



Level A Pacing for Week 0

<p>Day 1 40 mins.</p>	<p>Use character cutouts to introduce Kate, Becky and Luis. Show Kate and say: <i>Hola, yo soy Kate</i>. Then show Becky, change the voice somewhat and say: <i>Hola, yo soy Becky</i>. Finally show Luis and say, pretending to be a boy: <i>Hola, yo soy Luis</i>. Ask for volunteers to hold each character and say <i>Yo soy Becky/Kate/Luis</i>. Then have the volunteers pass the character cutouts to other students until everyone has had a chance to participate. (5 minutes)</p> <p>Write the sentence fragment <i>Yo soy</i> on the board and on sentence strips. Introduce yourself to students and say <i>Yo soy</i> [your name] and complete the sentence on the board. Then help one student complete his/her sentence strip with his/her name as a model for everyone to complete his/her sentence strip. When all students are done writing their names, read the sentence from the board aloud. Then have all students read their own sentence, individually. If possible have students tape their sentence strips to their desks or have them take their strips home. (10 minutes)</p> <p>Play the karaoke version of the song <i>Feliz Cumpleaños</i>, which is track 30 on Level A Audio CD. Sing the song changing the lyrics to the names of the characters plus the names of students. For instance: <i>Hola, Becky y Kate. Hola Luis y</i> [name of student]. <i>Hola, [name] y [name]. Yo soy la maestra</i>. Write the word <i>maestra</i> on the board and ask students what it means. Elicit it means <i>teacher</i>. Encourage groups of three students to come up with their own version of the song, using the greeting <i>Hola</i> and their names and those of other classmates. Then have the groups sing their songs in front of the class, playing track 30 one more time. (15 minutes)</p> <p>As a closing activity, you may have students sit on the floor as you read aloud <i>¡Buenos días, Julio y Julia!</i>, which is the beginning level, unit 1 book from the Thematic Library. Show students each entire spread as you slowly narrate the text. After reading, discuss the phrases <i>buenos días</i> and <i>buenas noches</i> with students. Write them on the board or on sentence strips to tape to the wall. Explain that like <i>hola</i>, <i>buenos días</i> and <i>buenas noches</i> are greetings. Elicit that <i>buenos días</i> means <i>good morning</i> and <i>buenas noches</i> means both <i>good evening</i> and <i>good night</i>. (10 minutes)</p>
<p>Day 2 40 mins.</p>	<p>Review <i>buenos días</i> by greeting students with <i>Buenos días, niños</i>. Model their response by having them chorally repeat after you, <i>Buenos días</i> [your name]. Have students review the <i>Hola, yo soy</i> pattern by having them take turns standing up and saying <i>Hola, yo soy</i> [their name]. Be sure everyone in the class gets a chance to participate. (5 minutes)</p> <p>Next, reread <i>¡Buenos días, Julio y Julia!</i> and model pointing to characters or objects on the page following your commands. For instance, <i>Señala a Julio</i> (point to Julio), <i>Señala a Julia</i> (point to Julia), <i>Señala a la mamá de Julio y Julia</i> (point to Julio and Julia's mom and dad), etc. Then have individual students do the pointing after you once again give the commands. Do this for each page of the book as you're reading. Introduce words such as <i>abuelo</i> and <i>pelota</i> in context, by asking volunteers to point</p>



	<p>to each on the page. (10 minutes)</p> <p>Write <i>Él es Julio</i> and <i>Ella es Julia</i> from the story on the board. Have students practice the pronunciation of <i>él</i> and <i>ella</i>. Point to each word as you have them repeat <i>el</i> and <i>ella</i> (eya) after you several times. Have students repeat after you as you point to each syllable: <i>Él-es-Ju-lío</i>. Then blend the words and have students read both sentences along with you several times. Then pull out the character cutouts for Kate, Becky, and Luis. Hold each one and say: <i>Ella es Becky</i>, <i>Ella es Kate</i>, <i>Él es Luis</i>. Distribute all three cutouts to individual students and have them identify each of the characters using the same pattern. Have students pass the cutouts to the person sitting next to them and repeat the procedure. Be sure all students participate. (15 minutes)</p> <p>Ahead of time, prepare sheets with the three sentence fragments <i>Yo soy</i>, <i>Él es</i> and <i>Ella es</i> with blanks after each sentence fragment. Distribute the sheets and have students fill in the blanks with their name after <i>Yo soy</i>, and then the names of one of their male and female friends for <i>Él es</i> and <i>Ella es</i>. Allow students to draw and illustrate their work. Then have volunteers share their work with the rest of the class by reading their sentences and showing their pictures. (10 minutes)</p>
<p>Day 3 40 mins.</p>	<p>After reviewing greetings, model a role-play between Kate, Becky, and Luis. Use the character cutouts. Have Becky say: <i>Hola, Luis. Yo soy Becky</i>. Then hold Luis's cutout and say: <i>Hola, Becky</i>. Becky again says: <i>Ella es Kate</i>. Luis then says: <i>Buenos días, Kate</i>. And Kate says: <i>Buenos días, Luis</i>. Write the dialogue on the board and point to each line as you read each part again. Have the class read along with you. Practice the dialogue with students several times before you distribute the cutouts to three different students to practice. Allow everyone a chance to perform the dialogue. (15 minutes)</p> <p>Review the words <i>mañana</i> and <i>noche</i> from the <i>¡Buenos días, Julio y Julia!</i> story. Show students other Internet or magazine photos of morning and nighttime images and ask them if they're <i>mañana</i> or <i>noche</i>. Have students help place each morning scene and each nighttime scene under a column labeled <i>mañana</i> or <i>noche</i> on the wall. Practice some TPR with students by modeling some commands, such as: <i>Toma la imagen de la mañana</i> (model grabbing the photo or picture), <i>ponla debajo de la columna de la mañana</i> (walk to the wall and pin the image under the mañana column). It is not important to learn incidental vocabulary from the commands, but it is important to perform the command as modeled when students hear it. Allow all students to participate. You may expand the activity by having students use other objects or the character cutouts. For instance, <i>Toma a Becky. Dásela a</i> [name of student]. Model grabbing the cutout and giving it to the student mentioned. <i>Toma el libro y dáselo a</i> [name of student]. Model taking the object to a student who is farther away by walking a few steps to where the student is. (15 minutes)</p> <p>Pass out paper and pencil and have students draw themselves waking up in the morning and going to bed at night. Help students label their drawings <i>Buenos días</i>, [their own name] and <i>Buenas noches</i>, [their own name]. Have volunteers present their drawings to the rest of the class reading the labels out loud. (10 minutes)</p>



