

Sí, sí, sí. Rutinas de clase

Classroom routines



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Sisisi

Rutinas de clase
Classroom routines



Presentación

La Consejería de Educación en el Reino Unido e Irlanda tiene, entre sus objetivos prioritarios, el apoyo a la enseñanza del español en los sistemas educativos locales mediante la producción de materiales didácticos dirigidos a sectores y etapas educativas cuyas necesidades no están atendidas por las editoriales tradicionales. Afortunadamente, la creciente demanda actual de materiales didácticos de español como lengua extranjera ha permitido que el mercado ofrezca ya un abanico interesante de métodos y materiales de apoyo suficientes en casi todos los ámbitos de la enseñanza del español.

La progresiva generalización de la enseñanza de una lengua extranjera en las escuelas y la popularidad del español entre las familias británicas e irlandesas ha terminado por convencer a la mayoría de los editores del interés en invertir en métodos y materiales para niños de entre 8 y 11 años. Sin embargo, no son pocos los centros de primaria que van más allá de las exigencias de la administración y se atreven a explorar la enseñanza del español con niños de edades más tempranas. En muchos casos se trata de un acercamiento asistemático y limitado por la ausencia de un marco curricular, la escasa competencia lingüística del profesorado y la falta de materiales didácticos adaptados a estas edades y circunstancias.

Sí, Sí, Sí: Rutinas de Clase es una herramienta eficaz para iniciar en el aprendizaje del español a niños de edades comprendidas entre los cinco y siete años. Los materiales desarrollan el currículo general para estas edades a través de micromódulos que no exigen una gran competencia de la lengua por parte del profesorado y que se presentan en un formato de fácil adaptación a la mayoría de los contextos educativos.

La variedad de soportes en que se estructuran las actividades: vídeo, audio, tarjetas, guías, etc., así como el carácter interactivo de la mayor parte de las tareas propuestas facilitan un primer contacto con la lengua estimulante y divertido que estamos seguros resultará de gran utilidad para los profesores y permitirá a los niños iniciarse en la maravillosa aventura del aprendizaje del español en las mejores condiciones.

¿Podemos enseñar español también a los niños más pequeños del colegio sin interrumpir su progresión en otras áreas del currículo y sin contar con el apoyo de maestros especialistas?

Sí, sí, seguro que sí. Ánimo.

José Antonio del Tejo
Consejero de Educación en el Reino Unido e Irlanda



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I. Introduction



1. Theme

Classroom Routines

2. Objectives

- > Learning to greet people.
- > Learning to count from one to ten.
- > Learning to recognize and react to classroom instructions.

3. Language

- > Greetings: hello, goodbye, good afternoon, good evening, good night.
- > Numbers: one, two, three, four, five, six, seven, eight, nine, ten.
- > Colours: yellow, red, blue.
- > Fruits and drinks: apple, orange, banana, milk, water.
- > Classroom objectives: pencil, rubber, scissors and book.
- > Actions: open, close, colour, draw, sit down, stand up, bring, take, cut, paste, ask, answer.
- > Expressions showing approval: Very well!, Wonderful!, Great!, Perfect!

4. Cross curricular activities

Showing respect for social behaviour in school settings by responding to instructions.

5. Timing

This unit is to be done throughout a half term, that is, six weeks. Each session will last about five minutes five days a week.



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II. Teaching Resources



- > Flashcards
- > Worksheets
- > Multimedia activities
- > Songs
- > Audio materials and scripts
- > Video materials and scripts
- > Extra activities
- > Posters
- > Stories



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III. Key



Canciones / Songs



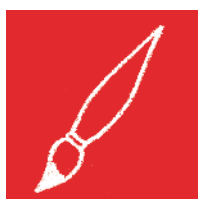
DVD



Juegos / Games



Ficha / Worksheet



Manualidades / Art



Láminas / Posters



Multimedia



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IV. Session outlines



Session 1

Hola

Hello

Objectives:

- > Greetings.
- > Introducing the two puppets to the children.

Language:

| | |
|--------------------------------|-----------------------------------|
| Hola | Hello |
| Buenos días | Good morning |
| ¿Cómo te llamas? / Me llamo... | What's your name? / My name is... |

Procedure:

The teacher begins by greeting the children and introducing herself in Spanish. She asks the puppets their names. Then, she does the same with the children.

Session 2

Hola, ¿Cómo estás?

Hello, how are you?

Objectives:

- > Revising basic ways of greeting people and adding new ones.

Language:

| | |
|------------------------------|---------------------------------|
| Hola, buenos días | Hello, good morning |
| ¿Cómo estás? | How are you? |
| ¿Cómo te llamas? Me llamo... | What's your name? My name is... |

Procedure:

The teacher points at each child and asks their names. They stand up and answer: "Me llamo..." "My name is..."

DVD: Children introducing themselves.

Session 3

¿Qué es esto?

What's this?

Objectives:

- > Introducing some other school objects.

Language:

| | |
|--|--|
| Preguntas: ¿Qué es esto? | Questions: What's this? |
| Respuestas: Es leche. Es una manzana. Es una naranja. Es un plátano. Es agua... | Answers: It's milk. It's an apple. It's an orange. It's a banana. It's some water.. |



Procedure:

The puppets talk to each other asking questions about the objects and giving answers. The objects are shown using flashcards although it would be a very nice idea if the teacher could use as many authentic classroom materials as possible. A worksheet to colour an apple (una manzana), a banana (un plátano), a bottle of water (una botella de agua) and as many objects as needed.



¿Cómo te llamas?

What's your name?

Objectives:

> Revising the contents already studied in the two previous lessons.

Language:

Hola, buenos días

Hello, good morning

¿Cómo te llamas?

What's your name?

Me llamo...

My name is...

Procedure:

The teacher greets the children using the language above.

After thorough revision, they sing the **song** called *Buenos días (Good Morning)* and the children repeat it and sing along.

An alternative way of doing it is that the puppets and the children sing the song together.



¿Te gusta...?

Do you like...?

Objectives:

> Revising and refreshing the vocabulary studied in session three.

> Learning to respond to likes and dislikes.

Language:

Questions:

¿Te gusta la fruta?

Do you like fruit?

¿Te gustan las manzanas?

Do you like apples?

¿Te gusta la leche?

...milk?

¿Te gustan las naranjas?

...oranges?

¿Te gusta el agua?

...water?

Procedure:

The teacher uses flashcards to revise the vocabulary. Then she asks the children questions about the vocabulary introduced previously.

They practise saying "Sí" (yes) or "No" when they hear these questions. She will begin by modelling yes or no by nodding and saying "Sí" or "No".

A picture dictation to give instructions. The teacher follows the puppets' instructions in order to show the children the meaning of "dibujad" (draw). Then, she says:

Dibujad:

una manzana, un plátano, etc.

Draw:

an apple, a banana, and so on.



After that, she asks them:
¿Qué es esto?

What's this?

And the children answer:
-Es...

-This is...



Es... This is...

Objectives:

> Introducing vocabulary related to classroom objects.

Language:

¿Qué es esto?
Es un libro.
Es un lápiz.
Es una goma.

What's this?
It's a book.
It's a pencil.
It's a rubber.

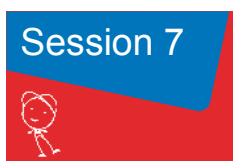
Procedure:

The puppets ask each other questions or else the teacher asks them.

Game: "¿Qué tengo escondido en la mano?" "What's hidden in my hand?"
The teacher hides an object behind her back. It could be a book, a pencil or a rubber and the children have to guess what she has hidden.

Game: "Levántate y tráeme un/una... (goma, lápiz, etc)". "Stand up and bring a... (rubber, pencil...)"

Before starting the game, the teacher shows the meanings of "levantarse y traer" ("stand up and bring").



Acciones Actions

Objectives:

> Introducing new vocabulary related to instructions.

Language:

Levántate
Siéntate
Mira
Escucha

Stand up
Sit down
Look
Listen

Procedure:

The teacher mimes the actions and the children do them after the teacher.
The teacher shows them flashcards representing the actions and the children say what the flashcards represent.

Game: "Levántate y tráeme un/una ..."
Game: "Mira..."

"Stand up and bring..."
"Look at..."



Language:

Questions:

¿Te gusta la manzana, la leche...?

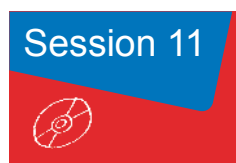
Do you like apples, milk...?

Numbers:

Uno (1), dos (2), tres (3).

Procedure:

The teacher or the puppets ask questions about the food or drinks they like. After two or three questions, some children could do the same. Then, they count pieces of fruit.



¿De qué color es esto? *What colour is it?*

Objectives:

- > Introducing two colours: red and yellow.
- > Responding to instructions.
- > Listening to and understanding common questions while watching a DVD.

Language:

Questions:

¿Qué es esto?

What's this?

¿De qué color es esto?

What colour is this?

Procedure:

The puppets say: "Mira el..., es rojo / amarillo". "Look at the..., it's red / yellow". Then, they pick up or point at objects in those colours. They ask each other about those objects. After that, they do the same with the children and the teacher. Then, they watch a **DVD** where they have the opportunity to reinforce questions and colours.



Es azul *It's blue*

Objectives:

- > Introducing a new colour: blue (azul).
- > Revising classroom objects and previous colours: red and yellow (rojo y amarillo).

Language:

¿De qué color es esto?

What colour is this/that?

Es azul.

It's blue.

Es amarillo.

It's yellow.

Es rojo.

It's red.

Procedure:

Flashcards showing the three colours. Once the children have learnt the colours, the teacher points at new objects to practise the colours in context.



Los colores otra vez

Colours once again

Objectives:

> Revising colours.

Language:

Colours:

Rojo (red), amarillo (yellow), azul (blue).

Procedure:

The teacher follows the same procedure as in session twelve but this time she uses the puppets and flashcards.

Art: The children cut up small yellow, red or blue pieces of paper from magazines and make a cooperative classroom collage.



Hola, ¿cómo te llamas?

Hello, what's your name?

Objectives:

> Revising greetings and colours.

Language:

Hola, me llamo...

Y tú, ¿cómo te llamas?

Hello, my name is...

And what's your name?

Procedure:

The puppets and the teacher model greeting each other and introducing themselves. Then, the children do the same.

The teacher asks the children to find small objects in the classroom in those colours. The objects could be a rubber band, a small piece of material, a hair pin and so on (una goma de borrar, un trocito de tela, una pinza del pelo...).

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Repasamos los colores

Revising colours

Objectives:

> Revising colours.

> Singing the **song** called *Buenos días* *Good Morning*

Language:

¿De qué color es...?

