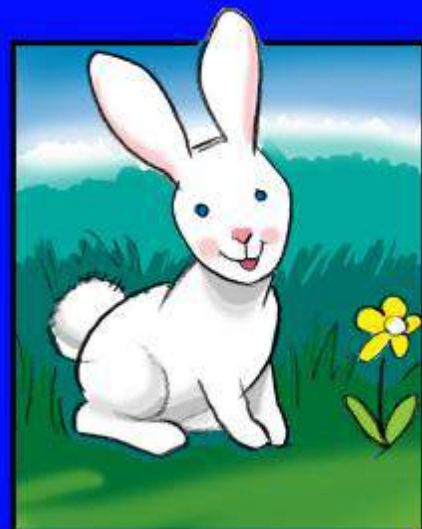


Progressive Language, Inc.

Spanish Champs

Preschool and Kindergarten
Teacher's Guide



Illustrated by Aaron Garcia

Spanish Champs Year 1 Outline Preschool & Kindergarten Themes and Songs

<p>Lesson 1. Greetings & Introductions New Song: Hola, buenos días, Hola, yo me llamo Video: Greetings</p>	<p>Lesson 2. Greetings, Introductions & Colors Review Song: Hola, buenos días New Song: Rojo, amarillo Video: Colors Book: Me llamo</p>	<p>Lesson 3. Colors Warm-up: Hola, buenos días New Song: Rojo amarillo Video: Colors</p>	<p>Lesson 4. Colors & Numbers Warm-up: Hola, buenos días, Rojo amarillo New Song: Un elefante Video: Numbers Book: Los globos</p>
<p>Lesson 5. Colors & Numbers Warm up: Un elefante New Song: Tengo un amigo Video: Numbers (tengo un amigo)</p>	<p>Lesson 6. Numbers, I Have Warm up: Un elefante New Song: Tengo un amigo Video: Numbers Book: Mis amigos</p>	<p>Lesson 7. I Have & Clothes Warm-up: Tengo un amigo New Song: Me visto así Video: Clothes</p>	<p>Lesson 8. Clothes & Food Warm-up: Me visto así New Song: ¿Me da una manzana? Video: Food Show: Hola, buenos días; Rojo, amarillo, Tengo un amigo.</p>
Winter Break			
<p>Lesson 9. Food Warm-up: ¿Me da una manzana? Book: A Juan le gusta Video: Food</p>	<p>Lesson 10. Body Warm-up: Hola, buenos días New: Tengo una cabeza Video: Body</p>	<p>Lesson 11. Body & It hurts Review: Tengo una cabeza New: El burro y el médico Book: Mi cuerpo Video: Body</p>	<p>Lesson 12. Feelings Warm-up: Me visto así New: Los sentimientos Video: Los sentimientos</p>
<p>Lesson 13. Feelings & Sentences Warm-up: Tengo una cabeza Review: Los sentimientos Book: Video:</p>	<p>Lesson 14. Feelings & Where is? Warm-up: Tengo un amigo New: Los pollitos Book: Los pollitos y la gallina Video: Los sentimientos</p>	<p>Lesson 15. I like, I want Warm-up: Los pollitos New: Me gusta el pan Book: ¿Dónde están los pollitos? Video: Me llamo Juan & Clothes skit</p>	<p>Lesson 16. I like Warm-up: Me gusta el pan New: Las cosas que me gustan Book: Eva Y los Globos Video: Que Es? Show: Me visto así, Tengo una calabaza, Los sentimientos</p>

Anytime Songs: La araña subió, Estrellita

Revision 1.0

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The **Spanish Champs** brand name and all resources, including but not limited to: songs, music, videos, illustrations, plays, skits, stories, games, or contests are for **non-commercial** use only unless express written consent from Progressive Language, Inc has been granted.

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Printed in U.S.A.
ISBN 978-0-9758759-6-4

Spanish Champs Program Comes to Our School

Dear Parents,

We are introducing Spanish into our curriculum using the **Spanish Champs** program developed by Progressive Language, Inc. (PLI), which has a teaching philosophy complementary to our program.



