

# Me llamo

## Lesson Overview

1

### Communication Objective

Students tell what their names are.

### Performance Guidelines

- Students comprehend the question, “¿Cómo te llamas tú?”
- Students answer the question using the phrase, “Me llamo \_\_\_\_.”

## Circle Time



### Vocabulary and Phrases

¿Cómo te llamas tú?

Me llamo \_\_\_\_.

What is your name?

My name is \_\_\_\_.

### Songs and Poems (Track #)

#### Sonrisas CD

Cada vez que nos juntamos (1)

Buenos días (2)

Me llamo, me llamo (3)

Cabeza, hombros, piernas, pies (4)

Mi cuerpo (5)

## Story Time



### Book Suggestions

*Margarita y Margaret*, by Lynne Reiser

This book celebrates the power of knowing two languages. Talking about that power provides an excellent opportunity to get a new class excited about Spanish.

## Art Time



Me llamo autoretrato

# Me llamo

**Summary:** Through songs, the role-play, and the art project, students learn to tell what their names are by answering the question, “¿Cómo te llamas tú?”

**Supplies:** A small ball or hacky sack

## First Day

1. Greeting and Roll Call (1.1, 1.2, 4.1)
2. Circle Time
  - Warm up with songs, chants, and poems. (1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 5.2)
  - Play the *Me llamo* game:
    1. Show students your ball or hacky sack. Say, “*Esta es la pelota mágica.*” Have students repeat “*la pelota mágica.*”
    2. Hold *la pelota mágica* up, drop it in your lap, and say, “*Me llamo Señor/Señora \_\_\_\_\_.*”
    3. Pass *la pelota mágica* to a student and ask, “¿Cómo te llamas tú?”
    4. You can help the student respond by saying, “*Me llamo (student’s name).*” Have the student repeat.
    5. After the student responds, sing “Me llamo, me llamo” (Sonrisas CD, track #3) and insert the student’s name in the appropriate spot in the song.
    6. Have the student pass the ball back to you and repeat the process with each student.
3. Story Time (1.2, 2.1, 3.2, 4.1, 4.2)
4. Art Time (1.1, 1.2, 1.3, 3.1)
5. Good-bye (1.1)

## Second Day

1. Greeting and Roll Call (1.1, 1.2, 4.1)
2. Circle Time (1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 5.2)
  - Warm up with songs, chants, and poems.
  - Play the *Me llamo* game from the first day.
  - If you want your students to use Spanish names in the classroom, this is a good time to choose them and then use them in the *Me llamo* game.
3. Story Time (1.2, 2.1, 3.2, 4.1, 4.2)
4. Art Time (1.1, 1.2, 1.3, 3.1)
5. Good-bye (1.1)

## Helpful Hints

Because this is the first lesson and the first game, you will probably have to do a lot of the answering for your students in the game. This is okay; your students will catch on quickly and will easily be able to do the game in Spanish after only a few classes.

## Art Project Procedure



# Me llamo autoretrato

### Summary

Students draw a self-portrait and label it with the answer to “¿Cómo te llamas tú?”

### Materials

Construction paper

Crayons

### Procedure

#### First Day

1. Show students a model of your self-portrait. Point out the different facial features you drew and have the students repeat the words in Spanish. Tell students they are going to draw their own self-portraits and include all of the same facial features.
2. Pass out construction paper and crayons.
3. Have students draw their self-portraits. As they are drawing, go around and point to the different facial features and have them repeat the words in Spanish.

#### Second Day

1. Show students your self-portrait. Model for them how to label it with “Me llamo \_\_\_\_.”
2. Pass out their self-portraits and crayons.
3. Have students write “Me llamo \_\_\_\_” on their portraits.
4. When students are finished, have them present their self-portraits to their classmates. Ask them, “¿Cómo te llamas tú?” and have them answer with the correct phrase.



### Helpful Hints

Some young children will draw very simple pictures of themselves. Encourage them to include all the facial features by asking them questions such as “¿Y una nariz? ¿Tienes una nariz?” You may have to help younger students label their self-portraits.

# Home Report: Me llamo

Date \_\_\_\_\_

Student \_\_\_\_\_

## Lesson Overview

1

### Communication Objective

Students tell what their names are.

### Performance Guidelines

- Students comprehend the question, “¿Cómo te llamas tú?”
- Students answer the question using the phrase, “Me llamo \_\_\_\_.”

