

LESSON 1

¡Arte y más!

Theme: Introduction

Standards:

KY Content for World Language Proficiency
WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Before the video

Tell the students they are going to have fun learning Spanish. Encourage them to participate by following the Spanish teacher. If you have Spanish-speaking students in your class have them share a few words with the rest of the class. In the first pilot lesson, the teacher Sra. Alicia, explains in English what the program is all about and models the TPR (Total Physical Response) method.

Video Outline

- Greeting: "Hola" song
- Meet Susana, the iguana. Dialogue introducing questions and statements about names.
- Introduce new vocabulary through TPR: mira, escucha, levántate, siéntate. Introduce the gestures for look, listen, and speak.
- Introduce the word "hola"
- Flashcard activity: Introduce: el niño, la niña, los niños y las niñas.
- Susana and Alicia sing a song and review the vocabulary.
- Closing: "Adiós" song.

After the video

Discuss with your students the content of ¡Arte y más! Talk about dance, drama, music and visual art. Explain that English and Spanish are different languages and that many languages are spoken all over the world. If you have ESL students, ask for volunteers to say "hello" in their first language. Practice the greetings "hola" and "adiós".

VOCABULARY

hola	<i>hello</i>
adiós	<i>good-bye</i>
levántate	<i>stand up</i>
siéntate	<i>sit down</i>
mira	<i>look</i>
escucha	<i>listen</i>
el niño	<i>boy</i>
la niña	<i>girl</i>
niños y niñas	<i>boys and girls</i>
amigo/s	<i>friend/s (male)</i>
amiga/s	<i>friend/s (female)</i>



LESSON 2

¡Arte y más!

Theme: Introduction, greetings

Standards:

KY Content for World Language Proficiency
WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Before the video

Invite the students to listen, watch, and take part as Sra. Alicia and Susana show how to greet each other in Spanish. Review the gestures for *mira*, *escucha* and *contesta*. You may want to praise the students in Spanish: ¡excelente! (excellent) or ¡muy bien! (very good)

Video Outline

- Greeting: "Hola" song.
- Dialogue with Susana.
- Review vocabulary through TPR: *mira*, *escucha*, *levántate*, *siéntate* and introduce: *camina*, *para* and *corre*.
- Introduce the words and gestures for *hola* and *adiós*.
- Vocabulary review.
- Susana and Alicia sing "Las visitas" song and play the *sí y no* game
- Closing: "Adiós" song.

VOCABULARY

el patio	<i>patio</i>
camina	<i>walk</i>
para	<i>stop</i>
corre	<i>run</i>
sí	<i>yes</i>
no	<i>no</i>
¿Cómo estás?	<i>How are you?</i>
Estoy muy bien gracias.	<i>I'm fine, thank you</i>
Usted	<i>formal "you"</i>
Yo soy...	<i>I am</i>
¿De qué color es?	<i>What color is it?</i>
Es verde.	<i>It is green</i>



LESSON 3

¡Arte y más!

Theme: Introduction, greetings

Standards:

KY Content for World Language Proficiency
WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Before the video

Remind the children that they have met a new friend in ¡Arte y más! Her name is Susana and she's an iguana. You might want to share some facts about iguanas with your students.

Video Outline

- Greeting: "Hola" song.
- TPR activity: Review commands and introduce *baila*, *manos arriba*, *manos abajo*
- Dialogue with Susana. Review the vocabulary from previous lessons and introduce the words "señora", as in "Señora Alicia", and "señor".
- Introduce the color green and chant "verde, verde, verde".
- Vocabulary review
- Shared reading: "Rebeca" by Margarita Robleda, Santillana USA, Inc. (2004)
- Closing: "Adiós" song

VOCABULARY

Señora	<i>Mrs., woman</i>
Señor	<i>Mr., man</i>
baila	<i>dance</i>
manos arriba	<i>hands up</i>
manos abajo	<i>hands down</i>



LESSON 4

¡Arte y más!

Theme: Let's move!

Standards:

KY Content for World Language Proficiency
WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- TPR activity: Review previous commands and introduce *salta*, *un paso*, *dos pasos*, *tres pasos*.
- Dialogue with Susana. Review vocabulary from previous lessons and introduce the numbers 1, 2, and 3.
- Counting activity: count forward to 3, count back from 3 to 1.
- Introduce the chant "Manos arriba" to prepare to work with patterns.
- Susana and Alicia review the color word *verde* and introduce the color word *rojo*. Counting activity: red and green objects.
- Closing: "Adiós" song.

VOCABULARY

¡Vamos a contar!	<i>Let's count!</i>
uno	<i>one</i>
dos	<i>two</i>
tres	<i>three</i>
rojo	<i>red</i>
un paso	<i>one step</i>
dos pasos	<i>two steps</i>
tres pasos	<i>three steps</i>



LESSON 5

¡Arte y más!

Theme: Introduction, greetings. Movement

Standards:

KY Content for World Language Proficiency
WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Dialogue with Susana. Review vocabulary from previous lessons.
- TPR activity: Review commands and introduce un paso adelante, un paso atrás, dos pasos adelante, dos pasos atrás, tres pasos adelante, tres pasos atrás.
- Patterning activity: Starting with a rhythmic pattern, complete AB picture patterns.
- Counting activity. Review numbers by counting Hispanic instruments: la quena and la zampoña from Bolivia and el tamborcito, found in Mexico, Central and South America.
- Introduce the word dibuja and draw red and green lines to show movement.
- Closing: "Adiós" song.

VOCABULARY

un paso adelante	<i>one step forward</i>
un paso atrás	<i>one step back</i>
dibuja	<i>draw</i>
línea	<i>line</i>
¿qué viene después?	<i>What comes next?</i>



LESSON 6

¡Arte y más!