Blue Wolf helps teach Spanish

Preschool and kindergarten is the *perfect* time to start learning a second language. A *little effort now* can provide a foundation for lifelong success in Spanish. If your child develops a foundation now, they can rapidly accelerate their knowledge of Spanish in later years by tapping into readily available resources like music, books, cartoons, games, software and videos. I want to mention three quick points about learning a second language: *don't force it*, it must be fun and natural; *the more exposure to Spanish, the better*; and *a child's motivation* is a major factor in learning. We include motivational suggestions throughout the program, and will have occasional events to help foster motivation, like including Spanish songs in our school events.

Spanish Champs uses music, puppets, books, games, activities, crafts and video to introduce and reinforce key concepts in Spanish. We will send home simple activities that you should do with your child. The music and video we use at school are available for purchase and can be used at home with the *whole family*.

Sincerely,

XXXX YYYY
Director
_____ School

How to Reinforce Spanish at Home

1. Encourage your child to use Spanish at home, especially singing songs they learn.
2. Do the simple worksheets and activities we send home.
3. Use Spanish Champs Song CDs and video DVDs at home together with the illustrated activity book and coloring book. They are available online.
4. Visit www.progressivelanguage.com and request the free article: "Ten Simple Ways to Learn Spanish at Home".
5. Sign up for PLI's free email newsletter: *Outrageous Fun with Spanish*, which includes tips, activities, reviews of learning resources and success stories.

Spanish Champs Progress

When you complete a chart, make sure to celebrate!

Song	Sing	Karaoke	Champ!
Hola, yo me llamo			
Hola buenos días			
Rojo amarillo			
La araña subió			
Un elefante			

Song	Sing	Karaoke	Champ!
Tengo un amigo			
Estrellita			
Me visto así			
Las cosas que me gustan			
¿Me da una manzana?			

Song	Sing	Karaoke	Champ!
Tengo una cabeza			
El burro y el médico			
Los sentimientos			
Los pollitos			
Me gusta el pan			

Overview of Spanish Champs Programs and Resources

Spanish Champs is a multi-modal, multi-contextual program for children 2 years old to 10 years old. The major emphasis is oral language development. Although the songs and the DVD are the same for all ages, the program structure changes drastically for older children where the focus also includes basic reading and writing.

Spanish Champs programs have been taught by Progressive Language for over 5 years. We have taught many different types of programs: Family Spanish with kids 5 to 10 years old, Summer Camps for beginning to intermediate learners, and Preschool Spanish. We always try to work towards a performance that will get the kids dressed-up in costumes and let them have fun with Spanish.

Progressive Language is always developing new resources, currently we offer:

Level 1

Song CD

Karaoke Song CD

Video DVD

Song Book and Activities

Coloring Book

Teacher Resources CD

Storybooks

Blue Wolf hand puppet

Level 2

Song CD

Karaoke CD

Video DVD

Other resources in development:

Summer Camp plan Levels: beginner 1, beginner 2, and intermediate.

Spanish Champs Teacher's Guide 1st grade to 3rd grade.

Please visit our website, www.progressivelanguage.com to see our current resource offering.

How to use Spanish Champs Videos

The video is meant to be interactive, there are many places where you hear a background voice of children responding to questions. Make sure your children try to respond with the voices on the video.

The video isn't meant to be watched end-to-end, but rather in small thematic units that last usually just a few minutes and match with the current classroom theme. After watching the video several times, children should start to anticipate the responses, it is great if they can respond before the voice.

Match the video topics with the songs you are learning. The first page of the Spanish Champs Song and Activity book shows the title of the songs and the theme of each song. Additionally, the first page of this book associates a video segment with specific songs.

Don't over use the video, watching a segment once or twice a week is typically fine. As you move on to new segments and themes, periodically rewatch the older segments.

The Spanish Champs program is intended to be "cycled through" more than once. On your second or third pass through the program, it is OK to start watching some of the Spanish Champs Level 2 video. The second level introduces lots of new vocabulary, but it also uses the majority of the vocabulary from Level 1.

How to Teach with Spanish Champs

This book includes 16 lessons. Each lesson includes a plan for a 25 minute class, a curriculum, a take-home activity, and references to illustrations found on the Resource CD.

Each lesson is meant to span two weeks, depending on the ages and Spanish background of your children, you can adjust the time for each lesson, shorter or longer as needed.

In this Preschool and Kindergarten program, we use less than half of the Spanish Champs Level 1 songs, feel free to insert any of the other songs into your Spanish program. For example, La araña subió (The Eensy Weensy Spider) or Estrellita (Twinkle, Twinkle), these are fun songs, but aren't "anchor" songs in the program.

