Play would you rather (Hold up the picture for each word - “te gustan las fresas o leche?” and have the kids split up depending on their choice)
3. Around the world - you say Spanish and kid does the motion and/or says the English

STATION 2: El restaurante game

2 or 3 teams each have same items, you are the customer and they are the waiter - run up if they have x food

When they get the words down, give clues like asking “quiero una comida blanca / roja / una fruta / de un animal” etc

STATION 3: [Cake walk](#)

Put cards in circle, kids walk around with music until the music stops. If they are on a card that is called, they are the caller next time! Little sticker each time they're on the winning card

Craft: [Fill the plate](#) with foods you like

Closing song: Cancion de las frutas https://www.youtube.com/watch?v=oQa3z7mE_Ys

Cena

Harvey Oaks (Week 6) November 11th

Warm Up:

Physical Activity - dancing, physical game: <https://www.youtube.com/watch?v=fTzTFQbdYEQ>

1. BEFORE YOU PLAY THE SONG - teach the song to them with the movements
 1. You say "Soy una taza" and mime a cup. Wait for them to do it too.
 2. Then say "tetera" and mime a teapot. Wait for them to do it too, and so on.
 3. Every 4 new words, return and do it from the top.
 4. After you've gotten through the whole song a few times, play the actual song and have them do the actions. It will seem fast, but they will get it!

Learning/game:

1. Form 2 teams and kids line up - the one at the front of each line faces off, then goes to the back
2. Say a word out of order from the song and they have to do the motion. You can SING it and it will be even better :)
Feel free to incorporate these food words from last week, la carne, la leche, la fresa, la manzana, el helado, el queso, el pan, los takis y los jarritos

Activity 2:

1. Form 2 teams. Pass out a set of flashcards of food from last week (2 sets needed)
2. You call out a word from the song and the first team to hold up a correct answer wins (ie; a taza is for... correct answer: leche)
Use circumlocution to describe the foods if there is not a logical silverware counterpart. For example, for las fresas, this is a red fruit that is really sweet and juicy!
For each of these say the silverware first and the food first!
Taza, ie; a taza is for... correct answer: leche AND the reverse

Tetera, Put el te in this!!! You can teach them te it is a cognate

Cuchara, eat la sopa with this! You can talk about soup and sopa and make jokes that it is NOT soap

Plato Hondo, you put sopa in this! You can put el helado in this as well

Plato Llano - put los jarritos y los takis on this. Eat carne

WE NEED SOMEONE TO COME UP WITH PROMPTS/ CLUES BECAUSE ON THE FLY, THIS MIGHT BE ROUGH...

Activity 3??

Put kids in groups of 3 and call out 3 things (ie: manzana, taza, azucarero) and they have to between the 3 of them do the motions - 1 does manzana, 1 does taza, 1 does azucarero.

Closing: sing old songs! Last week! Cancion de las frutas https://www.youtube.com/watch?v=oQa3z7mE_Ys , como las flores