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## LESSON # 1 SPANISH VOCABULARY

SUBJECT: SPANISH LANGUAGE

GRADE LEVEL: 1st

PURPOSE OF THE LESSON: Introduce children to a variety of common Spanish words using the book, *Say Hola to Spanish* written by Susan Middleton Elya and illustrated by Loretta Lopez

INSTRUCTIONAL OBJECTIVES:

1. CWBAT: listen to a story and identify a variety of Spanish words.
2. CWBAT: say the Spanish word for its English equivalent by joining in on the rhyming parts of the story.

MATERIALS:

1. Book -- *Say Hola to Spanish* by Susan Middleton Elya and illustrated by Loretta Lopez

ACTIVITIES:

1. Children listen to the story several times until they become familiar with it. Then they join in on the rhyming Spanish words.
2. The teacher reads each rhyming stanza from the book, but does not read the last word in the rhyme.  
Ex.  
A dog is a perro, a cat is a gato.  
You drink from a vaso and eat from a \_\_\_\_\_. Children fill in the word plato.
3. Then the teacher closes the book and says a Spanish word from the book. The children raise their hands to tell the English word.
4. For extra practice, reverse the process. The teacher says an English word. The children raise their hands to tell the Spanish word.

EVALUATION: Children will be evaluated on their participation during the lesson and on being able to respond by saying the missing English or Spanish word.

NATIONAL STANDARDS FOR SOCIAL STUDIES:

Culture

NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:

Communication

Connections

Comparisons

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## **LESSON # 2 SPANISH VOCABULARY**

**SUBJECT:** SPANISH LANGUAGE

**GRADE LEVEL:** 1st

**PURPOSE OF THE LESSON:** Introduce children to a variety of common Spanish words using the book, *Say Hola to Spanish* written by Susan Middleton Elya and illustrated by Loretta Lopez

**INSTRUCTIONAL OBJECTIVES:**

3. CWBAT: listen to a story and identify a variety of Spanish words.
4. CWBAT: identify the Spanish word by matching them to their English equivalents by using vocabulary flash cards in both languages.

**MATERIALS:**

2. Book -- *Say Hola to Spanish* by Susan Middleton Elya and illustrated by Loretta Lopez
3. Vocabulary Flash Cards both in Spanish and English (Use the words from *Say Hola to Spanish*)

Make enough sets of Vocabulary Flash Cards so that the children may work in small groups.

**ACTIVITIES:**

5. Divide class into groups of three or four children.
6. Give each group a set of Spanish and English vocabulary cards mixed together.
7. Have the children place the cards face down on a work area.
8. Play the game "memory/concentration" style by turning over two cards. If the cards match, the child keeps the pair and takes an additional turn. If they do not match, the cards are turned faced down again and the next child takes a turn. Continue the game until all cards are matched.

**EVALUATION:** Children will be evaluated on their participation during the lesson and the game and on being able to match the Spanish words with their English equivalent.

**NATIONAL STANDARDS FOR SOCIAL STUDIES:**

Culture

**NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:**

Communication

Connections

Comparisons

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## LESSON # 3 HOLA - ADIOS

SUBJECT: SPANISH LANGUAGE

GRADE LEVEL: 1st

PURPOSE OF THE LESSON: Greet each other in Spanish by smiling, shaking hands, and saying “Hola, \_\_\_\_\_!” and “Adiós, \_\_\_\_\_!” while using a child’s name.

INSTRUCTIONAL OBJECTIVES:

5. CWBAT: greet each other in Spanish by smiling, shaking hands, and saying “Hola, (child’s name)!” and “Adiós, (child’s name)!”
6. CWBAT: recognize that “Hola” is one way that people say hello to each other in Spanish.
7. CWBAT: recognize that “Adiós” is one way that people say goodbye to each other in Spanish.
8. CWBAT: use the Spanish words “Hola” and “Adiós” to say hello and goodbye to friends in a game form.

MATERIALS: Each child holds an index card. “Hola” is written on one side and “Adiós” is written on the other side.

ACTIVITIES:

9. Have the children form equal or nearly equal lines. Then have the children hold hands to form two circles – one inside the other, while facing each other. When circles are formed, the children may drop hands.
10. Each child in the outer circle holds up their “Hola” card with their left hand, smiles, shakes hands with the child whom they are facing in the inner circle, and says, “Hola, \_\_\_\_\_”. (using the child’s name)
11. Example: “Hola, Marta.”
12. The child in the inner circle greets the child in the outer circle in the same manner by saying, “Hola, Fernando.”
13. Have the same children repeat this process with the “Adiós” card.
14. Then have the children in the inner circle take one step to the right to meet a new partner.
15. Repeat the Hola/ Adiós process until all children have met each other.