Ideally, Spanish will be used in class each day. Spanish Champs is meant to teach Spanish through structured play, especially songs and accompanying motions to the songs. Spanish Champs uses a technique call Total Physical Response or TPR.

You will have to tailor the program depending on the age of the children you are working with. For children two and younger, we suggest that you simply add Spanish Champs songs into your daily routine. For children three and above, we suggest setting up a schedule, for example Monday, Wednesday, Friday for actual lessons. The lessons are laid out as a 25 minute class, this is approximate timing the class may take 20 minutes or 40 minutes depending on your pacing. This will be too long for some children and the lesson can be broken into two sessions.

The Spanish Champs program can be used even if you have little or no background in Spanish. Teachers will learn alongside their students. Of course, the more Spanish you know the better.

We also suggest that you incorporate Spanish into any performances you do for parents, this motivates the kids and helps the parents to see that their children are learning.

Week 1:

M: Teach New Lesson

Tu: Use songs in circle time & Video Segment

W: Repeat or Finish New Lesson

Th: Use songs in circle time & Video Segment

Fr: Activity from Curriculum Sheet or Coloring book

Week 2:

M: Activity from Curriculum or Coloring book

Tu: Use songs in circle time & Video Segment

W: Work on Activity from Curriculum Sheet

Th: Activity from Curriculum or Coloring book

Fr: Perform song from lesson

Set-up a Spanish learning area (center) in the classroom where children have access to books and other learning resources. Start to build a library of storybooks, pictures and other manipulatives.

The lessons are written for a teacher going into a classroom that isn't their own, because in many schools, only one or two teachers in the school speak Spanish, and they will be the lead teacher for the program. IT IS VERY IMPORTANT that the regular classroom teacher participate in the program even if they aren't the primary teacher for the program. They will need to reinforce the lessons throughout the week.

For additional tips on teaching Spanish Champs or to share a tip visit www.ProgressiveLanguage.com.

Lesson 1: Greetings & Introductions

New Songs: *Hola, yo me llamo* (#23), *Hola Bueno Dias* (#3) Video: *Greetings*

Needed for class: CD #1, DVD #1, Song Book, Karaoke CD

Note: Many children (especially under 3) will not be able pronounce the words easily or at all. Have them try, but don't be concerned if they struggle at first. Most kids in a few lessons are "singing" this song and having fun. Perfection isn't the goal on the first pass through. You should plan on repeating all the lessons after 6 to 12 months. Each pass through, children will increase their pronunciation and comprehension.

This is a long lesson that introduces two songs. For younger children, this lesson should be broken-up into two sessions.

0:00 Enter, greet classroom teacher, and say hello to all the kids, then greet the kids in Spanish: *Hola, buenos días*, or *buenas tardes!* Tell them you are their Spanish Teacher.

1:00 Have the kids sit down on floor in a circle, you will teach: **Hola, buenos días #3 on CD.** Refer to the song book images and other details about teaching this song.

Start with *hola*, *ho-la*, have the kids repeat and clap with each syllable. Tell them *hola* means hello.

Look at certain kids, wave with your right hand and say "hola", have them say it back and wave.

Next do *bue-nos*, have them repeat
Di-as, have them repeat
Then sing and wave - *Hola, buenos días*, repeat
Tell them that this means, hello, good morning.
Look at a child in the circle and sing it to them, repeat with a few children.
Have the kids sing *Hola, buenos días*, and wave as they do.

Do this same procedure for the line: *Hola, buenas tardes*, except this time wave with your left hand and have them do the same.

Ask them to repeat after you, **sing (with hand motions)**

Teacher (right hand): <i>Hola, buenos días</i>	Kids: <i>Hola, buenos días</i>
Teacher (left hand): <i>Hola, buenas tardes</i>	Kids: <i>Hola, buenas tardes</i>
Repeat Above twice	

Speak: (with hand motions)

Teacher (hands out): <i>¿Qué tal?</i> - What's going on?	Kids: <i>¿Qué tal?</i>
Teacher (hands out): <i>¿Cómo estás?</i> - How are you?	Kids: <i>¿Cómo estás?</i>
Repeat Above twice	

Sing (with hand motions)

Teacher: <i>¿Qué tal? ¿Cómo estás?</i>	Kids: <i>¿Qué tal? ¿Cómo estás?</i>
--	-------------------------------------

Lesson 1: continued

Speak: (with hand motions)

Teacher (hands across chest): Estoy muy bien, gracias! I am very well, thanks

Kids: (hands across chest): Estoy muy bien, gracias!