<p>Day 4 40 mins.</p>	<p>After reviewing greetings, use the character cutouts to teach children the following song using the <i>Are You Sleeping</i> melody: <i>Buenos días, buenos días, yo soy Kate, yo soy Kate. Ella es Becky y él es Luis, ¿y tú, y tú?</i> Explain that <i>¿y tú?</i> means <i>and you?</i> Model how to answer to Kate in song by singing: <i>Hola, Becky, Hola, Becky. Yo soy [your name]. Yo soy [your name]. Ella es [name of student] y él es [name of student], ¿y tú, y tú?</i> (point to a new student). Play track 26 for the Karaoke version of <i>Are You Sleeping</i> and have children sing along with you as you gradually release students to sing on their own adding their own names and their classmates. Have them use both <i>buenos días</i> and <i>hola</i>, as in the model. (10 minutes)</p> <p>Reread <i>¡Buenos días, Julio y Julia!</i> again. Conduct a shared reading activity with students through page 7. Then read aloud the rest of the pages by pointing to the people or objects depicted on the pages. Again, have students point to items depicted on the pages: <i>Señala a Julio/Julia/al abuelo. Señala la pelota/la mamá</i>, etc. Try to elicit one-word answers from students by asking questions such as the following from page 11: <i>¿Quién tiene la pelota?</i> Elicit <i>el abuelo</i>. As you reread page 15, ask students what they think <i>adiós</i> means. Elicit it means <i>goodbye</i>. (10 minutes)</p> <p>Use the character cutouts again and perhaps introduce one or two more, such as Cristina and Miguel to have students perform more role-play. Distribute each cutout to students and have them perform something similar to: <i>Hola, Kate. Yo soy [name of student]</i>. Then, referring to the student sitting next them, say: <i>Él/Ella es [name of student]</i>. <i>Adiós, Kate</i>, and the cutout is passed to the next student. You may want to combine greetings by using <i>Buenos días</i> for <i>hola</i> and <i>buenas noches</i> for <i>adiós</i>. Allow all students to participate. (10 minutes)</p> <p>As a closing activity, model more TPR commands. For instance, <i>dale el libro a [name of student]</i>. <i>Dale el lápiz a [name of student]</i>. <i>Dale el papel a la maestra</i>. Finally, with the whole group, model <i>siéntense, pónganse de pie, caminen sobre el sitio, corran sobre el sitio</i>, etc. (10 minutes)</p>
<p>Day 5 40 mins.</p>	<p>Introduce the question <i>¿Cómo te llamas? Yo me llamo [your name]</i>. Write the question and answer on the board and read them out loud. Take out the cutouts and act out conversations between Kate and Luis, Becky and Miguel, and Cristina and yourself, asking <i>¿Cómo te llamas? Yo me llamo Miguel</i>, etc. Have students chorally repeat the question <i>¿Cómo te llamas?</i> several times, as you point to the words on the board. Follow a similar procedure with <i>Yo me llamo</i>, replacing your name with Miguel's. Then ask one student sitting at the front, <i>¿Cómo te llamas?</i> Help him/her answer <i>Yo me llamo [name of student]</i>. Then have him/her turn to his/her neighbor and ask the same question. Have the neighbor follow the same procedure with his/her neighbor. Continue until all students have participated. (10 minutes)</p> <p>Pass out the character cutouts and have them practice the dialogue <i>¿Cómo te llamas? Yo me llamo...</i> pretending to be Kate, Becky, Cristina, Luis, or Miguel. After students have practiced with the cutouts for about five minutes, model the following dialogue: <i>¿Cómo te llamas? Yo me llamo Kate, ¿y tú? Yo me llamo Cristina. ¡Hola, Cristina!</i> After students are done playacting with the cutouts have them use the same dialogue introducing themselves. (10 minutes)</p>



Have students practice the *Are You Sleeping* tune again with modified lyrics. Play audio CD track 26 again. This time, teach them the lyrics: *Hola, Becky, Hola, Becky, Hola, Kate, Hola, Kate. Yo me llamo* [your name]. (Point to a student) *¿Tú cómo te llamas?* (model) *Yo me llamo* [name of student]. Model again using Cristina and Miguel instead of Becky and Kate, and turning to another student for *¿Tú cómo te llamas?* Model one more time referring to Julio and Julia from the reader and pointing to yet another student for *¿Tú cómo te llamas?* Have students sing along with you and gradually allow them to sing more independently. Have them sing again holding the cutouts or book before you model singing the songs with the students' names. Have them put the cutouts and book down and sing the song again in groups of three. Allow all students to participate. (10 minutes)

Distribute previously prepared sheets of paper or sentence strips with the sentence *Yo me llamo* on it. Have students complete their name and read the sentence pointing to each word as it is read. (5 minutes)

More TPR. Review the commands from the day before. (5 minutes)