Es amarillo/ rojo/ azul.

What colour is...?

It's yellow/ red/ blue.





Procedure:

The class start the session by singing along the song. After that, they can revise colours by showing the objects they have found in the classroom. That will lead to asking the questions and answers in the language section above.

Then, they may work on a **worksheet** to colour a banana in yellow, an apple in red or a school bag in blue.

Session 16

Contando hasta 5

Counting up to five

Objectives:

> Learning numbers from one to five.

Language:

Uno (1), dos (2), tres (3), cuatro (4), cinco (5).

Procedure:

The puppets teach the numbers. They pick up or point at objects from the classroom or flashcards. Objects such as pencils, oranges, apples, books...

They count the objects and say for instance:

"Dos lápices, tres naranjas, una manzana, un libro, cuatro gomas, cinco..."

"Two pencils, three oranges, one apple, four rubbers, five..."

Session 17

Repasamos del 1 al 5

Revising from 1 to 5

Objectives:

> Revising numbers from one to five.

Language:

Numbers:

Uno (1), dos (2), tres (3), cuatro (4), cinco (5).

Questions:

¿Cuántos... hay?

How many... are there?

Answers:

Hay...

There is / are...

Procedure:

Flashcards. The children say the numbers aloud when they are shown the flashcards.

The puppets ask the teacher the questions in the language section above. Then, the teacher answers the questions.

After that, the same procedure is repeated. This time the children answer instead of the teacher.



Session 18

Repasamos acciones

Revising actions

Objectives:

> Revising instructions, objects and numbers.

Language:

Instructions (instrucciones):

Tráeme dos plátanos, tres naranjas, un lápiz...

Bring two bananas, three oranges, a pencil...

Procedure:

The teacher models the instructions. This can be done with the puppets or even with the children.

Game: The pupils take turns to point at something that is in the classroom or that they are wearing when the teacher asks them to do so.

DVD: numbers.



Session 19

La clase

The classroom

Objectives:

> Extending vocabulary about the school.

Language:

Classroom vocabulary (vocabulario de clase):

El niño (the boy), la niña (the girl), el maestro /la maestra (the teacher), la goma (the rubber), la pizarra (the board), la puerta (the door), el lápiz (the pencil)...

Procedure:

School poster. The puppets introduce vocabulary using school pictures.

The illustrations can be the prompt to introduce vocabulary such as a school boy (el niño), a school girl (la niña) and so on.

First **multimedia activity.**



Session 20

Rutinas de clase

Classroom routines

Objectives:

> Revising classroom actions.

Language:

Entra, sal, mira, di hola, siéntate, levántate, escucha, escribe, pega, recorta, pregunta, responde. Go in, go out, say hello, sit down, stand up, listen, write, paste, cut, ask, answer.





Procedure:

The teacher mimes the actions and the children say what she is doing. In turns, the children can do the same thing.

DVD: actions.



Los números del 1 al 10

Numbers from 1 to 10

Objectives:

- > Numbers from one to ten.
- > Revising numbers from one to five.

Language:

Uno (1), dos (2), tres (3), cuatro (4), cinco (5), seis (6), siete (7), ocho (8), nueve (9), diez (10).

Procedure:

Numbers are introduced by using flashcards. The teacher shows the flashcards and says the numbers. The children repeat them after the teacher. The flashcards can be placed around the classroom and when the teacher says a number, the children point at the flashcard with the number and repeat the word in Spanish.

Song: *Antón Pirulero*. This song can be used to play with actions. The teacher sings the song and does different actions. The children imitate her and if they make a mistake they are out. The children begin to learn the song little by little.



Repasemos

Let's revise

Objectives:

- > Revising numbers, colours and actions.

Language:

Numbers:

Uno(1), dos (2), tres (3), cuatro (4), cinco (5), seis (6), siete (7), ocho (8), nueve (9), diez (10).

Colours:

Rojo (red); amarillo (yellow); azul (blue).

Actions:

Tráeme un lápiz rojo, tráeme un papel azul..., abre la puerta, cierra el libro, señala a Mary..., repite esta palabra...

Bring a red pencil, bring a blue piece of paper..., open the door, close the book, point at Mary..., repeat this word...



Procedure:

Dictation. Each child needs a white sheet of paper and some coloured stickers. The teacher says for instance:

"pega una pegatina roja en el papel"

"paste a red sticker on the sheet"

"pega dos pegatinas amarillas" / "cinco azules..."

"paste two yellow stickers on the sheet" / "five blue ones..."

Actions: tráeme un lápiz rojo, tráeme un papel azul..., abre la puerta, cierra el libro, señala a Mary..., repite esta palabra...

Bring a red pencil, bring a blue piece of paper..., open the door, close the book, point at Mary..., repeat this word...

Game: "Simón dice" ("Simon says"). The game can be adapted or modified to use the puppets. In that case the puppets give instructions.

Multimedia activity.



Session 23

Un poema

A poem

Objectives:

> Learning a short poem by heart and being able to follow instructions to do an art project.

Language: (*translation in the appendix section)

Sal solito,
caliéntame un poquito,
para hoy y para mañana
y para toda la semana.

Procedure:

Poem: "Sal solito..." The children, along with the puppets repeat the words after the teacher.

Art: they start making a card using yellow card board (cartulina amarilla). They will only use the three colours they have learnt to decorate it. Stickers or a collage can be used for decoration.

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Session 24

Repasamos del 1 al 10

Revising from 1 to 10

Objectives:

> Revising numbers one to ten with flashcards.

Language:

Fruit (fruta):

Una naranja, una manzana, un plátano... (an orange, an apple, a banana...).

Classroom objects (objetos de clase):

Una goma, un lápiz... (a rubber, a pencil...).





Colours:
Rojo, amarillo, azul (red, yellow, blue).

Procedure:

Game: "Caliente/ frío" ("Warm/ cold"): The children hide objects whose name they already know (a piece of fruit, rubbers...) in the same place. A child who has not seen where the objects have been hidden has to look for them. The rest of the children help the child by saying "caliente/ frío" depending on how near or far from the hidden objects the child is. Once the object is found, everybody will say: "Es Es rojo/ azul/ amarillo. Hay uno/dos..." ("It's...It's red/blue/ yellow. There's one / there are...").

The game can be repeated as many times as the teacher considers necessary.

Multimedia activity.

Posters to revise vocabulary.



Revisamos acciones y saludos

Revising actions and greetings

Objectives:

> Revising instructions, vocabulary and greetings.

Language:

Instructions:

Tráeme un lápiz...

Bring me a pencil...

Greetings:

Hola

Hello

¿Cómo te llamas?

What's your name?

¿Cómo estás?

How are you?

Muy bien, gracias

Very well, thank you

Buenos días

Good morning

Buenas tardes

Good afternoon / evening

Procedure:

Game: The children are divided into different teams. They are asked to bring an object. All the teams must be placed at equal distance from the teacher. A chalk line has to be drawn on the floor to keep the children behind the line. It is important to open a passage way for each team to allow them to move safely when the game starts.

The teacher says for instance:

"Tráeme un lápiz" ("Bring a pencil") and a child chosen from each team has to go and get it.

The team which manages to get it first will score a point. Then, another child is chosen to get what the teacher or the puppets instruct.

Revision about ways of greeting people. The puppets ask the children their names.



Session 26

Preguntamos

Asking questions

Objectives:

> Revising ways of asking if they like or dislike something: colours, food, classroom objects...

Language:

Questions (preguntas):

¿Te gusta la naranja/ la manzana/ el color rojo/ la clase...?

Do you like oranges/ apples/ red colour/ the classroom...?

Procedure:

The puppets ask each child:

¿Te gusta la naranja/ la manzana/ el color rojo/ la clase...? Do you like oranges/ apples/ red colour/ the classroom...?

Game: "Hola, ¿cómo estás?" "Hello, how are you?"

A child making a funny voice asks: "Hola, ¿cómo estás?" "Hello, how are you?"

Another child who had been blindfolded previously has to guess whose voice it was.

DVD: the children watch a video where they can listen to and understand questions about likes and dislikes.

Poster to revise vocabulary.



Session 27

Repasamos las acciones y los números

Revising actions and numbers

Objectives:

> Revising instructions and numbers.

Language:

Numbers:

uno (1), dos (2), tres (3), cuatro (4), cinco (5).

Instructions:

Colorea el número... de rojo/ amarillo/ azul...

Colour number... in red/ yellow/ blue...

Procedure:

Worksheets with numbers. The children follow the teacher's instructions.

Antón Pirulero: **song** and game about actions. By this time children will know some bits of the song and children, in turns, can be chosen to be the ones to do the actions for the other children and the teacher to imitate.

Multimedia activities.



Session 28



Preguntamos sobre la clase

Asking questions about the classroom

Objectives:

- > Revising classroom vocabulary.
- > Revising the expression "¿Qué es esto?" ("What's this?") and the possible answers: "Es una puerta..." ("It's a door...").

Language:

Classroom objects or furniture (objetos de clase o mobiliario):
La/una silla; la/una mesa; la ventana; la puerta; la pizarra...
The/a chair; the/a table; the window; the door; the board...

Questions:

¿Qué es esto?

What's this?

Procedure:

The teacher points at one object and says ¿Qué es esto? (What's this?) and the children name it. The teacher shows flashcards representing actions. Then she gives instructions for the children to follow them. For instance:

Señala /toca la puerta, la silla, la ventana...
Point at/ touch the door, a chair, a window...

Poster: la clase (the classroom). The children name the objects they see.

Worksheet: classroom objects.

Session 29



Repasamos las rutinas de clase

Revising classroom routines

Objectives:

- > Revising instructions.

Language:

Colours:
Rojo (red), amarillo (yellow), azul (blue).

Instructions (instrucciones):

Señala, toca, siéntate, levántate, repite, dibuja en la pizarra, dibuja un lápiz...
Point at, sit down, stand up, repeat, draw on the board, draw a pencil...

Procedure:

Game: bingo.

The puppets ask questions about the pictures in the flash cards:

-¿Qué es esto?

-What's this?

-¿De qué color es...?

-What colour is...?



Repaso final

A final revision

Objective:

Revising all the vocabulary related to objects by playing the game: "Veo, veo" ("I spy, I spy")

Language:

La/una silla; la/una mesa; la ventana; la puerta; la pizarra...
The/a chair; the/a table; the window; the door; the board...

Procedure:

The **game** "Veo, veo" should be adapted for the children to be able to play it at this stage. The puppets could say for instance:

"Veo, veo y es amarillo/ rojo" o "Veo, veo y hay dos/ tres..."

"I spy, I spy and this is yellow/ red" or "I spy, I spy and there are two/ three..."