Sing (with hand motions)

Teacher: Estoy muy bien, gracias! Kids: Estoy muy bien, gracias!

Have everybody stand, and sing the first half of the song all together slowly, then do it with the music twice. Then sit down.

Teach second half of the song in a similar way: speak individual words, then phrases, then sing phrases, then sing second half of song.

Sing: (with Hand Motions)

Teacher (wave with right hand): Adios buenas noches (good-bye, good night)

Kids (wave with right hand): Adios buenas noches

Teacher (wave with left hand): Adios, hasta mañana (good-bye, see you tomorrow)

Kids (wave with left hand): Adios, hasta mañana

Sing second half of song with music

Now, stand and sing whole song together, divided up, boys on one side, girls on the other. Sing to one another.

Show the children the illustration for the song, point to each part of the illustration and say the words.

20:00 Use a Blue Wolf (or any) puppet to go around and say "Hola, me llamo Blue Wolf" , Hi, my name is Blue Wolf, then ask them: ¿Cómo te llamas tú? or ¿Cómo te llamas tú? What is your name?

Have the kids say "Me llamo_____"

25:00 Teach the Song #23 "Hola, yo me llamo", refer to the song book for specific instructions.

Have Blue Wolf sing the first line, *Hola, Hola, yo me llamo _____* inserting his own name, and then singing *y ¿cómo te llamas tú? y ¿cómo te llamas tú?*

Set up a line or circle of children and have them repeat the pattern, first speaking and then singing, then try it with the music

Show song illustrations and point to them as you sing the song.

30:00 Finish

Note: As you become proficient with the songs, use the Karaoke version. Children have a lot of fun singing Karaoke, and you can use this to judge how well children know the songs.

Lesson 1 Curriculum

The lesson encompasses what the Spanish teacher will do during a classroom visit and is meant to introduce a new topic. Each curriculum has teacher-led activities and play-based learning that reinforce the vocabulary and concepts introduced in the songs and video segments.

Within the curriculum, teachers can choose from a menu of activities that will best match the children in their classes. We suggest the incorporation of a Spanish Center into each classroom that will house specific language activities. Try to integrate 15 minutes 2-3 times per week into your schedule. Other centers include: listening center, puppet area, and reading area. Literature selections are either Spanish Champs story books or commercially available titles.

Song	Video	Literature	Activity	Play: Authentic Language Use	Teacher comments
Hola, buenos días (#3)	Greetings	Me Llamo (predictable text, to be read daily)	Chant: <u>Los nombres</u> Tapping hands to alternating legs, while sitting cross-legged.	Vocabulary/Phrases Hola Buenos días Buenas tardes Buenas noches ¿Qué tal? ¿Cómo estás? Estoy muy bien Gracias Yo me llamo _____ ¿Cómo te llamas? What's your name?	
Hola, yo me llamo (#23)		Mi Escuela Margaret y margarita	Eres mi amigo/a, ¿Cómo te llamas? Soy tu amigo/a, Me llamo _____ Class book: Over several days, the class works together to make a class book. Each page will include a photo or drawing of each child, and says: "Me llamo _____"	Puppets: In the puppet area, children practice the phrases in the song, by having puppets talk to each other. Listening Center: At listening center, students can listen to the song, and point to the appropriate picture in their coloring book or song book.	
			Singing: Split the class in two lines, standing up and facing each other. Have the two lines sing <i>Hola, buenos días</i> to each other (call and response), using the hand motions.		Spanish Center: As the students sing the song, have the puppets act out the song.