Theme: Introduction, greetings. Movement

Standards:

KY Content for World Language Proficiency

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Dialogue with Susana. Review vocabulary from previous lessons and introduce el pincel, el papel, el lápiz, la planta, toca, ¡hasta luego!
- Counting activity: review numbers to three by counting classroom objects.
- TPR activity: Review commands and introduce salta.
- Susana and Alicia sing and then invite the students to sing along.
- Review "Las visitas" and the "Rojo arriba y verde abajo" songs.
- Shared reading: "Rojo" by Grupo Santillana de Ediciones, S.A. (2001)
- Closing: "Adiós" song.

VOCABULARY

el pincel	<i>brush</i>
el papel	<i>paper</i>
el lápiz	<i>pencil</i>
la planta	<i>plant</i>
toca	<i>touch</i>
salta	<i>jump</i>
¡hasta luego!	<i>See you later</i>



LESSON 7

¡Arte y más!

Theme: Greetings, Movement, Direction and Level

Standards:

KY Content for World Language Proficiency
WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- TPR activity: Susana gives Sra. Alicia new commands: toque la mesa, toque la silla, toque la mesa y la silla, toque la planta, toque la planta y la mesa, toque la planta y la silla, camine, siéntese. After modeling the new commands, Sra. Alicia reviews the following commands: levántate, siéntate, camina, para atrás, corre, para, baila, salta, manos, arriba, manos abajo, manos atrás, salta dos veces.
- Dialogue with Susana. Review vocabulary and introduce el color azul. Susana and Alicia play "Veo, veo".
- Coloring activity: review colors using the words "arriba" and "abajo" in a different context.

- Counting activity: review numbers to three by clapping, snapping and tapping shoulders.
- Sra. Alicia invites students to move with the action song "Me levanto y me siento".
- Closing: "Adiós" song.

VOCABULARY

Veo, veo	<i>I see, I see</i>
azul	<i>blue</i>
da una vuelta	<i>turn around once</i>
salta dos veces	<i>jump twice</i>
vamos a trabajar	<i>let's work</i>
vamos a movernos	<i>let's move</i>
vamos a cantar	<i>let's sing</i>



LESSON 8

¡Arte y más!

Theme: Introduction, greetings, direction and level.

Standards:

KY Content for World Language Proficiency

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

WL-P-2.1.B1 Identify and react to cultural perspectives and practices in target culture(s).

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Vocabulary review: la silla, la mesa, el lápiz, la planta, la mariposa.
- TPR activity: Combine commands and numbers, levántate, siéntate, camina 3 pasos para atrás, da una vuelta, salta 2 veces, da una vuelta. Present new sequence (locomotor movements): un paso adelante, un paso atrás, da la vuelta, y baila más.
- Sra. Alicia prepares hot chocolate just as they do in Mexico, rolling the molinillo in her palms to beat the special Mexican chocolate and hot milk until foamy. While beating the chocolate, she says a traditional chant, called "El chocolate".

- Susana and Alicia review "El chocolate" chant and invite the children to repeat the chant with them.
- Color words review. Repeat the names for red, green, and blue as they appear on the screen.
- Count, sort, and place green, blue, and red objects on a grid.
- Closing: "Adiós" song.

VOCABULARY

Veo, veo	<i>I see, I see</i>
azul	<i>blue</i>
la mariposa	<i>butterfly</i>
la taza	<i>cup</i>
la leche	<i>milk</i>
adelante	<i>front</i>
atrás	<i>back</i>
¿cuántos azules?	<i>How many blue ones?</i>
¿qué es esto?	<i>What is this?</i>



LESSON 9

¡Arte y más!

Theme: Introduction, greetings, direction and level.

Standards:

KY Content for World Language Proficiency
WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting “Hola” song.
- Susana and Sra. Alicia dialogue to model expressive language and introduce the numbers four, five, and six.
- TPR Activity: locomotor movements are used to create a simple dance.
- Sra. Alicia reads the chant “El gato” and invites the students to chime in.
- Review numbers by counting flowers.
- Closing: “Adiós” song.

VOCABULARY

una flor	<i>a flower or one flower</i>
la flor	<i>flower</i>
las flores	<i>flowers</i>
el gato	<i>cat</i>
las patas	<i>legs</i>
tiene	<i>has</i>
cuatro	<i>four</i>
cinco	<i>five</i>
seis	<i>six</i>
miau	<i>meow</i>
derecha	<i>right</i>
izquierda	<i>left</i>
movimientos	<i>locomotor</i>
locomotores	<i>movement</i>
movimientos	<i>non-locomotor</i>
no locomotores	<i>movement</i>
¿listos?	<i>Ready?</i>
¿Cuántas hay?	<i>How many are there?</i>



LESSON 10

Theme: Greetings. Movement.
Direction and level.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Dialogue with Susana. Introduce a different greeting. Depending on the time of the day you would say, buenos días, buenas tardes or buenas noches. Introduce the words sol and luna
- TPR activity: Review commands and show examples of loco-motor and non-loco-motor movements. Review level: abajo, arriba.

- Counting activity. Sra. Alicia invites the students to count to review numbers to six.
- Susana shares her caja mágica with Sra. Alicia and the students.
- Closing: "Adiós" song.

VOCABULARY

el sol	<i>sun</i>
la luna	<i>moon</i>
la caja mágica	<i>magic box</i>
pompones	<i>pom poms</i>
los pies	<i>feet</i>
los brazos	<i>arms</i>
el cuerpo	<i>body</i>
ahora	<i>now</i>
para un lado	<i>to the side</i>



LESSON 11

¡Arte y más!