## Circle Time



### Vocabulary and Phrases

¿Cómo te llamas tú?

Me llamo \_\_\_\_.

What is your name?

My name is \_\_\_\_.

### Songs and Poems (Track #)

#### Sonrisas CD

Cada vez que nos juntamos (1)

Buenos días (2)

Me llamo, me llamo (3)

Cabeza, hombros, piernas, pies (4)

Mi cuerpo (5)

## Story Time

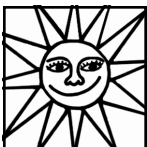


### Book Suggestions

*Margarita y Margaret*, by Lynne Reiser

This book celebrates the power of knowing two languages.

## Home Enrichment



Have your child show you their self-portrait from Spanish class and ask them to read what it says.

# Buenas noches, Buenos días

## Lesson Overview

13

### Communication Objective

Students engage in conversation by using phrases and commands associated with bedtime and waking up.

### Performance Guidelines

- Students comprehend and use the phrases, “*Acuéstate,*” “*Cierra los ojos,*” “*Buenas noches,*” “*Despiértate,*” and “*Buenos días.*”

## Circle Time



### Vocabulary and Phrases

Acuéstate.	Lie down; go to bed.
Cierra los ojos.	Close your eyes.
Buenas noches.	Good night.
Despiértate.	Wake up.
Buenos días.	Good morning / good day.

### Songs and Poems (Track #)

#### Sonrisas CD

Cada vez que nos juntamos (1)  
Cabeza, hombros, piernas, pies (4)  
Mi cuerpo (5)  
Había un chorrillo (11)  
Te quiero (12)  
Mamá y papá (13)  
Buenas noches (14)  
El sol se llama Lorenzo (15)  
Gorra, camisa, pantalones, zapatos (18)  
Aquel caracol (22)

#### Canciones Culturales CD

Tortillitas (4)  
Los deditos (5)  
Estos piecitos (7)  
Sana, sana (16)

## Story Time



### Book Suggestions

*Buenas noches, luna,* by Margaret Wise Brown  
*Buenas noches a todos,* by Lone Morton and Rosa Martin  
*¿Es hora?,* by Marilyn Janovitz

## Art Time



Gatitos dormidos  
Pinta la noche con esponjas

# Buenas noches, Buenos días

**Summary:** Through songs, the activity, stories, and the art project, students learn phrases associated with going to bed and waking up.

**Supplies:** A premade *gatito* puppet from art project (see page 123)

## First Day

1. Greeting and Roll Call (1.1, 1.2, 4.1)
2. Circle Time (1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.2)
  - Start with calendar activities.
  - Warm up with songs, chants, and poems.
  - Review with games and activities from previous lessons.
  - Do the *Buenas noches, buenos días* role-play:
    1. Tell students that your friend *gatito* is tired and that he needs to lie down.
    2. Say, “*Acuéstate, gatito,*” and gently place the puppet on the floor. Have students repeat, “*Acuéstate, gatito.*”
    3. Then tell the students that *gatito* needs to go to sleep, and we need to tell him goodnight.
    4. Close the puppet’s eyes and say, “*Buenas noches, gatito.*” Have students repeat, “*Buenas noches, gatito.*”
    5. After a few seconds, tell students that it is time for *gatito* to wake up. Say, “*Despiértate, gatito.*” Have students repeat, “*Despiértate, gatito.*”
    6. Open the puppet’s eyes and exclaim, “*¡Buenos días, gatito!*” Have students repeat, “*¡Buenos días, gatito!*”
    7. You can repeat this role-play as many times as your students want to.
    8. Tell students they are going to make their own *gatito* puppet in the art project.
3. Story Time (1.2)
4. Art Time (1.1, 1.2, 1.3, 3.1)
5. Good-bye (1.1)

## Second Day

1. Greeting and Roll Call (1.1, 1.2, 4.1)
2. Circle Time (1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.2)
  - Start with calendar activities.
  - Warm up with songs, chants, and poems.
  - Review with games and activities from previous lessons.
  - Do the *Buenas noches, buenos días* role-play.
3. Story Time (1.2)
4. Art Time (1.1, 1.2, 1.3, 3.1)
5. Good-bye (1.1)

## Helpful Hints

You can extend the role-play by asking the students if they are tired and want to go lie down. Go through the same steps with them as you did with the puppet.