EVALUATION: Children will be evaluated on their participation and their correct use of the greetings, Hola and Adiós.

NATIONAL STANDARDS FOR SOCIAL STUDIES:

Culture

Individual Development and Identity

NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:

Communication  
Connections  
Comparisons

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## LESSON #4 INTRODUCTIONS

SUBJECT: SPANISH LANGUAGE

GRADE LEVEL: 1st

PURPOSE OF THE LESSON: Children will introduce themselves using Spanish phrases.

INSTRUCTIONAL OBJECTIVES:

9. CWBAT: introduce themselves using the Spanish phrases, “Hola, Me llamo child’s name.” (My name is \_\_\_\_\_.) “¿Cómo te llamas?” (What's your name?) “Me llamo child’s name.” (My name is \_\_\_\_\_.) “Mucho gusto, child’s name.”
10. CWBAT: recognize that these are polite, yet familiar, ways of introductions in Spanish.

MATERIALS: Small yarn ball

ACTIVITIES:

16. Teacher throws a yarn ball to a child to start the game.
17. The child with the ball says, “Hola, me llamo Roberto.”
18. He then throws the yarn ball to another child and says, “¿Cómo te llamas?”
19. The child who catches the yarn ball then says, “Hola, Roberto. Me llamo Elena.”
20. The first child then says, “Mucho gusto, Elena.”
21. The play continues with Elena introducing herself and throwing the ball to another child.
22. Continue play until all children have had a turn.

EXAMPLE:

ROBERTO: “Hola, me llamo Roberto.” (throws yarn ball) “¿Cómo te llamas?”

ELENA: “Hola, Roberto. Me llamo Elena.”

ROBERTO: “Mucho gusto, Elena.”

ELENA: “Hola, me llamo Elena.” (throws yarn ball) “¿Cómo te llamas?”

MARTA: “Hola, Elena. Me llamo Marta.”

ELENA: “Mucho gusto, Marta.”

REPEAT . . .

EVALUATION: Children will be evaluated on their participation in group, on being able to put the phrases in order to make a conversation, and their correct use and pronunciation of the phrases, Hola, Me llamo, ¿Cómo te llamas?, and Mucho gusto.

NATIONAL STANDARDS FOR SOCIAL STUDIES:

Culture  
Individual Development and Identity

NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:

Communication  
Connections  
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## **LESSON # 5 HOLA - ¿COMO ESTAS?**

SUBJECT: SPANISH LANGUAGE

GRADE LEVEL: 1st

PURPOSE OF THE LESSON: Exchange familiar greetings by using Spanish phrases.

INSTRUCTIONAL OBJECTIVES:

11. CWBAT: greet each other in Spanish using the following phrases. “Hola, child’s name. ¿Cómo estás?” “Muy bien, gracias, ¿Y tú?” “Muy bien. Adiós, child’s name.”
12. CWBAT: recognize that these terms are a polite, yet familiar, way of greeting friends in Spanish.

MATERIALS: Write each phrase on a 4” x 6” index card. Make four to six sets depending on the size of your class. Use different colored index cards for each set, if possible. Write the name of each child in your class on a separate index card, as well.

ACTIVITIES:

23. Split the class into teams of three to four children.
24. Give each team a set of phrases.

25. Call out a phrase and have one child from each team raise the phrase into the air.  
Encourage the children to help each other out.
26. When you are certain that the children have enough proficiency as a group to recognize the words, then have them work as a team to put the words in order to make a conversation.
27. Children can line the words up on the floor, train style.  
Hola,  
child's name.  
¿Cómo estás?  
Muy bien.  
Gracias.  
¿Y tú?  
Muy bien.  
Adiós,  
child's name.
28. Allow enough time for each group to complete their train.
29. Have the children make two teams within their groups.
30. Choose a leader from each team and use that child's name in the conversation.
31. Each group can take turns reading/saying their parts, conversation style.

**EXAMPLE:**

MARTA: Hola, Carlos. ¿Como estas?

CARLOS: Muy bien. Gracias. ¿Y tú?

MARTA: Muy bien. Adiós, Carlos.

**EVALUATION:** Children will be evaluated on their participation in group, on being able to put the phrases in order to make a conversation, and their correct use and pronunciation of the phrases, Hola, ¿Cómo estás?, Muy bien, Gracias, ¿Y tú?, Muy bien, and Adiós.