Theme: Let's move. Explore straight and curved lines through visual representation and movement.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia dialogue, review greetings and sing the "Saludos" song.
- Shared Reading: "Azul" by Grupo Santillana de Ediciones, S.A. (2001)
- While listening to music, draw straight and curved lines and discuss pathways.
- Introduce numbers siete and ocho.
- Closing: "Adiós" song.

VOCABULARY

la línea	<i>line</i>
línea recta	<i>straight line</i>
línea curva	<i>curve line</i>
dibujar	<i>to draw</i>
trazar	<i>to trace</i>
siete	<i>seven</i>
ocho	<i>eight</i>



LESSON 12

¡Arte y más!

Theme: Let's move.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- TPR counting activity: up and down the ladder. Counting from one to eight.
- Dialogue: Susana and Sra. Alicia review greetings, buenos días, buenas tardes, buenas noches. Review ¿Cómo estás? Estoy muy bien, gracias and introduce ¿Cómo estás? Estoy muy mal.
- Susana and Sra. Alicia introduce the color amarillo.
- Sra. Alicia invites the children to chant "El chocolate"
- Closing: "Adiós" song.

VOCABULARY

muy mal
¿qué pinta Sra. Alicia?
¿qué hay en la bolsa?
amarillo/a

very bad
Sra. Alicia, what are you painting?
What is in the bag?
yellow



LESSON 13

Theme: Let's move. Direction

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- TPR continue with movement and direction: baila, manos arriba, brazos arriba y abajo, salta adelante, atrás, ¡cuánto movimiento!
- Dialogue: Susana and Sra. Alicia review greetings: buenos días, buenas tardes, buenas noches. Review ¿Cómo estás? Estoy muy bien, gracias and introduce ¿Cómo estás? Estoy muy mal.
- To introduce the numbers nine and ten, Sra Alicia shares her bolsa de sorpresas with the students. The surprise bag from Bolivia, South America contains 10 authentic objects from Central America.

- Sra. Alicia invites the children to chant "El chocolate"
- Closing: "Adiós" song.

VOCABULARY

manos arriba	<i>hands up</i>
manos abajo	<i>hands down</i>
brazos arriba	<i>arms up</i>
brazos abajo	<i>arms down</i>
un salto adelante	<i>one jump forward</i>
dos saltos atrás	<i>two jumps back</i>
un paso adelante	<i>one step forward</i>
dos pasos atrás	<i>two steps back</i>
¡cuánto movimiento!	<i>We really moved a lot!</i>
el niño dice...	<i>the boy says...</i>
la niña dice...	<i>the girl says...</i>
muchas cosas	<i>many things</i>
bolsa de sorpresas	<i>surprise bag</i>
estoy muy bien	<i>I am (feeling) fine</i>
estoy muy mal	<i>I am (feeling) very bad</i>
estoy así así	<i>I am (feeling) so-so</i>



LESSON 14

¡Arte y más!

Theme: Let's move. Direction

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia TPR introduce the game, "Susana dice" to review the command toca/ toque and the words una mano, un pie, las manos, los pie, manos arriba y abajo.
- Patterning activity. Review vocabulary by completing an AB pattern and an AA BB pattern
- Dialogue: Susana and Sra. Alicia review

greetings, buenos días, buenas tardes, buenas noches. Review ¿Cómo estás? Estoy muy bien, gracias and introduce ¿Cómo estás? Estoy muy mal.

- Closing: "Adiós" song.

VOCABULARY

Review lesson. No new vocabulary was introduced at this time.



LESSON 15

¡Arte y más!

Theme: Let's move. Pathways: straight, curved, zigzag.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia model greetings and sing the "Saludos" song.
- Review the color yellow by chanting "Amarillo, Amarillo".
- Susana plays "Susana dice" with the students to review the command toca and the parts of the body.
- Review pathways, curved and straight and introduce zigzag.

- Counting activity. Susana and Sra Alicia review numbers to ten.
- Review the color word amarillo and the word sun.
- Close with the "Adiós" song.

VOCABULARY

zigzag	<i>zigzag</i>
repite	<i>repeat</i>
el tren	<i>train</i>



LESSON 16

Theme: Let's move. Pathways: straight, curved, zigzag.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song
- Susana and Sra. Alicia greet the students. They invite the students to count to ten with them.
- Shared reading: "Amarillo" by Grupo Santillana de Ediciones, S.A. (2001).
- Sra. Alicia welcomes Sr. Enrique and Modesto, musicians from Venezuela. Together they sing and dance a "Merengue".
- Review colors by playing a rhythmic game.
- Sra. Alicia and guests close with the "Adiós" song.

VOCABULARY

El Merengue	<i>the Merengue (Latin Dance)</i>
instrumentos	<i>instruments</i>
la viola	<i>viola</i>
el cuatro	<i>cuatro</i>
Venezuela	<i>Venezuela</i>



LESSON 17

¡Arte y más!

Theme: Let's move!

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Vocabulary review.
- Susana and Sra. Alicia model greetings and introduce a new "Hola" song.
- Introduce the words grande y pequeño by comparing objects of different sizes.
- TPR activity: continue with movement and add pasos grandes y pequeños.
- Close with the "Adiós" song.

VOCABULARY

grande	<i>big</i>
pequeño	<i>small</i>
el pato	<i>duck</i>
el oso	<i>bear</i>
un paso	<i>one step or a step</i>
pasos	<i>steps</i>



LESSON 18

¡Arte y más!

Theme: Let's move.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia review: buenos días, buenas tardes, buenas noches.
- Review grande y pequeño.
- Susana counts to 10 and Sra. Alicia sings "Diez iguanas".
- Review colors by playing, "¿Cuál falta?".
- TPR activity: recycle vocabulary and present new commands: pasos grandes, pasos pequeños, salto grande, salto pequeño.
- Close with the "Adiós" song.