Spanish Champs

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Lesson 1: Greetings & Introductions

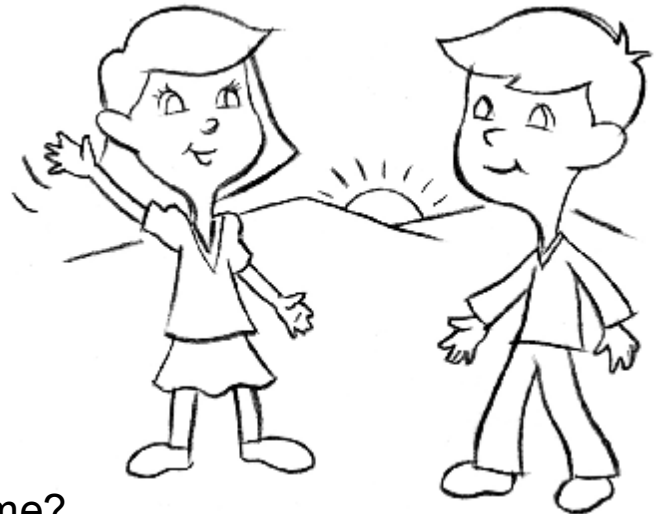
Songs: *Hola buenos días* (Song 3); *Hola, yo me llamo* (Song 23)

Video: Spanish Champs Level 1 DVD: Greetings

Dear Parents,

The first lesson covers the vocabulary below. Try to use it with your child several times over the next couple of weeks, this will help them learn more quickly. Don't expect them to be able to use this Spanish perfectly, it may take them months before they can use even simple Spanish phrases. Have fun with Spanish and encourage your child.

Hola	Hello
Buenos días	Good Morning
Buenas tardes	Good Afternoon
Buenas noches	good night
¿Qué tal?	How's it going?
¿Cómo estás?	How are you?
Estoy muy bien	I am well
Gracias	Thank you
Yo me llamo _____	My name is _____
¿Cómo te llamas?	What's your name?



Suggested Activities

Make a simple puppet out of a sock or paper lunch bag and give it a name. Use the puppet to talk to your child. For example: me llamo Julia, ¿Cómo te llamas? Let your child use the puppet to talk to you in the same way.

Ask your child if they can sing any of the song *Hola buenos días* and show you any of the hand motions, over the next month they will be able to do some or all of it.

If you have the Spanish Champs DVD Level 1, watch the Greetings section with your child, and make sure to respond with the children's voices on the DVD.

Draw a scene similar to the one on this sheet showing the position of the sun when you say *buenos días*, *buenas tardes*, or *buenas noches*.

Lesson 3: Colors

Tell teachers we are going to review songs #3, "Hola buenos días", learn song #4 "Rojo, amarillo"

Needed for class: Enough colored balloons so each child can have one, use only red, yellow, green and blue, CD #1, DVD #1, Song Book, Blue Wolf image or puppet.

0:00 Greet the kids in Spanish and wave: Hola, buenas días - Hello, good morning, ¿Cómo están todos? How is everyone?

Sit down on floor with the kids in a circle. Sing "Hola buenos días" with all the hand motions.

Looks for several kids that do it well, have them come up and demonstrate for the class, teacher on one side, kids on the other.

Have the whole class stand, divide up into two line facing each other, sing song to each other, use the music. Have kids reverse roles & sing again.

8:00 Counting - hop, jump, or clap and as you count to 10, see if anyone can lead it, do it twice.

10:00 Sit in circle again, take out 4 balloons, one of each color.

Say: Globos - balloons, have them repeat. Point to one color balloon at a time and say,

Teacher: rojo	Kids: rojo
Teacher: amarillo	Kids: amarillo
Teacher: verde	Kids: verde
Teacher: azul	Kids: azul



Image: LoboAzulBW

This time repeat, and clap at each syllable

Sing the colors slowly: Rojo, amarillo, verde, azul. Have the kids repeat and point to each color as they sing it, Mix up the position of the balloons, and then repeat.

When you sing *para ti* the kids should point to or hold out balloons toward the teacher, do the same with *y mi Lobo Azul*, pointing or holding out the balloons towards the image or puppet.

Sing the whole song.

Pass out a balloon to everyone have them sitting in a circle. Practice saying the colors, have them hold up their color when it is said. Say it slowly a few times, then do it quickly, see if they can keep up.

Sing the song slowly, have the kids hold up their color when it is said. Have kids switch the balloons with each other to get a different color, then repeat the song. Once you can sing the song, then try it with the music and see if kids can keep up.

Use the Song Book and show the images as you say each phrase and point.

25:00 Finish

Lesson 3 Curriculum

No new material will be introduced this week, but you will reinforce the first two sessions.