The children guess and say the words.

Song *Antón Pirulero.*

Multimedia activities.

The image features a stylized illustration of a chalkboard with a thick, textured brown border. The word 'Si Si Si' is written across the board in a playful, bubbly font. The first 'Si' is yellow with a white outline, the second is green with a white outline, and the third is red with a white outline. Each letter has a small white triangle pointing downwards from its base. The background of the chalkboard is a solid blue color.

Si Si Si

V. Appendix



1. Multimedia activities (description)

1. Memory game

There is a set of picture cards and audio cards facing down. The children click on a picture card and on an audio card. When a card is selected, it will turn up. It will turn down again if it is not matched with its audio pair since the game is about matching the picture and the audio. Every time a pair is matched, the picture will be facing up.

Picture cards of:

Lápiz (pencil)
Mesa (table)
Goma (rubber)
Tijeras (scissors)
Libro (book)

Audio: words corresponding to:

Lápiz
Mesa
Goma
Tijeras
Libro

2. Instructions 1

The children have to click on the objects when they hear their names. If they succeed, they will see the puppets showing approval.

Pictures representing:

| | |
|--------------|--------------------|
| Una puerta | A door |
| Una naranja | An orange |
| Una manzana | An apple |
| Leche | Milk |
| Azul | Blue |
| Amarillo | Yellow |
| Rojo | Red |
| Unas tijeras | A pair of scissors |
| Una goma | A rubber |
| Un plátano | A banana |
| Un lápiz | A pencil |
| Agua | Some water |

Audio files naming the objects in the pictures.

3. Instructions 2

The screen has pictures showing actions. The children have to click on those pictures in the order they hear them.

Pictures and audio files representing the following actions:

| | |
|-----------------|----------------|
| Abre la puerta | Open the door |
| Cierra el libro | Close the book |
| Dibuja | Draw |
| Escucha | Listen |
| Colorea | Colour |
| Siéntate | Sit down |
| Sal | Go out |
| Entra | Come in |
| Di hola | Say hello |
| Di adiós | Say goodbye |
| Recorta | Cut |
| Mira | Look |
| Levántate | Stand up |
| Escribe | Write |
| Pega | Paste |

4. Looking for objects

A picture of a room where there are objects such as:

| | |
|----------|-------------------|
| Lápices | Pencils |
| Gomas | Rubbers |
| Manzanas | Apples |
| Naranjas | Oranges |
| Tijeras | Pairs of scissors |
| Puertas | Doors |
| Plátanos | Apples |
| Libros | Books |
| Mesas | Tables |
| Sillas | Chairs |

By clicking on the audio symbols, the children are asked to find a set number of the objects in the room.

5. Colours

Pictures and audio files of colours.

Uncoloured pictures of:

| | |
|--------------------|--------------------|
| Un lápiz | A pencil |
| Una goma | A rubber |
| Un cartón de leche | A milk carton |
| Una puerta | A door |
| Un papel | A piece of paper |
| Una silla | A chair |
| Un libro | A book |
| Unas tijeras | A pair of scissors |
| Una manzana | An apple |
| Una mesa | A chair |

The audio file says for instance:

“El lápiz es azul” (“The pencil is blue”). The children have to drag the right colour to the object mentioned and it is coloured in blue.

2. Art and artistic activities

1. Making a card to give away.
2. Modelling the fruits whose names they have learnt in Spanish.
3. Making a bracelet or hair band using the colours learnt.
4. A collage using small bits of paper in the colours learnt.
5. Reciting and dramatizing short poems.
6. Singing songs.



3. Poesías/Poems

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|---|--|
| <p><i>El colegio</i></p> <p>Vamos al colegio. Vamos a aprender, 1,2,3. Es fenomenal. Yo hago bien las cosas, leo y sé escribir, juego y coloreo, yo soy muy feliz.</p> <p><i>Sal solito</i></p> <p>Sal solito, caliéntame un poquito, para hoy y para mañana y para toda la semana.</p> | <p><i>At school</i></p> <p>We go to school. We go to learn, 1,2,3. It's great. I do things well, I can read and write, I play and I colour, I am very happy.</p> <p><i>Come out, little sun</i></p> <p>Come out little sun, warm me up a little bit, today and tomorrow and all week long.</p> |
|---|--|

4. Canciones/Songs

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| <p><i>1. Buenos días</i></p> <p>Buenos días, buenos días, ¿cómo estás?, ¿cómo estás? Muy bien, gracias, muy bien, gracias. ¿Y usted?, ¿y usted?</p> <p>Buenas tardes, buenas tardes, ¿cómo estás?, ¿cómo estás? Muy bien, gracias, muy bien, gracias. ¿Y usted?, ¿y usted?</p> <p>Buenas noches, buenas noches, ¿cómo estás?, ¿cómo estás? Muy bien, gracias, muy bien, gracias. ¿Y usted?, ¿y usted?</p> | <p><i>1. Good morning</i></p> <p>Good morning, good morning, how are you?, how are you? Very well, thank you, very well, thank you. And you?, and you?</p> <p>Good evening, good evening, how are you?, how are you? Very well, thank you, very well, thank you. And you?, and you?</p> <p>Good evening, good evening, how are you?, how are you? Very well, thank you, very well, thank you. And you?, and you?</p> |
|---|--|

2. *Mi barba*

Mi barba tiene tres pelos.
Tres pelos tiene mi barba.
Si no tuviera tres pelos.
Ya no sería una barba.

Mi ----- tiene tres pelos.
Tres pelos tiene mi -----.
Si no tuviera tres pelos.
Ya no sería una-----.
Mi ----- tiene ----- pelos.
----- pelos tiene mi -----
Si no tuviera ----- pelos.
Ya no sería una -----.

Mi ----- tiene -----.
----- tiene mi -----.
Si no tuviera -----.
Ya no sería una -----.

3. *Antón Pirulero*

Antón, Antón, Antón Pirulero,
cada cual, cada cual
atienda su juego
y el que no lo atienda
pagará una prenda.

Yo sé, yo sé,
yo sé la manera,
de dar, de dar la lata a cualquiera,
y el que no lo quiera
que se marche fuera.

Antón, Antón, Antón Pirulero,
cada cual, cada cual
atienda su juego.

Antón, Antón, Antón Pirulero,
cada cual, cada cual
atienda su juego.

(música)

Antón, Antón, Antón Pirulero,
cada cual, cada cual
atienda su juego
y el que no lo atienda
pagará una prenda.

Yo sé, yo sé
yo sé la manera,
de dar, de dar, la lata a cualquiera,
y el que no lo quiera
que se marche fuera.

Note

Mi barba tiene tres pelos.
The teacher presents the vocabulary and the gestures:
Barba (beard). Gesture: as if pulling the beard from the chin.
Tres (three). Gesture: showing three fingers.
Pelos (hair). Gesture: touching it.
Then, children imitate the teacher in order to learn how to substitute words for gesture.

Antón Pirulero
The children have to pay attention to imitate the gestures the teacher makes while singing the song.



Antón, Antón, Antón Pirulero,
cada cual, cada cual
atienda su juego.

Antón, Antón, Antón Pirulero,
cada cual, cada cual
atienda su juego.

(música)

Antón, Antón, Antón Pirulero,
cada cual, cada cual
atienda su juego
y el que no lo atienda
pagará una prenda.

Yo sé, yo sé,
yo sé la manera
de dar, de dar, la lata a cualquiera,
y el que no lo quiera
que se marche fuera.

5. Material de audio / Audio materials (scripts)

5.1 CD

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| <p>Sesión 1 (Uno) Pista 1</p> <p>Session 1 Track 1</p> | <p>Saludos: ¡Hola! ¡Buenos días! ¿Cómo te llamas? Me llamo Emi.</p> <p>¿Cómo te llamas? Me llamo Ana.</p> <p>¿Cómo te llamas? Me llamo Pablo.</p> | <p>Greetings: Hello! Good morning! What's your name? My name is Emi.</p> <p>What's your name? My name is Ana.</p> <p>What's your name? My name is Pablo.</p> |
| <p>Sesión 2 (Dos) Pista 2</p> <p>Session 2 Track 2</p> | <p>Saludos: Hola, buenos días. ¿Cómo estás? Muy bien ¿y tú? ¿Cómo te llamas? Me llamo Pablo. Hola, buenos días. ¿Cómo estás? Muy bien ¿y tú? ¿Cómo te llamas? Me llamo Emi. Hola, buenos días. ¿Cómo estás? Muy bien ¿y tú? ¿Cómo te llamas? Me llamo Ana.</p> | <p>Greetings: Hello, good morning. How are you? Very well and you? What's your name? My name is Pablo (several times).</p> |

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| <p>Sesión 3 (Tres) Pista 3</p> <p>Session 3 Track 3</p> | <p>Preguntas: ¿Qué es esto? Es leche. ¿Qué es esto? Es una naranja. ¿Qué es esto? Es un plátano. ¿Qué es esto? Es agua.</p> | <p>Questions: What's this? It's milk.</p> <p>It's an orange.</p> <p>It's a banana.</p> <p>It's water.</p> |
| <p>Sesión 5 (cinco) Pista 4</p> <p>Session 5 Track 4</p> | <p>Preguntas: ¿Te gusta la fruta? Sí, me gusta. ¿Te gusta la fruta? No, no me gusta.</p> <p>¿Te gusta la manzana? Sí, me gusta. ¿Te gusta la manzana? No, no me gusta. ¿Te gusta la naranja? Sí, me gusta.</p> <p>¿Te gusta el agua? No, no me gusta.</p> | <p>Questions: Do you like fruit? Yes, I like it.</p> <p>No, I don't like it.</p> <p>Do you like apples? Yes, I like them.</p> <p>No, I don't like them. Do you like oranges? Yes, I like them.</p> <p>Do you like water? No, I don't like it.</p> |
| <p>Sesión 6 (Seis) Pista 5</p> <p>Session 6 Track 5</p> | <p>Preguntas: ¿Qué es esto? Es un libro. ¿Qué es esto? Es un lápiz. ¿Qué es esto? Es una goma.</p> <p>Levántate y tráeme un lápiz.</p> <p>Levántate y tráeme una goma.</p> | <p>Questions: What's this? It's a book. What's this? It's a pencil. What's this? It's a rubber.</p> <p>Stand up and bring a pencil (please). Stand up and bring a rubber.</p> |
| <p>Sesión 7 (Siete) Pista 6</p> <p>Session 7 Track 6</p> | <p>Acciones: Levántate. Siéntate. Mira. Escucha. Levántate y tráeme un papel.</p> <p>Levántate y tráeme unas tijeras.</p> | <p>Actions: Stand up. Sit down. Look. Listen. Stand up and bring a piece of paper. Stand up and bring a pair of scissors.</p> |