VOCABULARY

¿cuál falta?

paso grande

paso pequeño

salto grande

salto pequeño

What is missing?

big step

small step

a big jump

a small jump



LESSON 19

¡Arte y más!

Theme: Let's move.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Review the parts of the body vocabulary and introduce the words: la pierna and la cabeza.
- Susana and Sra. Alicia model greetings and sing the "Niñas y niños" song.
- Counting activity: Count to ten and count back to one.
- TPR activity: toca la cabeza, el brazo, la pierna, el pie, los pies.
- Closing: "Adiós" song.

VOCABULARY

la piedra	<i>stone</i>
la cabeza	<i>head</i>
la pierna	<i>leg</i>
a veces	<i>sometimes</i>
decimos	<i>we say</i>



LESSON 20

¡Arte y más!

Theme: Let's move.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Susana shares her caja mágica, containing large and small objects.
- Students from Northern Elementary in Fayette County perform "La Raspa" a traditional Mexican dance.
- Vocabulary review: el libro grande, el libro pequeño, el lápiz grande, el lápiz pequeño, la mesa grande, la mesa pequeña, la silla grande, la silla pequeña, la flor grande, la flor pequeña, el tren grande, el tren pequeño.
- Closing: "Adiós" song.

VOCABULARY

el sombrero	hat
la bolsa	bag



LESSON 21

¡Arte y más!

Theme: Let's move.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- TPR activity: Combine commands, toca el brazo, la mano abajo, toca los dos brazos, toca la mano, toca los pies, levántate, levanta la pierna, la pierna arriba, la pierna abajo, levanta el brazo, levanta los dos brazos.
- Susana and Sra. Alicia model greetings and sing: ¿Cómo te llamas tú?
- Shared reading: "Grande y pequeño" by Leslie Patricelli, Santillana USA, Inc. (2003)
- Sort and count big and little objects.
- Closing: "Adiós" song.

VOCABULARY

a ver , vamos a ver	<i>let's see</i>
cosas grandes	<i>big things, objects</i>
cosas pequeñas	<i>little things, objects</i>
vamos a contar	<i>let's count</i>



LESSON 22

¡Arte y más!

Theme: Let's move

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

AH-E2.1.21 With a partner or in a small group, perform a dance using the elements of dance with loco-motor and non-loco-motor movement.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia model greetings and play "La manzanita del Perú", a traditional Latin American chant, to review the question ¿Cómo te llamas tú?
- Musicians from Venezuela, Enrique and Modesto, share a Carnavalito, Andean music from Bolivia.
- Susana shares her caja mágica con plumas. Sra. Alicia sorts and counts the feathers to review colors and numbers to ten.

- Shared reading: Sra. Alicia rereads "Grande y pequeño" by Leslie Patricelli, Santillana USA, Inc. (2003). She invites the students to participate by using the appropriate hand motions when they hear the words grande and pequeño.
- Closing: "Adiós" song.

VOCABULARY

¿Recuerdan?	<i>Do you remember?</i>
continúa	<i>go on, continue</i>
¡qué bonitas!	<i>How pretty! / How beautiful!</i>
¡qué lindas!	<i>How pretty! / How beautiful!</i>



LESSON 23

¡Arte y más!

Theme: Let's move!

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

AH-E2.1.21 With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia model greetings and sing "¿Cómo estás?"
- Introduce body parts: el ojo, los ojos, la nariz, la oreja, las orejas, la boca and review the command *toca*.
- Review *grande* y *pequeño* by answering the question, ¿Es grande o es pequeño?

- With the help of "Mr. Potato Head", Sra. Alicia reviews the following body parts: los ojos, las orejas, los brazos, las manos, los pies, la boca y la nariz.
- TPR activity: Sra. Alicia shows the steps of the dance El Carnavalito.
- Closing: "Adiós" song.

VOCABULARY

el ojo	<i>eye</i>
los ojos	<i>eyes</i>
la nariz	<i>nose</i>
la oreja	<i>ear</i>
las orejas	<i>ears</i>
la boca	<i>mouth</i>
la zampoña	<i>panpipe</i>



LESSON 24

¡Arte y más!

Theme: Let's move!

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

AH-E2.1.21 With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Play the "sí y no" game to review el ojo, los ojos, la nariz, la oreja, las orejas, la boca
- Sra. Alicia greets Sr. Enrique. He plays a "Carnavalito" with his cuatro as she demonstrates the dance.
- Susana and Sra. Alicia greet each other and review the Latin American dances.

- Susana and Sra. Alicia invite the students to join them in a counting activity. They also make a necklace.
- Closing: "Adiós" song.

VOCABULARY

el collar	<i>necklace</i>
qué lindo collar	<i>what a pretty necklace</i>
muy lindos	<i>very pretty</i>
bailes muy lindos	<i>beautiful dances</i>



LESSON 25

¡Arte y más!

Theme: Let's move!

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

AH-E2.1.21 With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia review greetings and talk about Latin American dances. They introduce a Flamenco dance called "Sevillanas".
- Srta. Isabel Gómez, a teacher from Spain, performs the dance.
- TPR activity: Susana gives Sra. Alicia the command *toca* to review numbers to 10.

- Sra. Alicia invites the students to play "Manzanita del Perú" and to sing ¿Cómo te llamas tú?
- Closing: "Adiós" song.

VOCABULARY

Review lesson. No new vocabulary was presented at this time.



LESSON 26

¡Arte y más!

Theme: Let's move!

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E2.1.11 Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.

AH-E2.1.21 With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movement.

Video Outline

- Greeting: "Hola" song.
- TPR activity: Srta. Isabel demonstrates *manos arriba*, *brazos arriba*, *toca las castañuelas*, dance movements from the dance "Sevillanas".
- Sra. Alicia and Susana greet each other and introduce the colors *blanco* and *negro* while showing black maracas and a white little drum.

