

¡ME GUSTA EL ESPAÑOL!



A PRACTICAL SPANISH PROGRAM

BY TOMMASINA RODRICK

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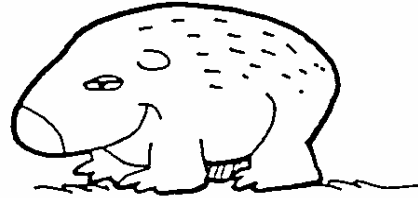
ABOUT THE PROGRAM



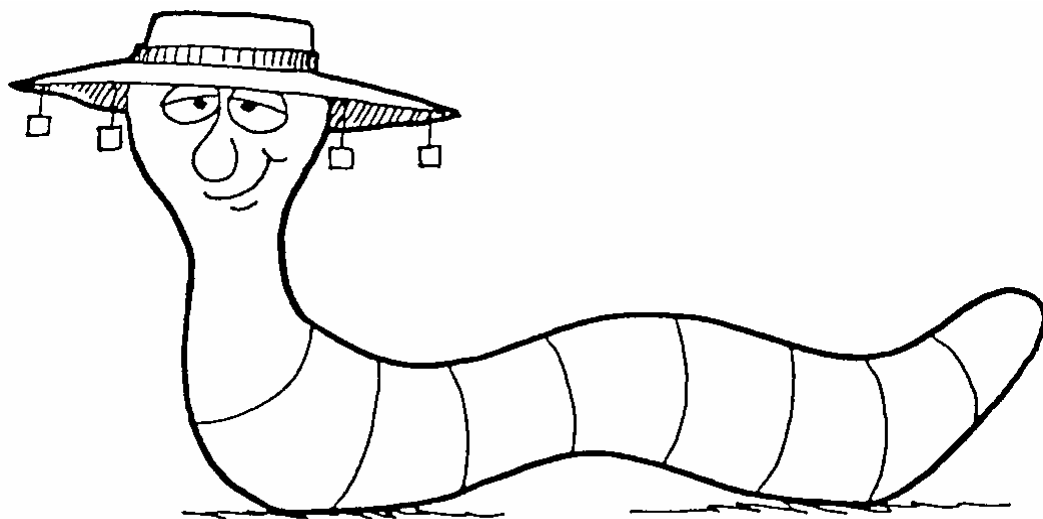
- . This motivating and child-centred program has been designed to simplify the teaching of Spanish across the school, from Kindergarten to Grade 6 (age 5 to age 12).
- . The program can be implemented by a language teacher across the school or by individual class teachers with a background in Spanish. Either way, the children's knowledge is consolidated and then extended each year.
- . The rationale behind the sequence charts is that teachers should find them easy to adapt for integration with other classroom subjects.
- . The program provides continuity between school years, consolidating language development, and increasing Spanish awareness gradually. It sets realistic goals for the children's abilities and limited classroom time.
- . This program can be used in conjunction with other programs that your school or Education Department have written. It can also be built upon by high schools.
- . The program is designed to meet the needs of students new to the Spanish language and of those who have a background in it. Newcomers will not be threatened. Neither will native speakers be bored. An enjoyable selection of classroom activities will reinforce the learning process and keep the interest of the children.
- . Extensive photocopying and endless searching for resources have been eliminated. The children are encouraged to use their creativity instead. By involving the children in development of classroom activities, they are more inspired to learn.
- . *Positive Reinforcement.* The constant thread of this program is the encouragement of class participation through positive reinforcement. At every opportunity, it is suggested that teachers provide small, tangible rewards for trying and verbally praise them as well.

- . The program is not set in concrete. Teachers should feel free to adjust activities to suit the children's specific needs, abilities and interests.
- . The children's reading and writing skills are heavily supported by the teacher. The children are involved in the following main learning areas on a regular basis:

- listening
- reading
- writing
- communicating
- interacting



- . The lessons in this program can be shuffled about to support other classroom work. This will help to make the program more integrated into the children's overall education, improve its effectiveness in delivery and to establish the legitimacy of foreign language learning alongside mainstream subjects at Primary levels.
- . One of the most important features this program has to offer is the **TIME** it saves teachers. Teachers with an already hectic timetable will find that this program allows them to step simply through the lessons and teach effectively and successfully.
- . I wish you a happy and successful time in implementing this program.