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| <p>Sesión 8 (Ocho) Pista 7</p> <p>Session 8 Track 7</p> | <p>Saludos: ¡Hola! Buenos días. ¿Cómo te llamas? Me llamo Emi. Hola, buenos días. ¿Cómo estás? Muy bien ¿y tú?</p> <p>Preguntas: ¿Qué es esto? Es una manzana. ¿Qué es esto? Es una naranja. ¿Qué es esto? Es un lápiz.</p> | <p>Greetings: Hello! Good morning. What's your name? My name is Emi. Hello, good morning. How are you? Very well, and you?</p> <p>Questions: What's this? It's an apple. What's this? It's an orange. What's this? It's a pencil.</p> |
| <p>Sesión 9 (Nueve) Pista 8</p> <p>Session 9 Track 8</p> | <p>Acciones: Abre el libro. Abre la puerta. Abre la boca. Cierra el libro. Cierra la puerta. Cierra la boca. Trae un papel. Trae un lápiz. Trae unas tijeras. Levántate y abre la puerta. Levántate y trae una goma. Mira la ventana. Escucha a la maestra. Escucha la canción.</p> | <p>Actions: Open the book. Open the door. Open your mouth. Close the book. Shut the door. Close your mouth. Bring a sheet of paper. Bring a pencil. Bring a pair of scissors. Stand up and open the door. Stand up and bring a rubber. Look at the window. Listen to the teacher. Listen to the song.</p> |
| <p>Sesión 10 (Diez) Pista 9</p> <p>Session 10 Track 9</p> | <p>Preguntas: ¿Te gusta la manzana? Sí, me gusta. ¿Te gusta la manzana? No, no me gusta. ¿Te gusta la leche? Sí, me gusta. ¿Te gusta la leche? No, no me gusta. ¿Te gusta la naranja? Sí, me gusta. ¿Te gusta la naranja? No, no me gusta.</p> <p>Números: Uno, dos, tres.</p> | <p>Questions: Do you like apples? Yes, I like them. Do you like apples? No, I don't like them. Do you like milk? Yes, I like it. Do you like milk? No, I don't like it. Do you like oranges? Yes, I like them. Do you like oranges? No, I don't like them.</p> <p>Numbers: One, two, three.</p> |



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| <p>Sesión 11 (Once) Pista 10</p> <p>Session 11 Track 10</p> | <p>Preguntas: ¿Qué es esto? Es una manzana. ¿Qué es esto? Es un plátano.</p> <p>Acciones: Mira la manzana. Es roja. Mira el plátano. Es amarillo.</p> <p>Mira el lápiz. Es azul.</p> | <p>Questions: What's this? It's an apple. What's this? It's a banana.</p> <p>Actions: Look at the apple. It's red. Look at the banana. It's yellow. Look at the pencil. It's blue.</p> |
| <p>Sesión 12 (Doce) Pista 11</p> <p>Session 12 Track 11</p> | <p>Preguntas: ¿De qué color es esto? Es rojo. ¿De qué color es esto? Es amarillo. ¿De qué color es esto? Es azul.</p> <p>¿Qué es esto? Es un lápiz. ¿Qué es esto? Es una manzana. ¿Qué es esto? Es un libro.</p> | <p>Questions: What colour is this? It's red. What colour is this? It's yellow. What colour is this? It's blue.</p> <p>What's this? It's a pencil. What's this? It's an apple. What's this? It's a book.</p> |
| <p>Sesión 14 (Catorce) Pista 12</p> <p>Session 14 Track 12</p> | <p>Saludos: Hola. Buenos días. ¿Cómo te llamas? Me llamo Pablo. Hola, buenos días. ¿Cómo estás? Muy bien ¿y tú?</p> <p>Preguntas: ¿Qué es esto? Es un lápiz. ¿Qué es esto? Es una goma. ¿Qué es esto? Es un plátano. ¿Qué es esto? Es una naranja.</p> <p>Acciones: Mira el lápiz. Es rojo. Mira la manzana. Es roja. Mira el plátano. Es amarillo. Mira la goma. Es azul.</p> | <p>Greetings: Hello Good morning. What's your name? My name is Pablo. Hello, good morning. How are you? Very well, and you?</p> <p>Questions: What's this? It's a pencil. What's this? It's a rubber. What's this? It's a banana. What's this? It's an orange.</p> <p>Actions: Look at the pencil. It's red. Look at the apple. It's red. Look at the banana. It's yellow. Look at the rubber. It's blue.</p> |



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| <p>Sesión 15 (Quince) Pista 13</p> <p>Session 15 Track 13</p> | <p>Preguntas: ¿De qué color es esto? Es rojo. ¿De qué color es esto? Es amarillo. ¿De qué color es esto? Es azul.</p> <p>¿Qué es esto? Es un lápiz. Es un libro. Son unas tijeras.</p> | <p>Questions: What colour is this? It's red. What colour is this? It's yellow. What colour is this? It's blue.</p> <p>What's this? It's a pencil. It's a book. They are a pair of scissors.</p> |
| <p>Sesión 16 (Dieciséis) Pista 14</p> <p>Session 16 Track 14</p> | <p>Números: Uno, dos, tres, cuatro, cinco. Un lápiz. Dos manzanas. Tres naranjas. Cuatro tijeras. Cinco gomas.</p> <p>Preguntas: ¿Cuántos hay? Hay uno. ¿Cuántos hay? Hay dos. ¿Cuántos hay? Hay tres. ¿Cuántos hay? Hay cuatro. ¿Cuántos hay? Hay cinco.</p> | <p>Numbers: One, two, three, four, five. One pencil. Two apples. Three oranges. Four pairs of scissors. Five rubbers.</p> <p>Questions: How many are there? There's one. How many are there? There are two. How many...? There are three. How many...? There are four. How many...? There are five.</p> |
| <p>Sesión 17 (Diecisiete) Pista 15</p> <p>Session 17 Track 15</p> | <p>Preguntas: ¿Cuántas puertas hay? Hay una. ¿Cuántos libros hay? Hay dos. ¿Cuántas gomas hay? Hay tres. ¿Cuántas tijeras hay?</p> <p>Hay cuatro. ¿Cuántos papeles hay?</p> <p>Hay cinco.</p> | <p>Questions: How many doors are there? There's one. How many books are there? There are two. How many rubbers are there? There are three. How many pairs of scissors are there? There are four. How many sheets of paper are there? There are five.</p> |

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| <p>Sesión 18 (Dieciocho) Pista 16</p> <p>Session 18 Track 16</p> | <p>Acciones</p> <p>Trae una naranja. Trae un plátano. Trae dos gomas. Trae tres manzanas. Trae cuatro lápices. Trae cinco libros. Señala el lápiz azul. Señala la manzana. Es amarilla. Señala la puerta. Es azul. Señala la goma. Es roja. Señala el papel. Es azul. Señala el cartón de leche. Es rojo. Señala el libro. Es amarillo.</p> | <p>Actions:</p> <p>Bring an orange. Bring a banana. Bring two rubbers. Bring three apples. Bring four pencils. Bring five books. Point at the blue pencil. Point at the apple. It's yellow. Point at the door. It's blue. Point at the rubber. It's red. Point at the piece of paper. It's blue. Point at the milk carton. It's red. Point at the book. It's yellow.</p> |
| <p>Sesión 19 (Diecinueve) Pista 17</p> <p>Session 19 Track 17</p> | <p>La clase:</p> <p>La clase. La maestra. El niño. La niña. Me llamo Pablo. Me llamo Ana. Me llamo Emi. Y tú ¿cómo te llamas? Me llamo Ana.</p> | <p>The classroom:</p> <p>The classroom. The teacher. The boy. The girl. My name is Pablo. My name is Ana. My name is Emi. And yours, what's your name? My name is Ana.</p> |
| <p>Sesión 20 (Veinte) Pista 18</p> <p>Session 20 Track 18</p> | <p>Acciones:</p> <p>Entra. Sal. Mira. Di hola. Di adiós. Siéntate. Levántate. Escucha. Escribe. Dibuja. Colorea. Recorta. Pega. Pregunta. Responde.</p> | <p>Actions:</p> <p>Go in. Go out. Look. Say hello. Say goodbye. Sit down. Stand up. Listen. Write. Draw. Colour. Cut. Paste. Ask. Answer.</p> |
| <p>Sesión 21 (Veintiuna) Pista 19</p> <p>Session 21 Track 19</p> | <p>Números:</p> <p>Seis, siete, ocho, nueve, diez. Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> | <p>Numbers:</p> <p>Six, seven, eight, nine, ten. One, two, three, four, five, six, seven, eight, nine, ten.</p> |



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| <p>Sesión 22 (Veintidós) Pista 20</p> <p>Session 22 Track 20</p> | <p>Acciones: Trae un lápiz rojo. Trae un lápiz azul. Trae una manzana amarilla. Abre la puerta. Cierra el libro. Señala la puerta. Escucha a la maestra. Mira la ventana.</p> <p>Dictado sobre acciones: Colorea un lápiz amarillo. Pega una pegatina azul.</p> <p>Pega tres pegatinas rojas. Pega siete pegatinas azules.</p> | <p>Actions: Bring a red pencil. Bring a blue pencil. Bring a yellow apple. Open the door. Close the book. Point at the door. Listen to the teacher. Look at the window.</p> <p>A dictation about actions: Colour the pencil in yellow. Paste a blue sticker.</p> <p>Paste three red stickers. Paste seven blue stickers.</p> |
| <p>Sesión 23 (Veintitrés) Pista 21</p> <p>Session 23 Track 21</p> | <p>Poesía:</p> <p><i>El colegio</i></p> <p>Vamos al colegio. Vamos a aprender, 1,2,3. Es fenomenal, yo hago bien las cosas, leo y sé escribir, juego y coloreo, yo soy muy feliz.</p> | <p>Poem:</p> <p><i>At school</i></p> <p>We go to school, we go to learn, 1,2,3. It's great. I do things well, I can read and write, I play and I colour, I am very happy.</p> |
| <p>Sesión 24 (Veinticuatro) Pista 22 Session 24</p> <p>Track 22</p> | <p>Números: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p>Juego: Busca un... (libro rojo). "Caliente, caliente, caliente..." Busca un... (lápiz azul). "Frío, frío, frío..."</p> | <p>Numbers: One, two, three, four, five, six, seven, eight, nine, ten.</p> <p>Game: Find a... (red book). "Warm, warmer, warmer..." Find a... (blue pencil). "Cold, colder, colder..."</p> |