- To review the colors black and white, Sra. Alicia sorts and counts black and white buttons. She sings the song "Los botones".
- Closing: "Adiós" song.

VOCABULARY

negro/a	<i>black</i>
blanco/a	<i>white</i>
las castañuelas	<i>castanets</i>



LESSON 27

¡Arte y más!

Theme: Viva la música!
Elements of music: dynamics, soft and loud

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.37 Dynamics: soft and loud.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each other and introduce high and low sounds of voices: fuerte y suave.
- Through a TPR activity, Sra. Alicia reviews parts of the body and teaches the words and motions of "Mi cuerpo", a folkloric song from Latin America.
- Shared reading: "Números", un libro de Dorling, Kindersley y Altea, Santillana (2002)
- Closing: "Adiós" song.

VOCABULARY

suave	<i>soft</i>
fuerte	<i>loud</i>
más suave	<i>softer</i>
más fuerte	<i>louder</i>
mi cuerpo	<i>my body</i>
hace música	<i>makes music</i>



LESSON 28

¡Arte y más!

Theme: Viva la música!

Elements of music:

Timbre/dynamics

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.37 Dynamics: soft and loud.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each other and sing the "Buenos días" song twice, first using a soft voice and the second time in a loud voice.
- Review the following greetings: "Buenos días, buenas tardes", and "buenas noches" using loud and soft voices.
- Sra. Alicia reviews " el color blanco, la mano, el pie" by cutting out play dough hands and feet.

- TPR activity: Sr. Enrique, from Venezuela, plays the "el cuatro" and sings "Mi cuerpo", a folkloric song from Latin America, with Sra. Alicia.
- Closing: "Adiós" song.

VOCABULARY

Review lesson. No new vocabulary was introduced at this time.



LESSON 29

¡Arte y más!

Theme: Viva la música!

Elements of music:

Timbre/dynamics

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.37 Dynamics: soft and loud.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each other using soft and loud voices. They review the "Hola" song and invite the students to sing along.
- Sra. Alicia review parts of the face and introduce "abre" and "cierra"

- Sr. Enrique and Sr. Modesto from Venezuela bring "las maracas, los bongós, la zampona, la viola, el palo de lluvia", and discuss music.
- Sra Alicia invites the students to play "¿Qué viene después?" to review colors.
- Closing: "Adiós" song.

VOCABULARY

Review lesson. No new vocabulary was introduced at this time.



LESSON 30

¡Arte y más!

Theme: Viva la música!

Elements of music:

Timbre/dynamics

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.37 Dynamics: soft and loud.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each and invite the students to join them in the "Manzanita del Perú" game, using loud and soft voices.
- Sra. Alicia asks the students to repeat the words "suave" and "fuerte" and practice saying "hola" and "adiós" in a soft and loud voice.

- Review the musical instruments and assign an action to represent each one.
- Susana gives Sra. Alicia TPR commands. Sra. Alicia invites the students to do TPR.
- Closing: "Adiós" song.

VOCABULARY

Review lesson. No new vocabulary was introduced at this time.



LESSON 31

¡Arte y más!

Theme: Viva la música!

Elements of music. Timbre: voice parts (high and low) sounds of voices and instruments.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.36 Timbre: voice parts (high and low), sounds of voices and instruments (1:14, 2:24)

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each other using high and low voices.
- TPR: While listening to pre-recorded voices of a man and a woman, Sra. Alicia asks the students to raise their hands when they

hear greetings, such as "hola" in a high voice and to lower their hands when they hear it in a low voice.

- Modesto, a musician from Venezuela, plays a xylophone and discusses high and low sounds. He points out that the small keys produce high sounds and the large keys produce low sounds.
- Susana and Sra. Alicia discuss Modesto's music and low and high sounds. They also show pictures of instruments and listen to the sounds they make. The pictures include: el violín, el violoncello, la flauta, el saxofón, la trompeta, la tuba.
- Closing: "Adiós" song.

VOCABULARY

la voz	<i>voice</i>
sonidos	<i>sounds</i>
alto/alta	<i>high</i>
bajo/baja	<i>low</i>
el xilófono	<i>xylophone</i>
el violín	<i>violin</i>
el violoncello	<i>cello</i>
la flauta	<i>flute</i>
el saxofón	<i>saxophone</i>
la trompeta	<i>trumpet</i>
la tuba	<i>tuba</i>
las teclas	<i>keys</i>
sonidos	<i>sounds</i>
tengo	<i>I have</i>
di hola	<i>say hello</i>
trabajando	<i>working</i>



LESSON 32

¡Arte y más!

Theme: Viva la música!

Elements of music: review high and low sounds. Making literacy connections with soft and loud.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.36 Timbre: voice parts (high and low), sounds of voices and instruments (1:14, 2:24)

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each and model asking questions about likes and dislikes "Te gusta la música?" and "Me gusta la música mucho" (Do you like music? I like music very much.)

- Sra. Alicia introduces a new visitor, José Handal, a musician from Panamá. He plays conga drums and explains how the big drum produces low sounds and the small one produces high sounds.
- Shared reading with a focus on soft and loud: "Silencio Ruido" by Leslie Patricelli, Santillana USA Publishing Company (2003).
- Closing: "Adiós" song.

VOCABULARY

Hasta la próxima	<i>until next time</i>
¿Te gusta la música?	<i>Do you like music?</i>
¿Te gusta cantar?	<i>Do you like to sing?</i>
Me gusta__	<i>I like__</i>
No me gusta__	<i>I don't like__</i>
Distintos tamaños	<i>different sizes</i>
congas	<i>conga drums</i>
Vuelve a visitarnos	<i>come back to visit</i>
pronto	<i>soon</i>
ruido	<i>noise</i>
silencio	<i>silence</i>



LESSON 33

¡Arte y más!

