

Sample Lesson

YEAR 1 SPANISH: LESSON 6A and 6B BODY PARTS

Required Materials:

1. **Puppets**
 - a) Llama (or any cute puppet with all the head body parts)
 - b) Fly or Bee (or any insect that bites or stings)
 - c) Girl
2. **Teaching Aids**
 - a) Body part flash cards (12)
 - b) Body part game cards (24, 2 of each body part)
 - c) Mask game cards (12)
3. **Other Materials**
 - a) Flyswatters (2 or 3)
 - b) Whiteboard and markers
 - c) Timer
 - d) Brass fasteners for each student
 - e) Numbered magnetic game card pockets (24)

Materials needed
to teach this lesson

New Vocabulary:

- | | |
|--------------|---------------------|
| 1. la cabeza | 8. el hombro |
| 2. la cara | 9. el brazo |
| 3. el ojo | 10. la mano |
| 4. la nariz | 11. el dedo |
| 5. la boca | 12. la pierna |
| 6. la oreja | 13. el pie |
| 7. el pelo | 14. el dedo del pie |

Target vocabulary

Grammar Structures:

1. Yo tengo [number] [body part] [color].
2. Yo tengo comezón en [body part].
3. Me gusta... No me gusta...
4. ¿Dónde está...?
5. Tiene [body part] [color].

Grammar structures

New Songs: *Tengo Comezón* by Patti Lozano
Cabeza, Hombros, Piernas, Pies
(melody to *Head and Shoulders, Knees and Toes*)

Songs or rhymes

LESSON 6, SESSION A	
#1	Greetings. Roll call.
#2	<p>Warm up songs: “¿CÓMO TE LLAMAS, MUCHACHO?” (Lesson #2) “LA CLASE” (modified version) (Lesson #3) “ROJO, CAFÉ” (Lesson #5)</p>
#3	<p>Review vocabulary from previous lessons. <i>For small groups:</i> Around the World game. Review greetings, classroom objects, numbers, and colors. One student stands behind the student seated next to him/her. State a word or phrase in English. The seated student and the student standing behind her/him attempt to translate the word or phrase into Spanish. The first student to get it right is the winner. The loser sits down in that space. The winner stands behind the next student. The winner is the student that goes all around the circle and returns to his/her own seat. <i>For large groups:</i> Team Play. Review greetings, classroom objects, numbers, and colors. Divide the class into two teams. One student from each team stands up. State a word or phrase in English. The two standing students attempt to translate the word or phrase into Spanish. The first student to get it right wins a point for his/her team. Continue this exercise until all students have had a chance to play. The winning team is the team with the highest number of points.</p>
#4	<p>Introduce body parts on the head with flash cards of “cabeza,” “cara,” “ojos,” “nariz,” “boca,” “pelo,” and “orejas.” Have the students repeat the body part after you 2-3 times and then use the body part in one or more of the sentence structures shown below. State a sentence in English using gestures to define as many words as possible. Now have the students mimic you as you state the translated sentence together as a class in Spanish.</p> <p><i>I have [number] [body part] [color]. Yo tengo [number] [body part] [color].</i> <i>I have an itch on my [body part]. Yo tengo comezón en el/la [body part].</i> <i>How many [body parts] are there in the classroom? ¿Cuántos/as [body parts] hay en la clase?</i> <i>There are [number] [body parts] in the classroom. Hay [number] [body parts] en la clase.</i> <i>I don't like [color] [body part]. No me gusta/n [body part] [color].</i></p>

Review vocabulary from previous lessons.

Introduce new vocabulary: visual, auditory, TPR, grammar structures.

#5

Reinforce new vocabulary with a puppet skit. You need the llama and a biting insect (fly, bee, or mosquito puppet). Wake the llama up. She loves to sleep. In fact, it is her favorite thing to do, as the students will soon find out.

TEACHER: Let's ask her how she's doing.

CLASS: ¿Mama Llama, cómo estás?

LLAMA: Muy, muy bien. *[Gets very excited...whispers to the teacher.]*

TEACHER: She wants to tell you her favorite thing to do in the whole wide world.

LLAMA: ¿Listos, amigos? Me gusta ...

[Fly (or bee or mosquito) begins to buzz around and bites the llama on the head.]

LLAMA: ¡Ay, caramba! ¡La mosca me mordió en la cabeza!

TEACHER: The fly bit her on her head!

LLAMA: Tengo comezón en la cabeza.

TEACHER: She has an itch on her head.

[The llama goes to several students to get her head scratched. Each time, the llama must say: "¡Ráscame la cabeza!" so the students hear the key word over and over again.]

TEACHER: Weren't you going to tell us what you like to do?

LLAMA: Me gusta ...

[Fly begins to fly around furiously. The llama picks up the flyswatter to get the fly but the fly bites the llama on the face.]

LLAMA: ¡Ay, caramba! ¡No me gusta la mosca! ¡La mosca me mordió en la cara! Tengo comezón en la cara.

[Llama goes to several students to get her face scratched.]

TEACHER: First the fly bit her on [point to the llama's head]...

CLASS: la cabeza

TEACHER: Then the fly bit her on [llama points to her face]...

CLASS: la cara

[Repeat this sequence with: ojos, nariz, orejas, and boca. Finally, the llama catches the fly with her mouth and eats it.]

TEACHER: Weren't you going to tell us what you like to do?

LLAMA (*getting tired*): Me gusta.. me gusta... *[Llama falls asleep.]*

TEACHER: She just loves to sleep!

Reinforce new vocabulary and grammar structures with a humorous puppet skit.

#6	<p>Teach the song “TENGO COMEZÓN.” Have students pretend to scratch the body part in the song. Sing each verse just like Patti Lozano does on her CD, then sing the variation of the song. Sing the verses with the body parts learned thus far.</p>
#7	<p>Practice head body parts. Place the fly puppet on parts of the head of students and ask: “ ¿Dónde está la mosca?” Students respond with, for example: “En mi nariz.”</p>
#8	<p>Practice recognition of head body parts, numbers, and colors with a Flyswatter game. Divide the class into 2 or 3 teams and give a flyswatter to one person in each team.</p> <p><i>For small groups:</i> Place the mask game cards face up on the floor or table. <i>For large groups:</i> Place the magnetic game card pockets on a classroom whiteboard and position the mask game cards face up into the sleeves of the pockets.</p> <p>Call out different head body parts with the associated color. For example: “¡Tiene la nariz morada!” “¡Tiene el pelo amarillo!” The first student who slaps the mask with the body part of the right color wins a point for the team. The flyswatter is passed to the next team member. Make sure all students get at least one turn. Keep score. The team with the most points wins the game.</p>
#9	<p>Assign homework. Remind students which song and worksheet is due next lesson: “TENGO COMEZÓN” and 6A.</p>
#10	<p>Give prize points for completed homework and for participation and behavior.</p>

Teach new song with TPR.

Practice new vocabulary and grammar with fun interactive activities.

Lesson closure: assign homework and reward students for homework and participation.