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| <p>Sesión 26 (Veintiséis) Pista 23</p> <p>Session 26 Track 23</p> | <p>Preguntas: ¿Te gusta la manzana? Sí, me gusta. No, no me gusta. ¿Te gusta la leche? Sí, me gusta. No, no me gusta. ¿Te gusta la naranja? Sí, me gusta. No, no me gusta.</p> | <p>Questions: Do you like apples? Yes, I like them. No, I don't like them. Do you like milk? Yes, I like it. No, I don't like it. Do you like oranges? Yes, I like them. No, I don't like them.</p> |
| <p>Sesión 28 (Veintiocho) Pista 24</p> <p>Session 28 Track 24</p> | <p>La clase: La silla La mesa La pizarra La ventana La puerta</p> <p>Preguntas: ¿Qué es esto? (se repite) Es una puerta. Es una ventana. Es una silla. Es una pizarra. ¿Quién es? Es un niño. ¿Quién es? Es una niña.</p> | <p>The Classroom: Chair Table/desk Board Window Door</p> <p>Questions: What's this? (several times) It's a door. It's a window. It's a chair. It's a board. Who's that? It's a boy. Who's that? It's a girl.</p> |
| <p>50</p> <p>Sesión 29 (Veintinueve) Pista 25</p> <p>Session 29 Track 25</p> | <p>Acciones: Señala la silla. Toca la mesa. Mira al niño. Escucha a la niña. Dibuja en la pizarra. Siéntate en la silla. Repite los números: uno... Colorea una puerta amarilla.</p> <p>Preguntas: ¿Qué es esto? Es una mesa. ¿Qué es esto? Es una puerta.</p> <p>¿De qué color es esto? Es amarillo. ¿De qué color es esto? Es azul.</p> | <p>Actions: Point at the chair. Touch the table/desk. Look at the boy. Listen to the girl. Draw on the board. Sit on the chair. Repeat the numbers: one... Colour a door in yellow.</p> <p>Questions: What's this? It's a table. What's this? It's a door.</p> <p>What colour is this? It's yellow. What colour is this? It's blue.</p> |



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| <p>Sesión 30 (Treinta) Pista 26</p> <p>Session 30 Track 26</p> | <p>Juego: <i>Veo veo</i> (adaptado)</p> <p>Veo, veo y hay uno rojo.</p> <p>Veo, veo y hay dos azules.</p> <p>Veo, veo y hay tres amarillos.</p> | <p>Game: <i>I spy, I spy</i> (adapted)</p> <p>I spy, I spy and there's a red one.</p> <p>I spy, I spy and there are two blue ones.</p> <p>I spy, I spy and there are three yellow ones.</p> |
| <p>Expresiones de refuerzo positivo Pista 27 Positive expressions Track 27</p> | <p>¡Muy bien! ¡Estupendo! ¡Genial! ¡Buen trabajo!</p> | <p>Very good! Wonderful! Great! Good job!</p> |
| <p><i>Antón Pirulero</i>: letra Pista 28</p> <p><i>Antón Pirulero</i>: words Track 28</p> | <p>Antón, Antón, Antón Pirulero, cada cual, cada cual atienda su juego y el que no lo atienda pagará una prenda.</p> <p>Yo sé, yo sé, yo sé la manera, de dar, de dar, la lata a cualquiera, y el que no lo quiera que se marche fuera.</p> | |



5.2 DVD

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| <p>Título 1: Saludos</p> <p>Sesiones 2 (dos) y 8 (ocho)</p> <p>Opcional: Sesiones: 4 (cuatro), 13 (trece), 14 (catorce) y 25 (veinticinco)</p> <p>Title 1: Greetings Sessions 2 and 8.</p> <p>Optional: Sessions: 4, 13, 14 and 25</p> | <p>Escena 1: (marionetas)</p> <p>Hola, ¿cómo te llamas? Me llamo Vicky y tú? Me llamo Manolito. Hola, ¿cómo te llamas? Me llamo Manolito ¿y tú? Me llamo Vicky.</p> <p>Escena 2: (en la clase)</p> <p>Hola, ¿cómo te llamas? Me llamo Amaro, ¿y tú? Me llamo Jorge.</p> <p>Escena 3: (marionetas)</p> <p>Hola, ¿cómo estás? Muy bien, gracias, ¿y tú? Muy bien, gracias.</p> <p>Escena 4: (niños)</p> <p>Hola, ¿cómo estás? Muy bien, gracias.</p> <p>Escena 5: (marionetas y niños) ¡Adiós!, ¡adiós! ¡Adiós!, ¡adiós!</p> | <p>Scene 1: (puppets)</p> <p>Hello, what's your name? My name is Vicky and yours? My name is Manolito. Hello, what's your name? My name is Manolito and yours? My name is Vicky.</p> <p>Scene 2: (in the classroom)</p> <p>Hello, what's your name? My name is Amaro and yours? My name is Jorge.</p> <p>Scene 3: (puppets)</p> <p>Hello, how are you? Very well, thank you, and you? Very well, thank you.</p> <p>Scene 4: (children)</p> <p>Hello, how are you? Very well, thank you.</p> <p>Scene 5: (puppets and children)</p> <p>Goodbye!, goodbye! Goodbye!, goodbye!</p> |
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| <p>Título 2: ¿Qué es esto? ¿De qué color es esto?</p> <p>Sesión 11 (once)</p> <p>Opcional: Sesiones 3 (tres) y 8 (ocho), escena 1 (una).</p> <p>Title 2: What is this? What colour is this?</p> <p>Session 11.</p> <p>Optional: Sessions 3 and 8, scene 1</p> | <p>Escena 1: (marionetas)</p> <p>¿Qué es esto? Es una naranja. ¿Qué es esto? Es un plátano. ¿Qué es esto? Es una pera. ¿Qué es esto? Es una manzana. ¿Qué es esto? Es una naranja.</p> <p>Escena 2: (marionetas)</p> <p>¿Qué es esto? Es leche. Es blanca. ¿Qué es esto? Es una pera. Es verde. ¿Qué es esto? Es un plátano. Es amarillo. ¿Qué es esto? Es una manzana. Es roja.</p> <p>Escena 3: (marionetas)</p> <p>¿Es un plátano? Sí, es un plátano. ¡Bien! (<i>aplausos</i>) ¿Es una naranja? Sí, es una naranja. ¡Nooo! (<i>risas</i>) ¿Es un plátano? Sí, es un plátano. ¡Nooo! (<i>risas</i>) ¿Es una manzana? Sí, es una manzana. ¡Bien! (<i>aplausos</i>)</p> | <p>Scene 1: (puppets)</p> <p>What is this? It's an orange. What is this? It's a banana. What is this? It's a pear. What is this? It's an apple. What is this? It's an orange.</p> <p>Scene 2: (puppets)</p> <p>What is this? It's milk. It's white. What is this? It's a pear. It's green. What is this? It's a banana. It's yellow. What is this? It's an apple. It's red.</p> <p>Scene 3: (puppets)</p> <p>Is this a banana? Yes, it's a banana. Good! (<i>applause</i>) Is this an orange? Yes, it's an orange. Nooo! (<i>laughing</i>) Is this a banana? Yes, It's a banana. Nooo! (<i>laughing</i>) Is this an apple? Yes, it's an apple. Good! (<i>applause</i>)</p> |
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| <p>Título 3: Colores</p> <p>Sesión 11 (once)</p> <p>Opcional: Sesiones 12 (doce), 13 (trece) y 14 (catorce).</p> <p>Title 3: Colours</p> <p>Session 11</p> <p>Optional: Sessions 12, 13 and 14.</p> | <p>Escena 1: (marionetas)</p> <p>Mira la pera. Es verde. Mira la naranja. Es naranja. Mira el plátano. Es amarillo. Mira la manzana. Es verde. Mira la pera. Es verde. Mira la manzana. Es roja. Mira el plátano. Es amarillo.</p> <p>Escena 2: (en el comedor)</p> <p>Mira, ¿qué es esto? Es una naranja. Es naranja. Mira, ¿qué es esto? Es un plátano. Es amarillo. Mira, ¿qué es esto? Es una manzana. Es verde. Mira, ¿qué es esto? Es leche. Es blanca. Mira, ¿qué es esto? Es una pera. Es verde. Mira, ¿qué es esto? Es una naranja. Es naranja. Mira, ¿qué es esto? Es un plátano. Es amarillo</p> | <p>Scene1: (puppets)</p> <p>Look at the pear. It's green. Look at the orange. It's orange. Look at the banana. It's yellow. Look at the apple. It's green. Look at the pear. It's green. Look at the apple. It's red. Look at the banana. It's yellow.</p> <p>Scene 2: (in the canteen)</p> <p>Look, what is this? It's an orange. It's orange. Look, what is this? It's a banana. It's yellow. Look, what is this? It's an apple. It's green. Look, what is this? It's milk. It's white. Look, what is this? It's a pear. It's green. Look, what is this? It's an orange. It's orange. Look, what is this? It's a banana. It's yellow.</p> |
| <p>Título 4: Números</p> <p>Sesión 18 (dieciocho)</p> <p>Opcional: Sesiones 19 (diecinueve), 21 (veintiuna), 22 (veintidós) y 24 (veinticuatro).</p> <p>Title 4: Numbers</p> <p>Session 18</p> <p>Optional: Sessions 19, 21, 22 and 24.</p> | <p>Escena 1: (en clase)</p> <p>Una maestra Dos niñas Tres niños</p> <p>Escena 2: (en el patio)</p> <p>Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez</p> <p>Escena 3: (marionetas)</p> <p>Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez</p> | <p>Scene 1: (in the classroom)</p> <p>One teacher Two girls Three boys/ children</p> <p>Scene 2: (in the playground)</p> <p>One Two Three Four Five Six Seven Eight Nine Ten</p> <p>Scene 3: (puppets)</p> <p>One Two Three Four Five Six Seven Eight Nine Ten</p> |



| Título 5: ¿Te gusta...? | Escena 1: (marionetas) | Scene 1: (puppets) |
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| <p>Sesión 26 (veintiséis).</p> <p>Opcional: Sesión 5, escena 1.</p> <p>Title 5: Do you like...?</p> <p>Session 26</p> <p>Optional: Session 5, scene 1.</p> | <p>Escena 2: (en la cocina)</p> <p>¿Te gusta la naranja? Sí, sí me gusta. ¿Te gusta la naranja? No, no me gusta. ¿Te gusta la naranja? Sí, sí me gusta. ¿Te gusta el plátano? No, no me gusta. ¿Te gusta la manzana? Sí, sí me gusta. ¿Te gusta la manzana? No, no me gusta.</p> <p>¿Te gusta la leche? Sí, sí me gusta. ¿Te gusta la leche? No, no me gusta.</p> <p>¿Te gusta el plátano? Sí, sí me gusta. ¿Te gusta el plátano? No, no me gusta.</p> <p>¿Te gusta la pera? Sí, sí me gusta. ¿Te gusta la pera? No, no me gusta.</p> <p>¿Te gusta el plátano? Sí, sí me gusta. ¿Te gusta el plátano? No, no me gusta.</p> <p>¿Te gusta la manzana? Sí, sí me gusta. ¿Te gusta la manzana? No, no me gusta.</p> | <p>Do you like milk? Yes, I like it. Do you like pears? No, I don't like them. Do you like oranges? Yes, I like them. Do you like bananas? No, I don't like them. Do you like milk? Yes, I like it.</p> <p>Scene 1: (in the kitchen)</p> <p>Do you like oranges? Yes, I like them. Do you like oranges? No, I don't like them.</p> <p>Do you like apples? Yes, I like them. Do you like apples? No, I don't like them.</p> <p>Do you like milk? Yes, I like it. Do you like milk? No, I don't like it.</p> <p>Do you like bananas? Yes, I like them. Do you like bananas? No, I don't like them.</p> <p>Do you like pears? Yes, I like them. Do you like pears? No, I don't like them.</p> <p>Do you like bananas? Yes, I like them. Do you like bananas? No, I don't like them.</p> <p>Do you like apples? Yes, I like them. Do you like apples? No, I don't like them.</p> |