Theme: Viva la música! Elements of music: Timbre: review high and low sounds

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.36 Timbre: voice parts (high and low), sounds and voices of instruments (1:14, 2:24)

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia echo each other using high and low voices. They invite students to play the echo game and review the following greetings: "Buenos días, buenas tardes, buenas noches".

- Counting activity. Sra Alicia invites the students to count violines to review numbers to ten and introduces the number eleven.
- El Sr. Enrique plays high and low sounds in the cuatro. Sra Alicia asks the students to participate by raising their hands for high sounds and lowering their hands for low sounds.
- To review color words, Sra. Alicia invites the students to play ¿Qué viene después?, completing tambores patterns.
- Closing: "Adiós" song.

VOCABULARY

el eco	<i>echo</i>
basta	<i>enough</i>
el violín	<i>violin</i>
los violines	<i>violins</i>
una vez más	<i>one more time</i>
once	<i>eleven</i>



LESSON 34

¡Arte y más!

Theme: Viva la música!
Elements of music. Introduce tempo: fast and slow.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.32 Tempo: slow, fast (1.14, 2.24)

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each. They discuss slow and fast music. Susana likes slow music and Alicia like fast music. They invite the students to sing the song "Hola, ¿cómo estás?" first slow and then fast.
- Sra. Alicia teaches the students the "Las manos song". Her musician friends are back for a visit and they play the music as Sr. Enrique sings the "Las manos song"

- Sra. Alicia asks the students to join her by singing the "Las manos" song slow and fast.
- TPR activity: El Sr. Enrique plays fast and slow music. Sra. Alicia asks the students to do non-locomotor movements when he plays slow music and to do locomotor movement when he plays fast music.
- Closing: "Adiós" song.

VOCABULARY

Rápido/a	<i>fast</i>
Lento/a	<i>slow</i>



LESSON 35

¡Arte y más!

Theme: Viva la música!
Elements of music. Review tempo: fast and slow.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.32 Tempo: slow, fast (1.14, 2.24)

Video Outline

- Greeting: "Hola" song.
- To review fast and slow music, Sra. Alicia invites the students to sing the song "Verde arriba" first slow and then fast. This song was introduced in Lesson 5, but for this segment, Sra. Alicia has added another verse using two more colors, "amarillo" and "azul."

- Susana and Sra. Alicia greet each other and play "Manzanita del Perú". They ask the students to join them playing slower and then faster.
- Sra. Alicia reviews parts of the body as she teaches her own version of "Head and shoulders, knees and toes". This song lends itself to be sung at different tempos. She asks the students to say the words and move accordingly.
- Counting activity. Review numbers to eleven by counting instruments at a fast and then slow pace.
- Closing: "Adiós" song.

VOCABULARY

¿recuerdan?	<i>Do you remember?</i>
conmigo	<i>with me</i>
el triángulo	<i>triangle</i>



LESSON 36

¡Arte y más!

Theme: Viva la música!
Elements of music. Review tempo: fast and slow.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.32 Tempo: slow, fast (1.14, 2.24)

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each other and review the expressions, "me gusta y te gusta". Susana asks Sra. Alicia and the students to sing the "Las manos" song, first at a slow tempo and later at a faster tempo.
- To review numbers to 11 Sra. Alicia invites the students to play, ¿Qué número falta?

- TPR activity: Susana invites the students and Sra. Alicia to play "Susana dice".
- El Sr. Enrique sings "Cabeza, brazos, piernas pies." Counting activity. Review numbers to eleven by counting them slow and fast.
- Closing: "Adiós" song.

VOCABULARY

Review lesson. No new vocabulary was introduced at this time.



LESSON 37

¡Arte y más!

Theme: Viva la música!
Elements of music. Review tempo: fast and slow and intensity: soft and loud.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.32 Tempo: slow, fast (1.14, 2.24)

AH-E-1.1.14 Dynamics: soft and loud (2.24, 1.137)

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each other and review intensity by inviting the students to sing the *¿cómo te llamas?* sung softly and loudly.

- Sra Alicia invites the students to say "El chocolate" chant while clapping with a steady beat at a slow tempo and then repeating it at a faster tempo.
- TPR activity: Review all commands and perform the movements first at a slow tempo and then at a faster tempo.
- At the sound of a trumpet, Sra. Alicia asks the students to join her in counting eleven trumpets. She then adds one more to introduce the number twelve.
- Closing: "Adiós" song.

VOCABULARY

doce

twelve



LESSON 38

¡Arte y más!

Theme: Viva la música!
Elements of music. Review tempo: fast and slow and dynamics: soft and loud.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-1.1.23 Sing rote melodies accurately.

AH-E-1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.

AH-E-1.1.32 Tempo: slow, fast (1.14, 2.24)

AH-E-1.1.14 Dynamics: soft and loud (2.24, 1.137)

Video Outline

- Greeting: "Hola" song
- Susana and Sra. Alicia greet each other and ask the students to join them in singing "Las visitas" song. They review soft and loud and fast and slow by singing the song softly and loudly and then at a slow and faster tempo.

- Sra Alicia reviews the words and motions to the "Mi cuerpo" song.
- She then adds a new verse naming instruments already presented. Students participate by doing the hand motions for the instruments mentioned.
- El Sr. Enrique visits the set and sings the new version of the "Mi cuerpo" song.
- Counting activity. At the sound of a flute, Sra. Alicia invites the students to slowly count the twelve flutes. She then asks the students to count faster.
- Closing: "Adiós" song.

VOCABULARY

la varita mágica
la estrella

magic wand
star



LESSON 39

¡Arte y más!