**NATIONAL STANDARDS FOR SOCIAL STUDIES:**

Culture  
Individual Development and Identity

**NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:**

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## LESSON # 6 FAMILY MEMBERS

SUBJECT: SPANISH LANGUAGE

GRADE LEVEL: 1st

PURPOSE OF THE LESSON: Identify immediate members of families. (Remember to be sensitive and make allowances for those children who do not have the traditional family make-up.)

### INSTRUCTIONAL OBJECTIVES:

13. CWBAT: identify immediate members of families using the following Spanish names: Mama, Papa, Hermana, Hermano
14. CWBAT: understand the question -- “¿Quiénes son en tu familia? (Who is in your family?)
15. CWBAT: respond to the question by saying, “En mi familia hay \_\_\_\_\_. ex: mi mamá, mi papá, mi hermana, o mi hermano. (In my family there are my \_\_\_\_\_.)

MATERIALS: (Oaxaca (*El Imparcial*) social pages of the newspaper), Drawing paper, Crayons, Index cards with the following Spanish words on them: mamá, papá, hermana, hermano. (Each child should receive one set.)

### ACTIVITIES:

32. The teacher shows a variety of pictures of family members (Oaxaca (*El Imparcial*) social pages of the newspaper) and names the members of families in Spanish. Ex.: Mamá, Papá, Hermana, Hermano.
33. The teachers points to family members and calls on the children to tell who they think they are. Ex.: Mamá, Papá, Hermana, Hermano.
34. The teacher then draws a picture of a sample family on the chalkboard or whiteboard, using as much detail as possible.
35. The teacher names each person in her picture using the Spanish names for them. (: Mamá, Papá, Hermana, Hermano)
36. The teacher points to random persons in the drawing and asks the children to name the family member using the words in #2.
37. Each child then draws a picture of the all of the members in his or her family.
38. When the drawings are completed, have the children sit in a circle and take turns showing their pictures.
39. Encourage them to name each member by pointing and saying, “Ésta es mi mamá. or “Éste es mi hermano.” etc.
40. As each child points to a family member, the rest of the class holds up an index card with the correlating name on it.
41. After each child has had a turn, collect and save the pictures. They will be used in the next lesson.

EVALUATION: Children will be evaluated on their participation in group and on being able to identify the family members in their drawings and name them in Spanish using correct pronunciation.

**NATIONAL STANDARDS FOR SOCIAL STUDIES:**

Culture  
Individual Development and Identity  
Individuals, Groups

**NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:**

Communication  
Connections  
Comparisons

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## **LESSON # 7 FAMILY NUMBER**

**SUBJECT:** SPANISH LANGUAGE

**GRADE LEVEL:** 1st

**PURPOSE OF THE LESSON:** Children identify the number of immediate members in their families. (Remember to be sensitive and make allowances for those children who do not have the traditional family make-up.)

**INSTRUCTIONAL OBJECTIVES:**

16. CWBAT: understand the question -- “¿Cuántas personas hay en tu familia?”
17. CWBAT: tell how many members are in their families using the Spanish counting words: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, o diez.
18. CWBAT: use the following sentence to tell how many members are in their families.  
“En mi familia hay \_\_\_\_\_ personas.”

**MATERIALS:**

1. Child’s picture of their family, which they drew in Lesson #6.
2. Index cards with the following Spanish number words on them: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, y diez.
3. On the back of each card write the corresponding English word and number to match the Spanish word. Ex: UNO-- ONE -- 1 (Each child should receive a set of cards.
4. Poster Chart with Spanish numbers: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve,

y diez.

**ACTIVITIES:**

42. Have the children bring their pictures which they drew in lesson #6 and their set of number cards to group and sit in a circle.
43. The teacher asks each child in turn: “¿Cuántas personas hay en tu familia?”
44. Each child takes a turn answering the question. They hold up their picture for all to see and count the family members. “uno, dos, tres,” etc. Then say, “En mi familia hay \_\_\_\_\_ personas.”
45. As each child shows his/her family picture, the rest of the children hold up a Spanish number card to indicate how many family members are in the family.
46. After each child has had a turn, collect and save the pictures. They will be used in the next lesson.

**EVALUATION:** Children will be evaluated on their participation in group and on being able to count the family members in their drawings and respond with the following sentence. “En mi familia hay \_\_\_\_\_ personas.” using correct pronunciation.