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| <p>Título 6: Objetos de clase.</p> <p>Sesión 18 (dieciocho).</p> <p>Opcional: Sesiones 22 (veintidós) y 30 (treinta).</p> <p>Title 6: Classroom objects.</p> <p>Session 18.</p> <p>Optional: Sessions 22 and 30.</p> | <p>Escena 1: (en una habitación)</p> <p>El lápiz. El lápiz de color. Los lápices de colores. El pegamento. Los pegamentos. El lápiz. Los lápices. El sacapuntas. Los sacapuntas. La goma. Las gomas. El pegamento. Los pegamentos. El libro. Los libros.</p> <p>Escena 2: (en la clase)</p> <p>Un niño. Dos niños. La pizarra. El lápiz. El sacapuntas. Los lápices de colores. El cuaderno. Los cuadernos. El libro. Los libros. El pegamento. Los pegamentos. Las tijeras. La regla. Las reglas. La goma. Las gomas.</p> <p>Escena 3: (en la clase)</p> <p>La pizarra. El lápiz. El sacapuntas. Los lápices de colores. El cuaderno. Los cuadernos. El libro. Los libros. El pegamento. Los pegamentos. Las tijeras. La regla. las reglas. La goma. Las gomas.</p> | <p>Scene 1: (in a room)</p> <p>The pencil. The coloured pencil. The coloured pencils. The glue. The glue sticks. The pencil. The pencils. The pencil sharpener. The pencil sharpeners. The rubber. The rubbers. The glue. The glue sticks. The book. The books.</p> <p>Scene 2: (in the classroom)</p> <p>A boy/ a child. Two boys/ children. The board. The pencil. The pencil sharpener. The coloured pencils. The notebook. The notebooks. The book. The books. The glue. The glue sticks. The scissors. The ruler. The rulers. The rubber. The rubbers.</p> <p>Scene 3: (in the classroom)</p> <p>The board. The pencil. The pencil sharpener. The coloured pencils. The notebook. The notebooks. The book. The books. The glue. The glue sticks. The scissors. The ruler. The rulers. The rubber. The rubbers.</p> |
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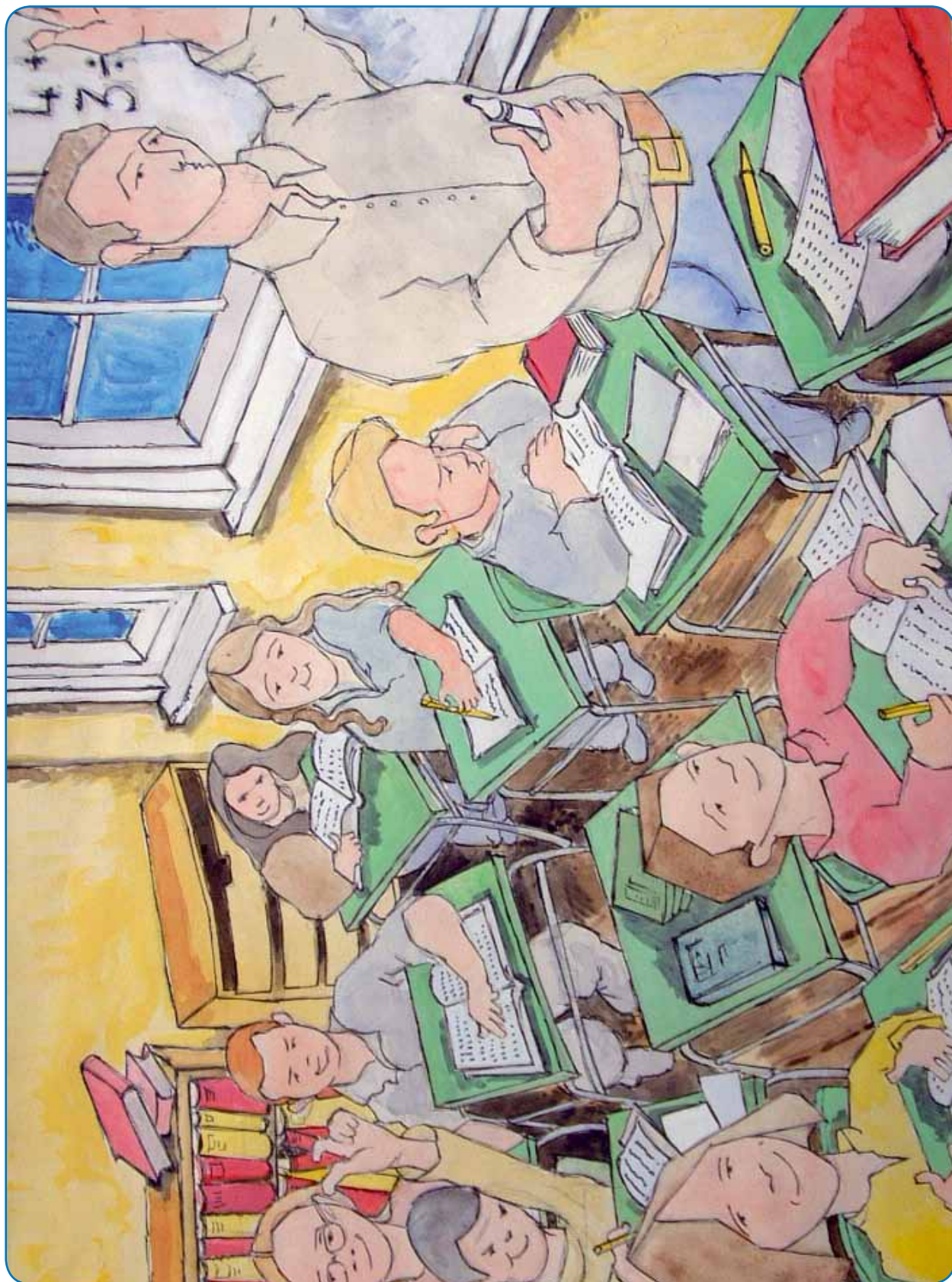