SPANISH LESSON 3 - TIME

Resources

KINDERGARTEN

THE CLOCK

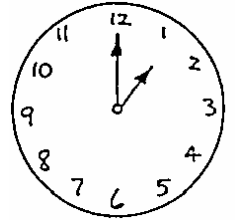
Show the children a large clock and discuss the features.

These could include the long and short hand, the second hand, the twelve numbers, electric or battery operated. Tell the children what the clock is called in Spanish. The children can repeat the words after the teacher.

Each child in the circle can tell the class what his/her special time of the day is.

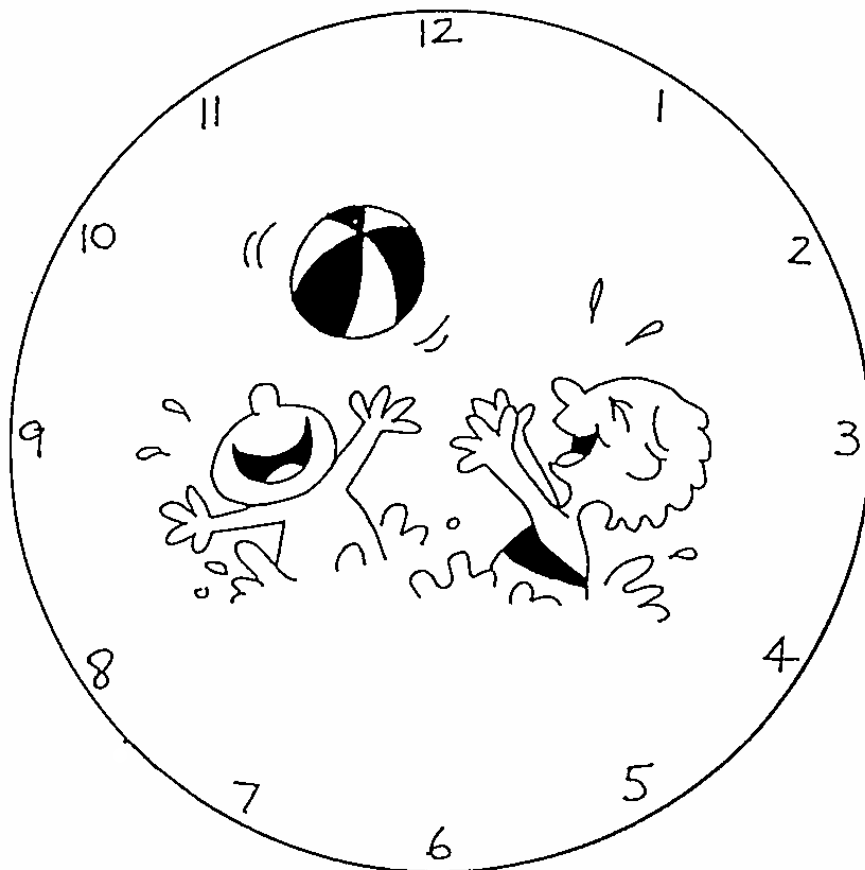
The children draw a large picture of a clock on a piece of paper. In the middle of the clock the children draw their favourite activity as discussed previously. The children can label their clocks in Spanish.

clock



paper

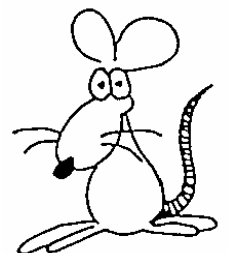
el reloj the clock



el reloj

Follow-up Activity - Time

The children can share their work with the class.



ch'n work

SPANISH LESSON 3 - TIME

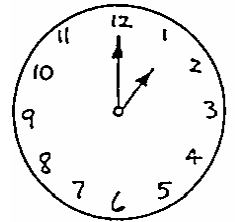
Resources

YEAR THREE

MORNING, AFTERNOON AND NIGHT

Using flashcards and a large clock, revise a variety of times in Spanish. The children can find the matching flashcards from the floor. Introduce morning, afternoon and night, in Spanish using flashcards. Explain how they relate to AM and PM in English. Ask the children to think of a special time of the day. A child at a time can come to the front of the class, demonstrating his/her time on the clock. In Spanish, the child states the time and whether it is morning, afternoon or night. In English he/she also says why that time of day is special. For example:

flashcards
lg clock



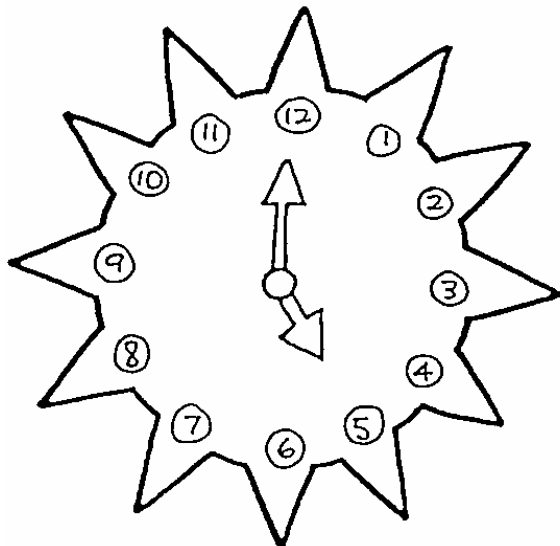
¿Qué hora es? What's the time?

Son las nueve de la mañana.	It's 9:00am
Es la una y media de la tarde.	It's 1:30pm
Son las cinco de la tarde.	It's 5:00pm
Son las once y media de la noche.	It's 11:30pm

flashcards

Using paper plates, scrap pieces of cardboard and coloured paper the children can make their own bright sunny clock. Encourage the children to make the clocks on their own, unless they really need assistance.

paper plates
cardboard
paper
split pins



Follow-up Activity - Time

The children can go around the class and s variety of friends a time in Spanish, using morning, afternoon and night. The children also say what they are doing at that particular time.

SPANISH LESSON 3 - TIME

Resources

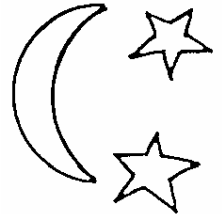
YEAR SIX

ALL TIMES

Introduce the rest of the times that a clock shows. Explain to the children that once the pattern in telling the time has been learned it will be easy to tell the time in Spanish. For example:

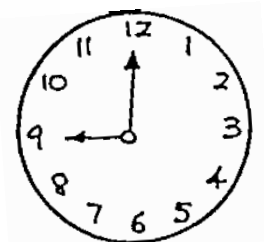
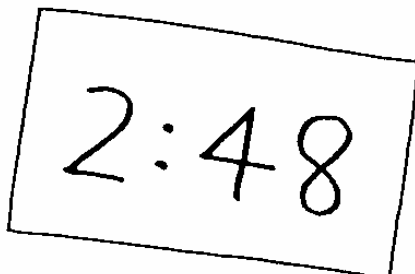
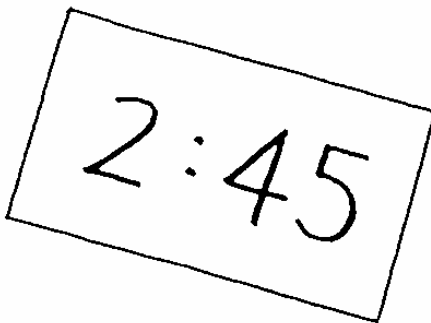
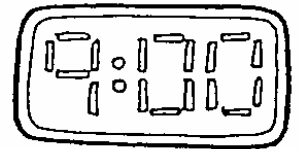
son las dos	2:00
son las dos y doce	2:12
son las dos y cuarto	2:15
son las dos y veinte	2:20
son las dos y media	2:30
son las tres menos veinte	2:40
son las tres menos cuarto	2:45
son las tres menos doce	2:48
son las tres	3:00

lg clock



Give all the children a piece of paper and ask them to write two times in digital form. New times are to be explored. Form the circle again and one by one, the children demonstrate their times on the clock and then say them in Spanish. Go around the circle twice.

sm paper



sm paper

Follow-up Activity - Time

The children can write two more times on paper and then go around the class reading them to friends, in Spanish. The listener confirms the time or assists.

The following table summarises LOTE Outcomes from ...
 Languages Other Than English - a curriculum profile for Australian schools.