Song	Video	Literature	Activity	Play: Authentic Language Use	Teacher comments
Hola buenos días	Greetings	Los globos	Guess and touch the color The teacher holds up a color flash cards and then students call out the colors. Then everyone tries to touch something of that color in the classroom like, clothing, books, toy ... Repeat several times.	Listening Center: At listening center, students listen to the song Rojo, amarillo, and point to the appropriate picture from the coloring sheet.	
Rojo, amarillo	Colors		Props & Singing: Have children make a red, yellow, green or blue paper balloon out of construction paper. Each child needs one paper balloon. Sing Rojo, amarillo where each child holds up their balloon at the appropriate color. Have kids switch balloon colors and repeat. Do this will all colors grouped together, and then mix the colors. Form a circle and have the children sing "Hola, yo me llamo"	Reading Center: Students "read" independently the Spanish Champs books that have been read to the whole group.	
Hola, yo me llamo			Coloring: With teacher support, students correctly color the balloons sheets. Students will take them home at the end of the week, to help sing them song at home. Go over Rojo, amarillo pointing to the balloons. Singing: While singing "Hola buenos días", the class is divided into two lines facing each other, and the song is sung call and response style. See which side can sing the loudest!	Spanish Center: Watch video portions, and make sure kids respond with the "echo" part on the video. Vocabulary Review: rojo red amarillo yellow verde green azul blue globos balloons adios good bye hasta mañana see you tomorrow hola hello buenos días good morning buenas tardes good afternoon buenas noches good night ¿Qué tal? How's it going? ¿Cómo estás? How are you? Estoy muy bien I am well gracias thank you Me llamo _____ My name is _____ ¿Cómo te llamas? What is your name?	



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Lesson 3: Colors

Songs: Review: *Hola buenos días* (Level 1 CD, Song 3); *Rojo, Amarillo* (Level 1 CD, Song 4)
Video: Spanish Champs Level 1 DVD: Greetings & Colors

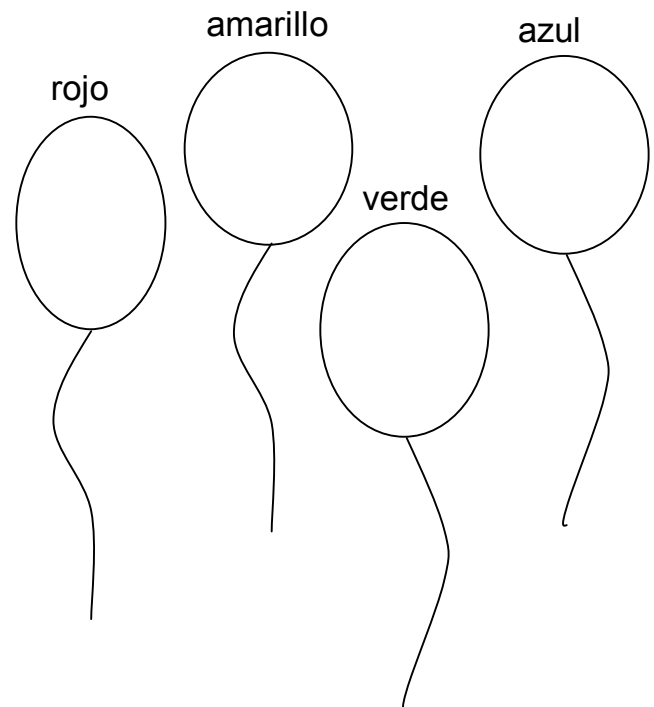
Dear Parents,

This lesson focuses on teaching the song “Rojo, amarillo” using colored balloons, it covers 4 colors. Even though the vocabulary listed is review, this doesn’t mean we expect them to have mastered it, but they are becoming familiar with the sounds of it, and are learning pronunciation. It will take months and lots of repetition for them to start using the words with confidence.

Review Vocabulary

rojo
 amarillo
 verde
 azul
 globos
 adios
 hasta mañana
 hola
 buenos días
 buenas tardes
 buenas noches
 ¿Qué tal?
 ¿Cómo estás?
 Estoy muy bien
 gracias
 Me llamo _____
 ¿Cómo te llamas?

red
 yellow
 green
 blue
 balloons
 good bye
 see you tomorrow
 hello
 good morning
 good afternoon
 good night
 How’s it going?
 How are you?
 I am well
 thank you
 My name is _____
 What is your name?