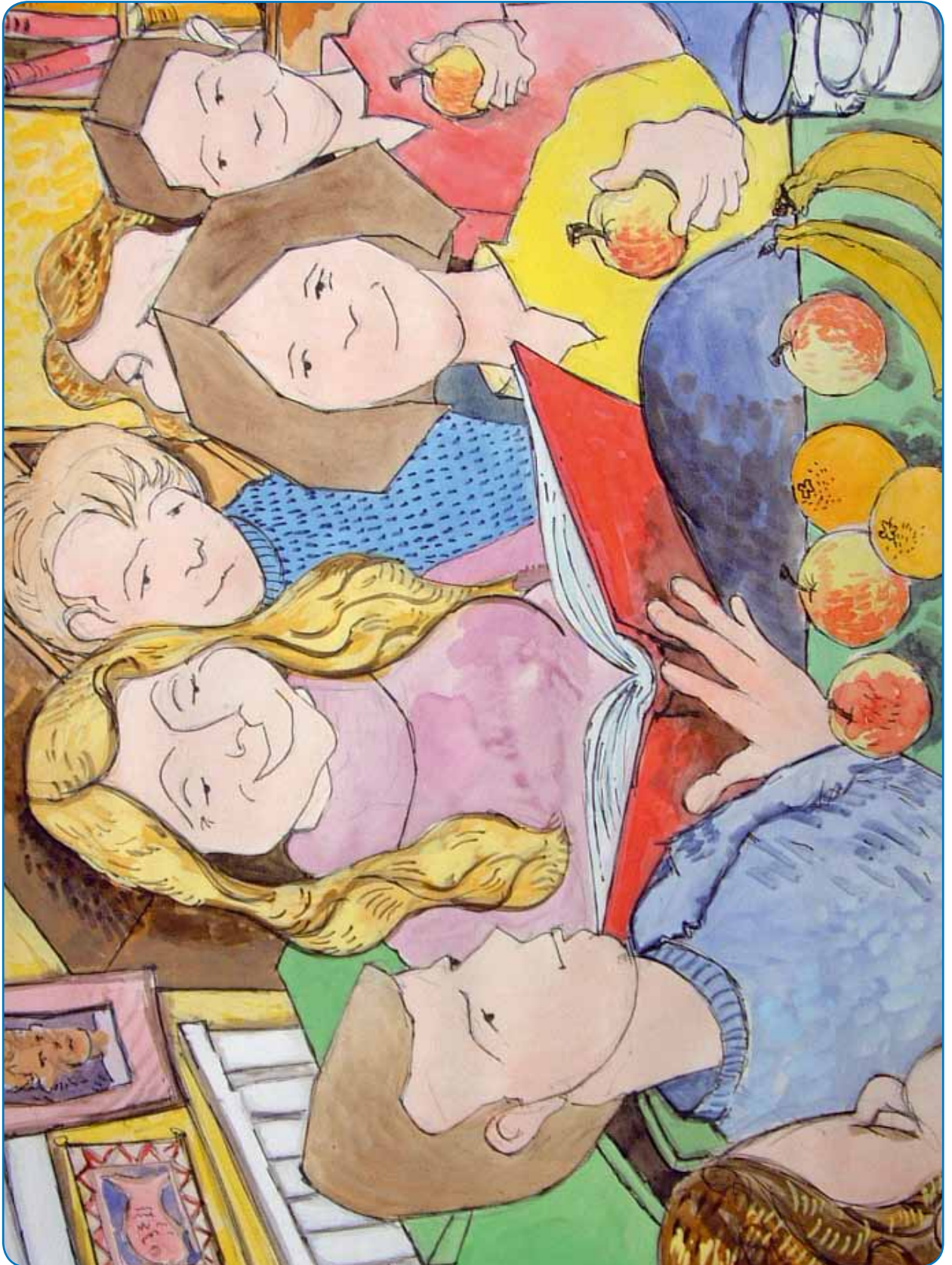
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| <p>Título 7: Acciones</p> <p>Sesión 20 (Veinte).</p> <p>Opcional: Sesiones: 7 (siete) y 9 (nueve), escena 3 (tres); 25 (veinticinco) y 29 (veintinueve).</p> <p>Title 7: Actions.</p> <p>Session 20.</p> <p>Optional: Sessions 7 and 9, scene 3; 25 and 29.</p> | <p>Escena 1: (en la clase)</p> <p>Colorea. Recorta. Pega. Escucha. Pregunta: "¿Cómo te llamas?" Responde: "Soraya". Di hola: "Hola". Di adiós: "Adiós".</p> <p>Escena 2: (en una habitación)</p> <p>Abre el libro. Cierra el libro. Escribe. Colorea. Recorta.</p> <p>Escena 3: (marionetas)</p> <p>Escucha. Pregunta. "¿Cómo te llamas?" Responde. "Me llamo Vicky". Siéntate, Vicky. Levántate, Manolito. Siéntate, Manolito. Levántate, Vicky. Manolito, mira a Vicky. Vicky, mira a Manolito. Manolito, entra. Manolito, di hola. "Hola". Vicky, entra. Di hola. "Hola". Manolito, di adiós. "Adiós". Manolito, sal. Vicky, di adiós. "Adiós". Vicky, sal.</p> <p>Escena 4: (en la clase)</p> <p>Trae una goma. "Gracias". "De nada". Abre el libro. Cierra el libro. Entra. "Hola". Sal. "Adiós". Violeta, siéntate. Selma, siéntate. Soraya, siéntate. Violeta, levántate. Selma, levántate. Soraya, levántate. Amaro, abre la puerta. Jorge, cierra la puerta.</p> | <p>Scene 1: (in the classroom)</p> <p>Colour. Cut. Paste. Listen. Ask: "What's your name?" Answer: "Soraya". Say hello: "Hello". Say goodbye: "Goodbye".</p> <p>Scene 2: (in a room)</p> <p>Open the book. Close the book. Write. Colour. Cut.</p> <p>Scene 3: (puppets)</p> <p>Listen. Ask. "What's your name?" Answer. "My name is Vicky". Sit down, Vicky. Stand up, Manolito. Sit down, Manolito. Stand up, Vicky. Manolito, look at Vicky. Vicky, look at Manolito. Manolito, come in. Manolito, say hello. "Hello". Vicky, come in. Say hello. "Hello". Manolito, say goodbye. "Goodbye". Manolito, go out. Vicky, say goodbye. "Goodbye". Vicky, go out.</p> <p>Scene 4: (in the classroom)</p> <p>Bring a rubber. "Thank you". "You're welcome". Open the book. Close the book. Come in. "Hello". Go out. "Goodbye". Violeta, sit down. Selma, sit down. Soraya, sit down. Violeta, stand up. Selma, stand up. Soraya, stand up. Amaro, open the door. Jorge, close the door.</p> |
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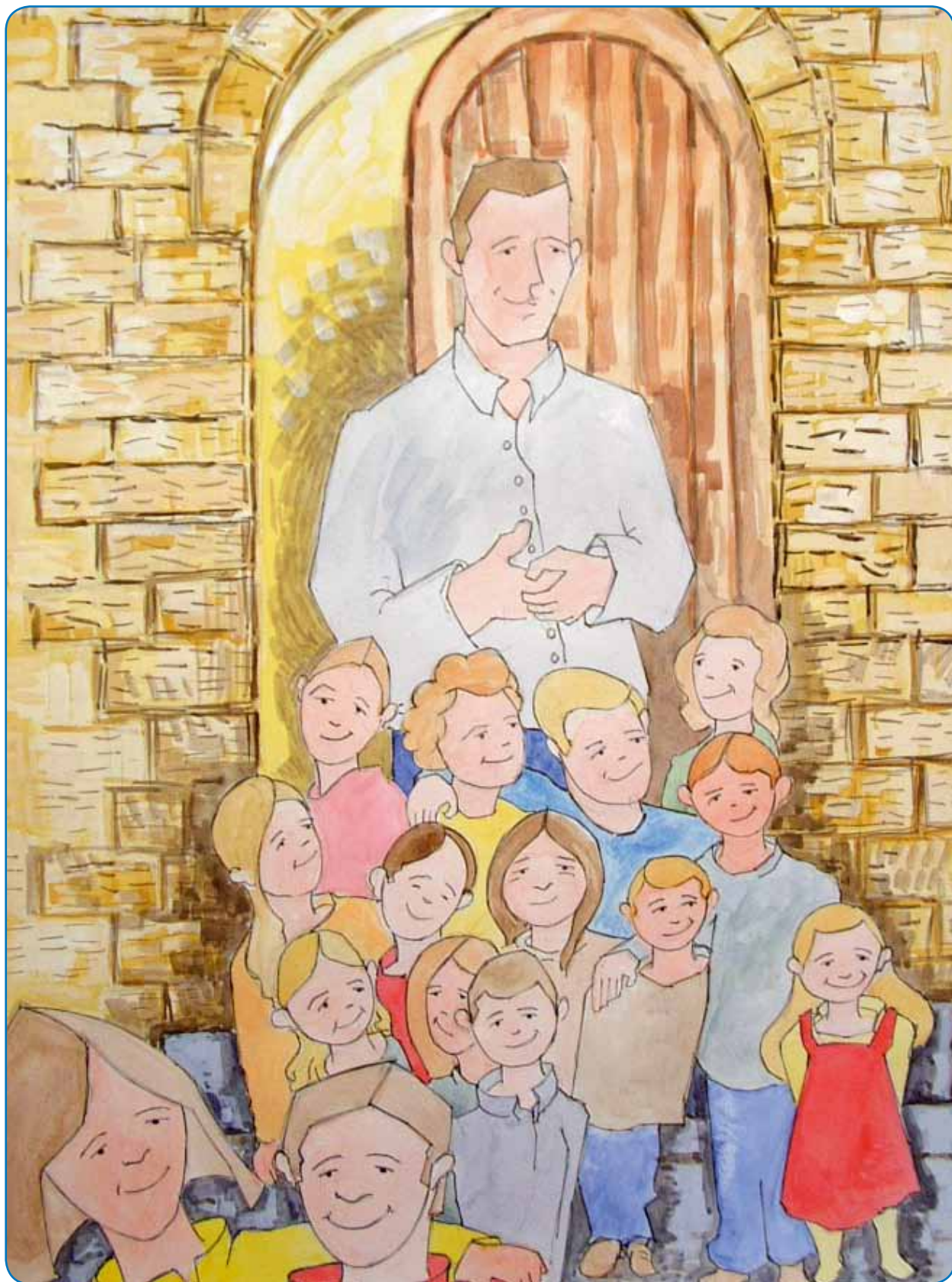


6. Posters

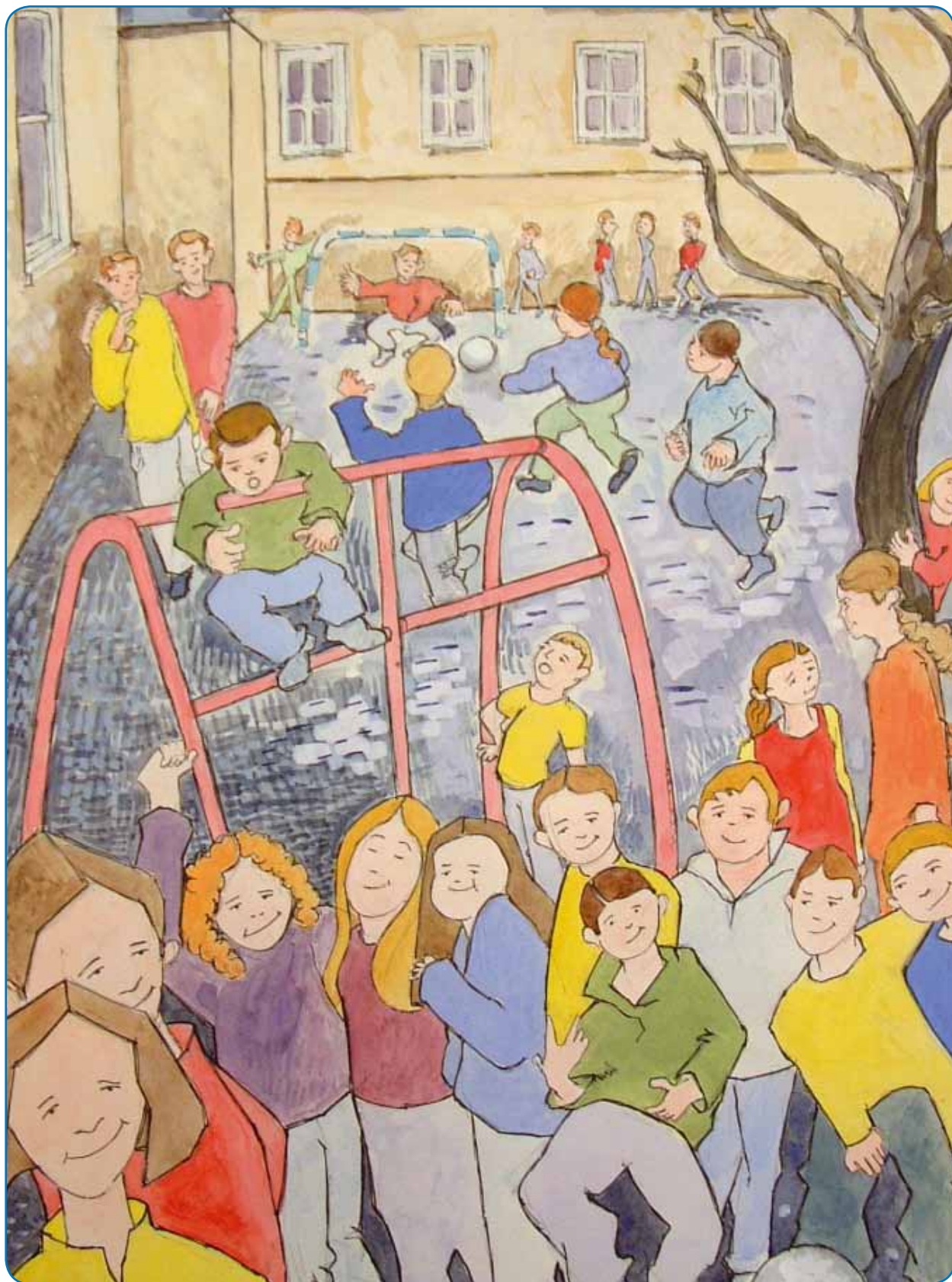












7. Stories

Corre Manolito, corre



1

Manolito y su amigo
Arturo el canguro



2

Manolito y su amiga
la rana Juliana



3

Manolito y su amigo
Alejo el conejo



4

Manolito y su amigo
el grillo Pepillo



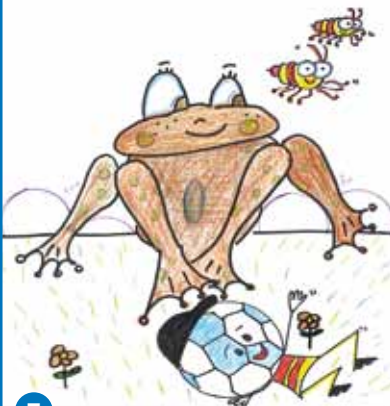
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Manolito y su amigo
Leontes el saltamontes



6

Y el sapo Paco



7

¡Venga Manolito,
corre, ale, vale!