COMMUNICATING IN LOTE			
OUTCOMES	level 1	level 2	level 3
Oral Interaction	1.1 ‘...using single words and formulaic expressions.’	2.1 ‘...using phrases or short sentences...’	3.1 ‘...incorporating new language items into well rehearsed language patterns.’
Reading and Responding	1.2 ‘Reads short sentences and identifies letters, characters or words.’	2.2 ‘Readsone or two sentences.....’	3.2 ‘Reads....several linked sentences....’
Writing	1.3 ‘Writes letters, characters or words...’	2.3 ‘Writes phrases or short sentences’	3.3 ‘Writes two or three linked sentences’

SEQUENCE CHART AND PROFILING SAMPLE

THEMES AND CONCEPTS

YEAR → ↓ LESSON	KINDERGARTEN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1 NUMBERS	NUMBERS TO FIVE 1.1, 1.2	NUMBERS TO TEN 2.1, 2.2, 2.3	NUMBERS TO FIFTEEN 1.1, 1.2, 1.3	ADDING AND SUBTRACTING IN ITALIAN 2.1, 2.2, 2.3	NUMBERS TO THIRTY 2.1, 2.2, 1.3	NUMBERS TO FORTY 2.1, 2.2, 1.3	NUMBERS TO ONE HUNDRED 2.1, 2.2
2 NUMBERS	NUMBERS TO FIVE 1.1, 1.2, 1.3	NUMBERS TO FIFTEEN 1.1, 1.2, 1.3	NUMBERS TEN TO TWENTY 1.1, 1.2	NUMBERS TO THIRTY 2.1, 2.2, 2.3	NUMBERS TO FORTY 2.1, 2.2, 2.3	NUMBERS TO ONE HUNDRED 1.1, 1.2, 1.3	NUMBERS ONE HUNDRED TO ONE THOUSAND 2.1, 2.2, 2.3
3 TIME	THE CLOCK 1.1, 1.2, 1.3	ONE O'CLOCK TO TWELVE O'CLOCK 2.1, 2.2, 2.3	O'CLOCK AND HALF PAST 2.1, 2.2, 2.3	MORNING, AFTERNOON AND NIGHT 2.1, 2.2	QUARTER PAST AND QUARTER TO 2.1, 2.2, 2.3	MORNING, AFTERNOON AND NIGHT 2.1, 2.2, 2.3	ALL TIMES 2.1, 2.2, 2.3
4 SENSES AND ACTION	EYES AND SEEING 1.1, 1.2, 1.3	SMELL 2.1, 2.2, 2.3	TOUCHING 2.1, 2.2, 2.3	THE FIVE SENSES 2.1, 2.2, 2.3	ACTIONS 2.1, 2.2, 2.3	THINGS I LIKE 2.1, 2.2, 2.3	ACTION WORDS 2.1, 2.2, 2.3
5 SENSES AND ACTION	EARS AND HEARING 1.1, 1.2	TASTE 2.1, 2.2, 2.3	THE FIVE SENSES 2.1, 2.2, 2.3	ACTIONS 2.1, 2.2, 2.3	I LIKE 2.1, 2.2, 2.3	I LIKE 2.1, 2.2, 2.3	SCHOOL, HOME AND TOWN 2.1, 2.2, 2.3
6 THE CALENDAR	FIVE DAYS OF THE WEEK 1.1, 1.2, 1.3	SEVEN DAYS OF THE WEEK 1.1, 1.2, 1.3	DAYS OF THE WEEK 1.1, 1.2	MONTHS OF THE YEAR 1.1, 1.2	MONTHS OF THE YEAR 1.1, 1.2, 1.3	THE MONTH I LIKE 2.1, 2.2, 2.3	WHAT MONTH AM I? 2.1, 2.2, 2.3
7 THE CALENDAR	FIVE DAYS OF THE WEEK 1.1, 1.2	SEVEN DAYS OF THE WEEK 2.1, 2.2, 2.3	FAVOURITE DAY 2.1, 2.2, 2.3	MONTHS OF THE YEAR 1.1, 1.2	BIRTHDAY MONTH 2.1, 2.2, 2.3	HOLIDAY MONTHS 2.1, 2.2, 2.3	DATE OF BIRTH 3.1, 3.2, 3.3
8 COLOURS	PRIMARY COLOURS 1.1, 1.2, 1.3	FIVE COLOURS 1.1, 1.2, 1.3	MORE COLOURS 1.1, 1.2, 1.3	DIFFERENT COLOURED OBJECTS 2.1, 2.2	DIFFERENT COLOURED OBJECTS 2.1, 2.2, 2.3	QUESTIONS AND ANSWERS ABOUT COLOURS 2.1, 2.2, 2.3	CREATING LONGER ITALIAN SENTENCES 3.1, 3.2, 3.3
9 REVISION 1	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3
10 EASTER	EASTER PATHS 1.1, 1.2	EASTER DOT TO DOT 1.1, 1.2, 1.3	EASTER COUNT AND MATCH 1.1, 1.2	EASTER EGG MAZE 1.1, 1.2	ORDERING EASTER BUNNIES 1.1, 1.2, 1.3	EASTER DOT TO DOT 1.1, 1.2, 1.3	EASTER COUNTING 1.1, 1.2, 1.3