Theme: Visual Art: Elements of art: Line

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Susana and Sra. Alicia greet each other and review the expressions “me gusta” and “te gusta”. Sra. Alicia brings her “bolsa mágica” and pulls out 2-D art media. She says: “Tengo materiales para pintar y dibujar”.

- Sra. Alicia reviews 2-D art media: “el lápiz, los lápices, el pincel, los pinceles, el marcador, los marcadores, y el papel”.
- TPR activity. Sra. Alicia invites the students to draw lines in the air by using their hands and arms. She says, “dibuja líneas rectas, grandes y pequeñas”. She tells the students to sit down and then she reviews the new command.
- While looking at “Molas” from Panamá, Sra. Alicia encourages the students to look for curved, straight and zig zag lines.
- Closing: “Adiós” song.

VOCABULARY

tengo	<i>I have</i>
dibujar	<i>draw</i>
trazar	<i>trace</i>
pintar	<i>paint</i>
conmigo	<i>with me</i>
la/s línea/s	<i>line/s</i>
línea curva	<i>curved line</i>
línea recta	<i>straight line</i>
línea zigzag	<i>zigzag line</i>
las artesanías	<i>crafts</i>
la/s tela/s	<i>cloth</i>
coser	<i>sew</i>



LESSON 40

¡Arte y más!

Theme: Visual Art: Elements of art: Line

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Susana and Sra. Alicia greet each other and review the expressions “me gusta” and “te gusta” as they discuss the colorful Molas from Panamá.

- Sra. Alicia reviews straight, curved, and zigzag lines and introduces thick and thin lines. “líneas gruesas” and “líneas finas”. She demonstrates how to create thick and thin lines by using a pastel on a piece of paper. To make a thick line she lays the pastel flat on the paper and to make a thin line she uses the end of the pastel.
- Sra. Alicia introduces “Composición” by Joan Miró. She points out the various kinds of lines that are in the painting.
- Sra. Alicia goes outside to draw lines on the concrete using sidewalk chalk. As she is drawing, Susana describes the different kinds of lines she is making.
- Closing: “Adiós” song.

VOCABULARY

dibujar	<i>draw</i>
una pintura	<i>a painting</i>
pintor	<i>artist</i>
famoso	<i>famous</i>
la/s línea/s	<i>line/s</i>
línea/s gruesa/s	<i>thick line/s</i>
línea/s fina/s	<i>straight line/s</i>
pastel/es	<i>pastel/s</i>



LESSON 41

¡Arte y más!

Theme: Visual Art: Elements of art: Line

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: "Hola" song.
- Susana and Sra. Alicia greet each other and introduce the song "Líneas". Sra. Alicia invites the students to join Susana as she echoes the song.

- Sra. Alicia asks the students, "Veo, veo, ¿qué veo?" She asks them to count lines with her to answer her question. The twelve lines form a flower, "una flor", one more line appears to introduce the number 13. She then repeats the question, "Veo, veo, ¿qué veo?" one more time, to give the students the opportunity to answer, "una flor" or "la flor".
- Sra. Alicia shares two authentic crafts: a "Mola" from Panamá and a bag from Ecuador. She encourages the students to look closely for curved, straight and zigzag lines, as well as thick and thin lines.
- Sra. Alicia is outside drawing lines with sidewalk chalk. Susana describes the different kinds of thick and thin lines that Sra. Alicia is drawing with sidewalk chalk.
- Closing: "Adiós" song.

VOCABULARY

trece

thirteen



LESSON 42

¡Arte y más!

Theme: Visual Art: Elements of art: review line and intro shapes.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Susana and Sra. Alicia greet each other, sing the first verse and introduce the second verse of the song “Líneas”. Sra. Alicia

invites the students to join Susana as she echoes the song.

- Sra. Alicia introduces the Joan Miró “Lección de esquí” (Ski Lesson). She asks the students to look for different types of lines in the painting. As she points at a shape, she explains that a shape is the space enclosed by lines. Due to language constraints and time, it’s not possible to point out the difference between organic shapes and geometric shapes.
- Sra. Alicia introduces two geometric shapes, “el triángulo” and “el cuadrado”.
- To review numbers, shapes, and sizes, Sra. Alicia sorts triangles and squares. She invites the students to count the large and small shapes.
- Closing: “Adiós” song.

VOCABULARY

cuenta	<i>you count</i>
el triángulo	<i>triangle</i>
el cuadrado	<i>square</i>
las figuras geométricas	<i>geometric shapes</i>
el lado	<i>side</i>
los lados	<i>sides</i>



LESSON 43

¡Arte y más!

Theme: Visual Art: Elements of art: review line and intro shapes.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Geometric shapes. Sra. Alicia reviews “el cuadrado” and “el triángulo” and introduces “el rectángulo” and “el círculo”.

- Susana brings in her “caja mágica” and shares its contents with Sra. Alicia and the students. In the magic box, there are: circles, rectangles, triangles, and squares. Sra. Alicia invites the students to count the geometric shapes and introduces number “catorce”.
- Sra. Alicia shows the students how to make a “Mola” from cut paper.
- TPR activity: Sra. Alicia reviews “traza, pinta, corta y pega” and asks the students to perform the corresponding actions.
- Closing: “Adiós” song.

VOCABULARY

catorce	<i>fourteen</i>
tijeras	<i>scissors</i>
cortar	<i>cut</i>
goma de pegar	<i>glue</i>
un poquito	<i>a little bit</i>
contorno	<i>outline</i>
diseño	<i>design</i>
un pez	<i>a fish</i>
el fondo	<i>background</i>



LESSON 44

¡Arte y más!

Theme: Visual Art: Elements of art: shapes.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: "Hola" song.
- Sra. Alicia and Susana play the game "Veo, veo" to review geometric shapes.