**NATIONAL STANDARDS FOR SOCIAL STUDIES:**

Culture  
Individual Development and Identity  
Individuals, Groups

**NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:**

Communication  
Connections  
Comparisons

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## **LESSON # 8 UNIFIX CUBE FAMILY**

**SUBJECT:** SPANISH LANGUAGE

**GRADE LEVEL:** 1st

**PURPOSE OF THE LESSON:** Use data from a picture to construct a Unifix Cube Family. (Use the sample family picture in Lesson #6 to demonstrate the process for the children. See steps under **ACTIVITIES** below.) (Remember to be sensitive and make allowances for those children who do not have the traditional family make-up.)

### INSTRUCTIONAL OBJECTIVES:

19. CWBAT: use Unifix Cubes and specific colors to represent each family member to construct a Unifix Cube family.

### MATERIALS:

1. Children's pictures of their families, which they drew in Lesson #6
2. Unifix Cubes (four colors)
3. Family Unifix Cube Poster:
  - Mamá = Amarillo (Yellow)
  - Papá = Verde (Green)
  - Hermano = Rojo (Red)
  - Hermana = Anaranjado (Orange)

### ACTIVITIES:

47. Children will need the pictures, which they drew in lesson #6.
48. Have children choose enough Unifix Cubes in the correct color to correspond to each member of their family. Use the Family Unifix Cube Poster as a guide to construct a Unifix Cube Family.
49. For easy checking have each child place the correct color Unifix Cube on his/her picture to match the drawn figures.
50. Then have them connect their Unifix Cubes in the same order as the Family Unifix Cube Poster to make their family. (Mamá, Papá, Hermano/s, Hermana/s) (Remember to be sensitive and make allowances for those children who do not have the traditional family make-up.)  
Ex.:
  - #1 If a child has a mother, father and brother in his family, his Unifix Cube Family should consist of a yellow cube, green cube, and two red cubes (one for his brother and one for himself)
  - #2 If a child has a mother, two brothers, and a sister in her family her Unifix Cube Family should consist of a yellow cube, two red cubes, and two orange cubes (one for her sister and one for herself)
51. Children can keep their Unifix Cube family on their desks.
52. Display the drawings on a Bulletin Board labeled "NOSOTROS FAMILIAS."

EVALUATION: Children will be evaluated on their participation during the lesson and on being able to construct their Unifix Cube Families using their drawings as a guide.

### NATIONAL STANDARDS FOR SOCIAL STUDIES:

Culture  
Individual Development and Identity  
Individuals, Groups

### NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:

Communication  
Connections  
Comparisons

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## LESSON # 9 FAMILY GRAPH

SUBJECT: SPANISH LANGUAGE

GRADE LEVEL: 1st

PURPOSE OF THE LESSON: Record Unifix Cube Families on graph paper by coloring in the spaces with the correct color to match the family members. (Remember to be sensitive and make allowances for those children who do not have the traditional family make-up)

INSTRUCTIONAL OBJECTIVES:

20. CWBAT: transfer data from unifix cube family to graph paper.
21. CWBAT: read and discuss the data on their Unifix Cube Family graph.
22. CWBAT: use the following sentences to explain who each family member is and insert the correct family member title into the sentences: Mamá, Papá, Hermano, Hermana. “Éste(a) es mi \_\_\_\_\_.” “Éstos son mis hermanos.”

MATERIALS:

4. Unifix Cube Family (constructed in Lesson 8)
5. Graph paper (1” ruled works best) Have the graph paper already set up so that children can easily record their data. Mamá, Papá, Hermano, and Hermana should be written across the bottom of the paper. Numbers one to ten should be at the left edge of the graph.
6. Crayons (colors to match Unifix Cubes)
23. Family Unifix Cube Poster:
  - Mamá = Amarillo (Yellow)
  - Papá – Verde (Green)
  - Hermano = Rojo (Red)
  - Hermana = Anaranjado (Orange)

ACTIVITIES:

53. Children will need their Unifix Cube Family, which they constructed in Lesson 8
54. Give each child a pre-designed sheet of graph paper.
55. Have the children pull apart their Unifix Cube Family and place each member on the appropriate square.
56. Check to be sure that each child has placed his/her cubes correctly.
57. When the children have placed their cubes correctly, have them color in the squares with the corresponding colors on their cubes.
58. Children will meet in small groups to tell each other about their graph using these sample sentences -- “Éstaes mi mamá.” “Éstos son mis hermanos.”

EVALUATION:

Children will be evaluated on their participation during the lesson and on being able to transfer data from their Unifix Cube Families to their graph paper.  
Children will be evaluated on their responses about their family members.