Suggested Activities

- Ask your child (3+) if they can teach you the song: *Hola buenos días* with the hand motions, by now they should know parts of it.
- Have your child color in the balloons above, then point to the balloons and say the colors in Spanish. See if they can sing the song: *Rojo, amarillo* as you point to the colors from left to right.
- Twister Game: Use red, yellow, green and blue colored construction paper cut up into ¼ sheets, and spread on the floor leaving a little space between them. They should be in no special pattern. Say the name of a color in Spanish, and see if your child can hop (step or jump) onto that color. Let them call out the colors, and the parents can jump between colors. If you have the CD play *Rojo, Amarillo* and have them move between the colors as they are mentioned in the song.
- Color Touch: Go into a room that has colored objects (could be books or toys), call out one of the colors and see if they can touch something of that color and say the color as they do. Repeat several times.

Lesson 11: Body & It Hurts

Tell teachers: we are going to review song #5 "Tengo una cabeza", and learn related song #15 "El burro y el médico"

Needed for class: CD #1, DVD #1, book Mi cuerpo, Ace bandages or band-aid images,

0:00 Greet the kids in Spanish: *Hola, buenos dias, ¿Cómo están todos?*

1:00 Review the song "Tengo una cabeza"

Go through the song again following a similar plan as in Lesson 10, adjust how much time you spend on it depending on how well the kids know the vocabulary.

0:10 Me Duele (It hurts)

Have the kids sit in a circle with the teacher in the middle, get everyone's attention and then dramatically, step on your own toe, shout Ouch! "me duele el pie" Wrap your foot with an ace bandage (or stick on a real band-aid or a paper one) and say again, "me duele el pie"

Bonk yourself on the head with your hand and say Ouch! "me duele la cabeza" Put a bandage on your head, and say dramatically "me duele la cabeza" y "me duele el pie".

When you use a plural like los ojos, you say "me duelen los ojos"

Have a volunteer come to the middle, put a band aid on a body part and have them say "me duele"

Draw an outline of a body on a big piece of paper (you could trace a child) and have the different children draw on different body parts. Now say: Le duele _____ (the foot hurts him/her) or Le duelen _____ (they hurt him/her) , give the child a bandaid and see if they can put it on the right place.

With older kids you can put a bandaid somewhere on them and you can ask them *¿Cómo estás?*, and they can respond *Estoy mal, me duele _____* (I am doing badly, my _____ hurts). You can then take off the bandaid and ask them again, *¿Cómo estás?*, this time they should respond *Estoy muy bien, ya no me duele _____* (I am doing well, now my _____ doesn't hurt me).

You can use this kind of technique and set up a hospital.

22:00 Read Book: **Mi cuerpo**

25:00 End



Image: Bandages

Lesson 11 Curriculum

This week we learn about our body and it hurts: Songs: El burro y el médico (song 15) and Tengo una cabeza (song 5)

Song	Video	Literature	Activity	Play: Authentic Language Use	Teacher comments
El burro y el médico	Body	Mi cuerpo	<p>Drama: Help the children act out the song "El burro y el médico" as a skit. One child can be the sick burro, and the other children can be the doctors, bringing the items as the burro says, "me duele..."</p> <p>Snack: Serve orange juice, guayabas and corn on the cob.</p> <p>Singing: Each time you sing the song, have the children point to the parts of their body. If anyone can do it well, have them come to the center and show the whole class.</p>	<p>Outside Play: Play Simon Says, in Spanish: "Simón Dice". Say "Simón dice, toca tu rodilla." Model how to touch your knee.</p> <p>Listening Center: At listening center, students listen to the song, and point to the appropriate picture.</p> <p>Reading Center: Students "read" independently the Spanish Champs books that have been read together whole group, as well as the class books they have helped write.</p>	
			<p>Shared Writing and Reading: Model how to draw a burro, and have the children draw their own burros. Then, the children can glue on the remedies for the burro's ailments.</p>	<p>Play: During play time, provide children with stuffed animals and bandaids, so they can tend to the hurt animals. Encourage the children to have the animals say, "me duele". They can put bandaids on the animals.</p> <p>New Vocabulary</p> <p>Me duele - it hurts (me) Me duelen - they hurt (me) Los ojos - the eyes La nariz - the nose La garanta - the trota Nada - nothing Gorrita negra- black hat Mazorca de maíz - Corn on the cob Lentes rojos - red glasses Juguito de naranja - orange juice Guayaba - guava</p>	



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Class 11: Body & It Hurts

Songs: Review: Tengo una cabeza (Level 1 CD, Song 5), related song – El burro y el médico (Level 1 CD, Song 15)

Video: Spanish Champs Level 1 DVD: Body

Dear Parents,

This lesson focuses on learning about the body and “it hurts”.