## Art Project Procedure



# Gatitos dormidos

### Summary

Students construct their own *gatito* puppet and use it to do the *Buenas noches, buenos días* role-play.

### Materials

*Gatitos dormidos* photocopy, one for each student (see Reproducibles, page 279)

Crayons

Glue

Scissors

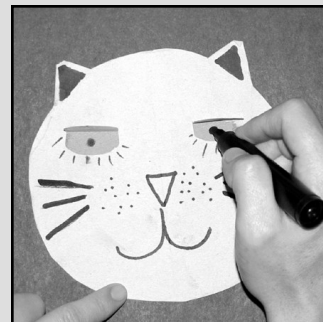
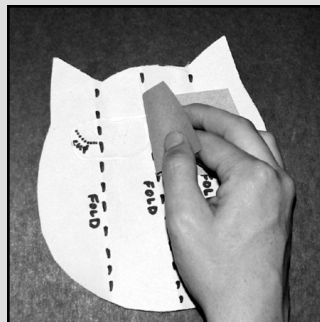
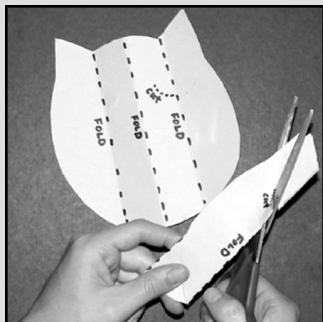
### Procedure

#### First Day

1. Have students cut out the *gatito* head from the photocopy. Then follow the folding and cutting instructions in order to make the eyes.
2. Have students cut out the flap from the photocopy.
3. Have students glue the flap on the back of the *gatito*. (The back is the side with the folding instructions.)
4. Make sure that they do not glue the eyes shut on the *gatito*.
5. Let glue dry until next lesson.

#### Second Day

1. Model for students the different facial features they can color on the *gatito* head.
2. Have students color their *gatitos*.
3. When they have finished, have students go through the *Buenas noches, buenos días* role-play with their own *gatitos*.



### Helpful Hints

You can make a more sturdy *gatito* puppet if you use construction paper, but this does make the folding and cutting for the eyes more difficult. With young students, you may wish to prepare the heads ahead of time and simply have them do the coloring.

## Art Project Procedure



# Pinta la noche con esponjas

### Summary

Students create sponge paintings of the night sky.

### Materials

Black or dark blue construction paper

Yellow or white tempera paint

Paint trays

Sponges cut in the shape of moons and stars (stars can be little dots)

### Procedure

1. Model for students how to create a sponge painting of the night sky using sponges dipped in tempera paint.
2. Pass out materials to students and allow them to create their own paintings.
3. As students are working go around and point to the stars and the moon and say, "*Buenas noches, estrellas; buenas noches, luna.*" Have students repeat.
4. As students finish, have them write "*Buenas noches*" at the bottom of their paintings.



### Helpful Hints

This project can be done in one day. It complements the reading of one of the recommended book for this lesson, *Buenas noches, luna*.

# Home Report: Buenas noches, Buenos días

Date \_\_\_\_\_

Student \_\_\_\_\_

## Lesson Overview

13

### Communication Objective

Students engage in conversation by using phrases and commands associated with bedtime and waking up.

### Performance Guidelines

- Students comprehend and use the phrases, “*Acuéstate,*” “*Cierra los ojos,*” “*Buenas noches,*” “*Despiértate,*” and “*Buenos días.*”

## Circle Time



### Vocabulary and Phrases

Acuéstate.	Lie down; go to bed.
Cierra los ojos.	Close your eyes.
Buenas noches.	Good night.
Despiértate.	Wake up.
Buenos días.	Good morning / good day.

### Songs and Poems (Track #)

#### Sonrisas CD

Cada vez que nos juntamos (1)  
Cabeza, hombros, piernas, pies (4)  
Mi cuerpo (5)  
Había un chorrillo (11)  
Te quiero (12)  
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#### Canciones Culturales CD

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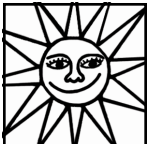
## Story Time



### Book Suggestions

*Buenas noches, luna,* by Margaret Wise Brown  
*Buenas noches a todos,* by Lone Morton and Rosa Martin  
*¿Es hora?,* by Marilyn Janovitz

## Home Enrichment



Have your child use his or her *gatito* from the art project to show you how to put it to bed using the vocabulary from the lesson.