**NATIONAL STANDARDS FOR SOCIAL STUDIES:**

Culture  
Individual Development and Identity  
Individuals, Groups

**NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:**

Communication  
Connections  
Comparisons

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## **LESSON # 10 FAMILY GRAPH (continued)**

**SUBJECT:** SPANISH LANGUAGE

**GRADE LEVEL:** 1st

**PURPOSE OF THE LESSON:** Read graphs to determine who has the same number of brothers/sisters in their families, who has more brothers/sisters, and who has less. (Remember to be sensitive and make allowances for those children who do not have the traditional family make-up)

**INSTRUCTIONAL OBJECTIVES:**

24. CWBAT: compare data from their Unifix Cube Family graph with that of other students to determine who has more hermanas/hermanos
25. CWBAT: understand the questions:  
“¿Quien tiene más hermanos que \_\_\_\_\_?” (Insert a child’s name.)  
“¿Quien tiene menos hermanos que \_\_\_\_\_?” (Insert a child’s name.)  
“¿Quien tiene la misma cantidad de hermanos/ hermanas que \_\_\_\_\_?” (Insert a child’s name.)
26. CWBAT: use the following sentences to answer the questions above:  
“Tengo dos hermanas más que \_\_\_\_\_.” (Insert a child’s name.)  
“Tengo una hermana menos que \_\_\_\_\_.” (Insert a child’s name.)  
“Tengo la misma cantidad de hermanas que \_\_\_\_\_.” (Insert a child’s name.)

**MATERIALS:**

7. Family graph (made in Lesson 9)

#### ACTIVITIES:

59. Children use their family graph, which they made in Lesson 9.
60. Teacher asks a child to hold up his/her graph while the class looks at it. Then she asks one of the questions from above: Ex.:  
“¿Quién tiene más hermanos que \_\_\_\_\_?” (Insert a child’s name.)
61. Children who can answer the question correctly, stand up and hold their graphs in front of them for all to see.
62. Have them take turns answering the question. Ex.:  
“Tengo dos hermanos más que \_\_\_\_\_.” (Insert a child’s name.)
63. Teacher can reaffirm each correct answer and correct any errors to be certain the children understand.
64. Display Family Graphs on a bulletin board or in the hallway.

EVALUATION: Children will be evaluated on their participation during the lesson and on being able to understand the questions by using the correct responses.

#### NATIONAL STANDARDS FOR SOCIAL STUDIES:

Culture  
Individual Development and Identity  
Individuals, Groups

#### NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:

Communication  
Connections  
Comparisons

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## **LESSON #11 FAMILY ALBUM**

SUBJECT: SPANISH LANGUAGE

GRADE LEVEL: 1st

PURPOSE OF THE LESSON: Make a book to include all immediate members of the family and write identifying names under each family member.

#### INSTRUCTIONAL OBJECTIVES:

27. CWBAT: draw and color a picture of each member of his or her family on a separate page of a pre-made book.
28. CWBAT: label each member of their family with one of the following sentences:  
 Ésta es mi mamá. Se llama \_\_\_\_\_.  
 Éste es mi papá. Se llama \_\_\_\_\_.  
 Ése es mi hermano. Se llama \_\_\_\_\_.  
 Ésta es mi hermana. Se llama \_\_\_\_\_.  
 Éste(a) soy yo..Me llamo \_\_\_\_\_.
29. CWBAT: write the following title on the front cover of the book.  
 “Te amo a mi familia.” por child’s name

**MATERIALS:**

8. Pre-made book (4 1/2” x 6”) made out of manila paper for the pages and colored construction paper for the covers.
9. 4 posters each with a picture of a family member and the sentences written below to correlate with the member.
10. Crayons and pencils

**ACTIVITIES:**

65. Hang the 4 posters on the chalkboard.
66. Read the sentences with the children to be sure they understand.
67. Give each child a pre-made book (4 1/2” x 6”) (see above)
68. Children draw the members of their family in their books in any order that they wish, but **ONLY** one per page.
69. Children write the sentences below each picture making sure that they include the name of their family member.  
 Ex.: Ésta es mi mama. Se llama \_\_\_\_\_.
70. Check to be sure that the children include all of their family members.
71. Write the title of their book on the front cover.  
 Ex.: “Te amo a mi Familia.” por child’s name
72. Have children meet in a circle group to read their books to the class.
73. Parents or another class could be invited to this session, to add more excitement.

**EVALUATION:** Children will be evaluated on their participation during the lesson, on successfully completing their books, and being able to read them to the class.

**NATIONAL STANDARDS FOR SOCIAL STUDIES:**

Culture  
 Individual Development and Identity  
 Individuals, Groups. People

**NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION:**

Communication  
 Connections  
 Comparison