Review Vocabulary

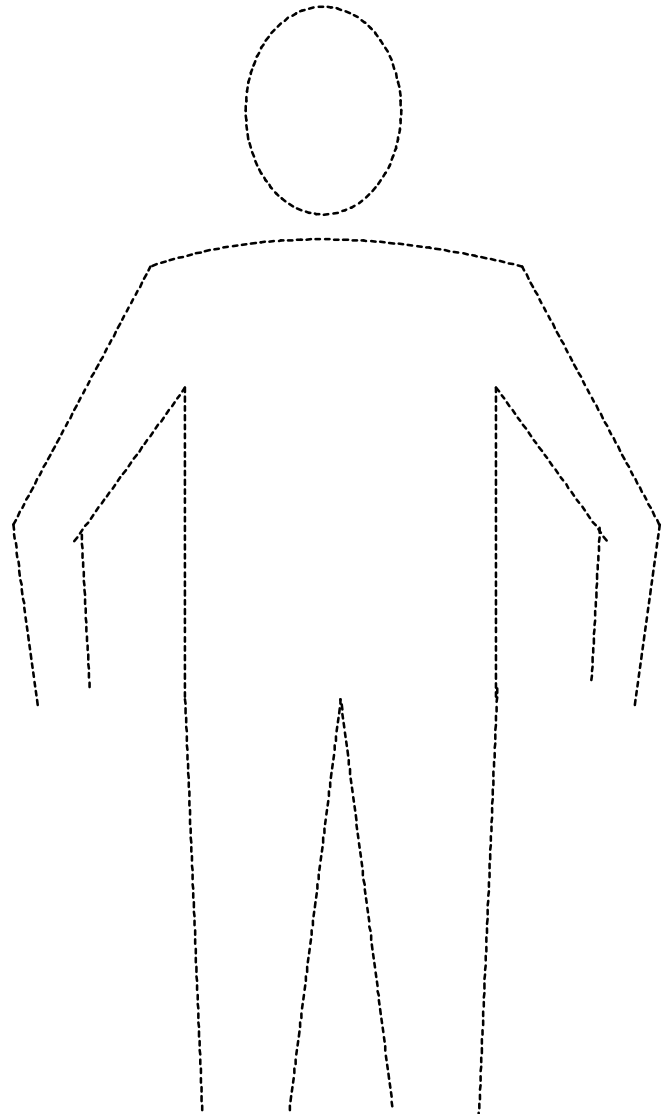
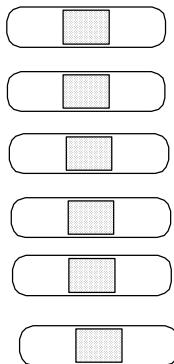
- la cabeza – the head
- los ojos – the eyes
- la boca – the mouth
- los pies – the feet
- las orejas – the ears
- los codos – the elbows
- las piernas – the legs
- las rodillas – the knees
- los dedos – the fingers
- los brazos – the arms
- todo lo demas – everything else

New Vocabulary

- me duele – it hurts (me)
- me duelen – they hurt (me)
- la panza – the belly
- la nariz – the nose
- el pelo – the hair

Examples

- Me duele la panza.
- Me duelen los ojos.
- Me duele el pie.



Suggested Activities: On the outlined body, draw all the body parts and say each one as it is drawn. Cut out the bandaids or using the example of the band-aid, draw a band-aid on different parts of the body and say – ouch, me duele _____, or ouch, me duelen _____. Go over as many body parts as you can.

Play Simon Says, you can say it in English and just use the Spanish words for the body parts, or you can say it in Spanish “*Simón dice que toques la cabeza*” *Simon says touch your head.....*

To practice you clothes vocabulary, draw clothes on the body and name them.



Spanish Champs

Spanish Champs is a beginning Spanish program for children and families that taps into a child's natural ability to learn languages.

Spanish Champs is a fun and dynamic program that uses singing, games, activities, reading, skits, videos and contests to learn Spanish.

Spanish Champs is used in homes and classrooms throughout the world.