8

"¡¡¡Al agua, patos!!!"



9

1. Run Manolito, Run / 2. Manolito and his friend Arturo, the Kangaroo / 3. Manolito and his friend Juliana, the Frog / 4. Manolito and his friend Alejo, the Rabbit / 5. Manolito and his friend Pepillo, the Cricket / 6. Manolito and his friend Leontes, the Grasshopper / 7. And Paco, the Toad / 8. Come on Manolito! Come on, come on! / 9. Let's take the plunge!



Vicky y sus amigas



1

¡Buenos días, Vicky!

Hola, amapola. Adiós, girasol



3

La hormiga es mi amiga



4

El caracol
saca sus
cuernos
al sol



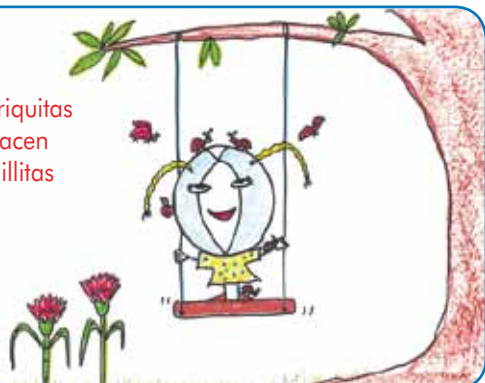
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La ardilla no me pilla



6

Las mariquitas
me hacen
cosquillitas



7

¡Buenas noches, luna gatuna!



8

1. Vicky and her friends / 2. Good morning Vicky! / 3. Hello Poppy! Goodbye Sunflower! / 4. The Ant is my friend / 5. The Snail takes the antennas out / 6. The Squirrel doesn't catch me / 7. The Ladybirds tickle me / 8. Goodnight catlike Moon!

8. Extra activities

1. Flashcard activities

- > Hold flashcards up and ask "What is this?"
Children can take turns and proceed in the same way.
- > Showing a little bit of the flashcard for the children to say the word.
- > Game. Flashcards facing down. Children can lift them and try to find their match: the match could be a picture and its word; a picture and another one within the same category (fruits...) and so on.
- > Flashcards are put on the walls. Children have to point at them when the teacher says the words.
- > Flashcards hidden in the classroom. Students have to find them when the teacher says the words. It could be done in teams.
- > Game "El pañuelo". There are two teams facing one another. Each member of the team has a number or word assigned. The teacher, holding a handkerchief and standing up in the middle, calls a number or word. The children, in both teams, whose number or word has been called, run to get the handkerchief. The one who gets it wins a point for the team. (Variation) In two teams the teacher or another child holds a couple of cards and when a word is said, the representative of each team has to run to get the picture which matches the word.
- > The children, standing up in a circle, pass flashcards round while the music is playing. When the music stops, the children who are holding a flashcard will have to say what it is.
- > The odd one out. Some cards are put on the wall. One of them is the odd one out. The children spot which one.
- > Revising vocabulary by means of flashcards. The children are in two teams. The teacher shows the flashcards to the teams in turns. If the children cannot remember the name of the object, the teacher starts drawing something on the board. The children lose if the teacher finishes her drawing before the children can say all the words. It is, in fact, a variation of the hangman game.
- > A set of flashcards to revise vocabulary. Once the vocabulary is revised, the cards have to be shuffled. Some music will be played. The kids have to guess the card on top. If they fail, the teacher will simply say "No". When they guess it, she will put the card aside. The object of the game is to guess the position of all the cards before the music ends.
- > A child or the teacher describes what the flashcard is about without showing it. The other students have to guess the word.
- > Replacing bits of a story or a description by using flashcards for the children to say the words missing.
- > Children have a set of different flashcards related to the words in a story. The story is told and every time a child hears a word represented by a card he or she has, the child has to hold it up. (Variation) The children stand up and stick the cards on the board when they hear the words they have in pictures, and then -all together- tell the story following the sequence of flashcards on the board.



- > The board is divided in different numbered squares. Some flashcards are placed in those squares. Once the vocabulary is revised, the cards are turned down. When the teacher says a number, the children have to remember the card in that position.

2. Games with numbers

- > Clapping hands depending on number. After practising all together, the teacher says a number and they clap their hands as many times as the number represents. Variation: Instead of clapping hands they can do other things such as stamping their feet, snapping their fingers and so on. It could also be done by asking a child to do the action while the rest of the children say the number represented by the action.
- > Forming groups representing numbers. The teacher will say for instance: "Haced grupos de tres, de dos..." ("Make groups of three, two...") and the children will have to move to do so.

3. Games with colours

- > Colours can be stuck on the board. The children practise saying the colours. Then some objects or numbers can be stuck below the colours. This time when the teacher calls out a colour, the children will say the name of the object or number below the colour.
- > Following instructions if...
This is actually a variation of Simon says. The teacher gives an instruction and children follow it if they have or are wearing something in that colour.
- > Chinese whispers. Children line up in two different lines. The colour flashcards are posted on the board. The teacher whispers a colour to the child standing at the back of the two lines and they will have to whisper the word up to the front. The child at the front will touch or get the card and say the word aloud. After doing that, he or she will go to the back of the line to allow another kid to get the message and touch or get the word.
- > A set of objects in different colours. The whole group revises the colours and the name of the objects in those colours. Then, some of the objects can be hidden and the children will have to remember what is missing.
- > Children playing in two teams. The teacher touches or points at something. The team that says the colour first will score a point.
- > The teacher hands out several cards in different colours to each child. When she calls out colours, the children must place the cards following the sequence she says.
- > The colours can be substituted by gesture. For example, when the teacher says red, the pupils have to touch their noses.

4. Games with actions

- > The puppet talks to the teacher. The teacher does something following the puppet's instruction. The next time, the children have to guess which instruction the puppet has said to the teacher.

5. Games that can be easily adapted to practise all sorts of vocabulary

- > **Catching the last one**
Two children stand up forming an arch with their arms and hands. One of them represents an object and the other one an action. The rest of the children walk under the arch while saying a poem or rhyme. When they finish saying that, the arch traps the child who is under the arch at that time. This child has to choose between "action" or "object" and say something belonging to that category. If he or she is correct, he or she substitutes the person in the arch.
- > **The bag**
The children put something in a bag while naming the object in Spanish. When all the children have put something in the bag, they have to remember what is in it. The game can be more complicated if they have to remember the order in which the objects were put in the bag.
- > **Blindfolded**
A child is blindfolded and the rest of the children give instructions for the blindfolded child to follow.
- > **Hiding an object**
Two children go out of the classroom or close their eyes while an object is hidden. When they come back they have to find the object with the help of the other children who will be saying "caliente" or "frío" depending on how close or far from the objects the two children are.
- > **Flashcards board**
Using the flashcards to make a board. In teams, the children throw a dice and count accordingly. They will have to say the word represented by the flashcard. The winner is the team to reach the finish first. A variation of the game could be using thematic vocabulary. In that case the teacher can make a template of a supermarket trolley (food vocabulary) or a school bag. When the children land on the squares they have to say the word and draw the object in the templates. An alternative and more difficult way would be to remove the flashcard when a team has landed on it and said the word correctly. This way the next team to land on it would have to remember the word not to miss a turn.
- > **Musical chairs**
The children go round a set of chairs while the music is playing. When the music stops, the children have to sit down and the one who could not sit down has to have a look at a picture and say the word represented by the picture in order to keep on playing.
- > **Noughts and crosses**
The game can be played in two teams. There are nine flashcards facing down posted on nine numbered boxes on the board. The first team says a number. The teacher shows the card and if the child knows the word, the card is removed and a nought or cross is drawn. If the child does not remember the word, the teacher covers the flashcard again. The object of the game is to line up the noughts or crosses.
- > **Labyrinths**
The object of the activity is to follow the path to reach certain vocabulary items and revise them.
- > **Dictations**
The children can be given blank templates of a house, shop or a classroom and the task is to fill them with pictures as the teacher dictates them in the number and colour desired.



- > **Bingo**
Bingo cards for the children to draw objects or with the objects already drawn depending on the children's needs and age.
- > **Memory activities**
Hiding flashcards and guessing the ones missing; swapping them around and remembering the previous order; covering them and having to find their match.
- > **The handkerchief**
(See description in activities with flashcards)
- > **Chinese whispers**
(An example has been described in activities with flashcards)
- > **The odd one out**
(An example has been described in activities with flashcards)
- > **The spinning wheel**
The children have two templates: two circles. In one of the circles there are boxes around the outer part of the circle to draw little pictures of the vocabulary to revise. The other circle is placed on top of the first circle and attached to it by a clip. This circle has a little box cut off. The object of the activity is to revise vocabulary by spinning the upper circle over the lower one and see one of the pictures drawn through the open space on the upper circle.
- > **Modelling**
Clay or plasticine. The children make objects, numbers... and when they finish they move around the classroom describing what they see.
- > **Drawing**
Drawing objects whose names they remember in Spanish. They have to present their drawing to the rest of the group.
- > **Posters or friezes**
Cooperative activity about vocabulary, stories, songs...