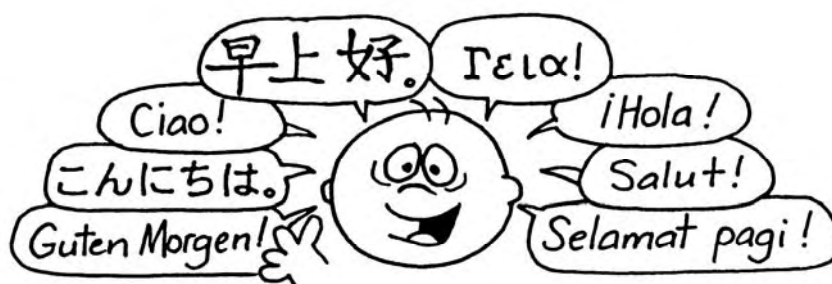
ABOUT THE AUDIO CDS



- The audio CDs have been designed to help language teachers provide students authentic pronunciation models.
- These audio CDs make the integration of language learning in primary schools more achievable.
- The audio CDs cover all the vocabulary (words and sentences) from each lesson in the K-6 Practical Program. Alphabet pronunciation is also included for each language.
- A listening post can be set up in the classroom or library to encourage students to practise their oral language skills.
- Male and female speakers alternate eg Year 1 - male and Year 2 - female.
- The full kit includes 8 CDs in total. One for each year level and an additional one for classroom expressions, greetings and communication skills.



- Each lesson is introduced in English for easy reference.
- The vocabulary is delivered at an easy to follow pace.



THEMES FOR INTRODUCTION CD	
CLASSROOM EXPRESSIONS	track 1
GREETINGS AND GOODBYES	track 2
COMMUNICATIVE SKILLS	track 3



THEMES FOR EACH CD AND YEAR LEVEL		
Lesson 1	Numbers 1	track 1
Lesson 2	Numbers 2	track 2
Lesson 3	Time	track 3
Lesson 4	Senses and Actions 1	track 4
Lesson 5	Senses and Actions 2	track 5
Lesson 6	The Calendar 1	track 6
Lesson 7	The Calendar 2	track 7
Lesson 8	Colours 1	track 8
Lesson 9	Revision 1	track 9
Lesson 10	Easter or Culture	track 10
Lesson 11	Colours 2	track 11
Lesson 12	Body Parts 1	track 12
Lesson 13	Body Parts 2	track 13
Lesson 14	Clothes 1	track 14
Lesson 15	Clothes 2	track 15
Lesson 16	Weather and Seasons 1	track 16
Lesson 17	Weather and Seasons 2	track 17
Lesson 18	The Classroom 1	track 18
Lesson 19	The Classroom 2	track 19
Lesson 20	Revision 2	track 20
Lesson 21	Shapes / Length / Weight 1	track 21
Lesson 22	Shapes / Length / Weight 2	track 22
Lesson 23	Food and Shopping 1	track 23
Lesson 24	Food and Shopping 2	track 24
Lesson 25	Family and Friends 1	track 25
Lesson 26	Family and Friends 2	track 26
Lesson 27	Home / Health / Jobs 1	track 27
Lesson 28	Home / Health / Jobs 2	track 28
Lesson 29	Animals 1	track 29
Lesson 30	Revision 3	track 30
Lesson 31	Animals 1	track 31
Lesson 32	Transport and Holidays 1	track 32
Lesson 33	Transport and Holidays 2	track 33
Lesson 34	Country and City 1	track 34
Lesson 35	Country and City 2	track 35
Lesson 36	Our Environment 1	track 36
Lesson 37	Our Environment 2	track 37
Lesson 38	Revision 4	track 38
Lesson 39	Christmas or Culture	track 39
Lesson 40	Christmas Cards	track 40
Language Awards		track 41