- Shared reading: Sra. Alicia reviews the names of shapes by reading the book, "Figuras, muchas figuras", illustrated by Missy Miller.
- Sra. Alicia uses circles to demonstrate size differences. She uses patterns to review sizes by playing, "¿Qué viene después?." The students are invited to participate.
- TPR activity: Sra. Alicia reviews action verbs using the same chant as the "Manos arriba, manos abajo" The verbs she uses are as follows: "pinta" (to paint), "corta" (to cut), "pega" (to glue), and "traza" (to trace).
- Sra. Alicia uses paint to review primary and secondary colors. She introduces the color "anaranjado" (orange).
- Closing: "Adiós" song.

VOCABULARY

anaranjado	<i>orange</i>
mezclar	<i>to mix</i>
un poquito	<i>a little bit</i>



LESSON 45

¡Arte y más!

Theme: Visual Art: Elements of art: shapes.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Sra. Alicia and Susana discuss sizes. To do so, Sra. Alicia brings in her magic bag and Susana looks inside to see what is in it. In the bag, they find boxes of different sizes from El Salvador and three Guatemalan

dolls—one small sized doll, one medium sized doll, and one large sized doll. By comparing these objects, they review sizes.

- Shared reading: “Figuras” by Dorling Kindersley y Altea, Dorling Kindersley Limited, London (2002). This book reviews shapes by using everyday objects such as buttons, rulers, and chocolate bars as examples.
- Sra. Alicia asks the students to participate in a game reviewing shapes and colors. Using shapes, she puts them in colored bags that correspond to the shape’s color.
- Sra. Alicia plays the game, “¿Qué viene después?” with shapes. Creating simple patterns, she reviews the names of shapes. The students are asked to participate.
- Closing: “Adiós” song.

VOCABULARY

separar to separate



LESSON 46

¡Arte y más!

Theme: Visual Art: Elements of art: color. Photograph and portraits.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: "Hola" song.
- Counting activity: The number "quince" (fifteen) is introduced by counting 15 paint brushes. TPR activity: By moving up and

down steps, Sra. Alicia counts up to fifteen and down to one.

- Sra. Alicia and Susana meet again, and Sra. Alicia takes Susana's photograph. Susana likes photographs, but she asks Sra. Alicia to find Sr. Enrique so he can paint a portrait of her.
- Enrique Gonzalez paints Susana's portrait as Susana poses in her tree.
- Shared reading: "Azul y Verde" by Alma Flor Ada and Isabel Campoy, Santillana USA, Inc. (2003) to introduce "un retrato." She shows the painting, "Niño del Gato" by Fernando Castillo. She also reads two short poems about the boy and the cat. This demonstrates a way to describe art.
- Sra. Alicia compares Susana's photo with her portrait to demonstrate the difference between "foto" (photograph) and "retrato" (portrait).
- Closing: "Adiós" song.

VOCABULARY

quince	fifteen
La foto	photograph
El retrato	portrait
Voy a comenzar	I am going to start
lunes	Monday
el verano	summer
el hermano	brother
un abrazo	hug



LESSON 47

¡Arte y más!

Theme: Visual Art: Elements of art: color, primary and secondary colors.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Sra. Alicia and Susana greet each other and talk about the photo and the portrait of Susana. To review the expressions “me

gusta” and “te gusta”, students are asked to respond to whether or not they like the portrait of Susana.

- Sra. Alicia reviews primary and secondary colors using paint. She introduces the color “morado” (purple) by mixing red and blue paint.
- TPR: Sra. Alicia puts movement to four colors—red, green, orange, and purple.
- Sra. Alicia shows the photo and the “autorretrato” of the Mexican artist, Frida Kahlo. This explains the difference between “retrato” (portrait) and “autorretrato” (self-portrait).
- Review “foto,” “retrato,” and “autorretrato.”
- Closing: “Adiós” song.

VOCABULARY

morado	purple
mezclar	mix
autorretrato	self-portrait
colores primarios	primary colors
colores secundarios	secondary colors
¿les gustó?	Did you like it?
pintora famosa	famous painter (f)
pinto su propio...	painted his/her own...



LESSON 48

¡Arte y más!

Theme: Visual Art: Elements of art: review colors and shapes.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: "Hola" song.
- Sra. Alicia and Susana play the game, "Veó, veó." They review primary colors, and then add secondary colors to the color wheel.

- Sra. Alicia introduces the number "dieciséis" (sixteen) by counting colors on a palette.
- TPR: Sra. Alicia and Susana review color using their corresponding movements. Sra. Alicia adds movement to blue and black. The students are invited to mimic her color movements.
- Shared reading: "Sonrisas" by Alma Flor Ada and F. Isabel Campoy, Santillana USA, INC. (2003) and shows the art of Pablo Picasso. She reviews "retrato" and "autorretrato" by the Picasso examples.
- Closing: "Adiós" song.

VOCABULARY

dieciséis	sixteen
gran pintor	big (famous) painter
la hermana	sister
las palomas	pigeons
las personas	people
el mar	sea
gran inventor	big (famous) inventor
la(s) forma(s)	form (3-D)
la familia	family
adivinar	to guess
el barco	boat



LESSON 49

¡Arte y más!

Theme: Visual Art: Elements of art: review line and intro shapes.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Sra. Alicia and Susana greet each other. They review the names of the shapes and colors by displaying *Niña con Barco* by Pablo Picasso.

- Sra. Alicia invites the students to play “¿Qué es?” to review two dimensional art media.
- TPR activity: Sra. Alicia reviews color movement. In addition to the movement for red, green, orange, purple, blue, and black, she adds movement to white and yellow.
- Sorting activity: Sra. Alicia reviews the colors anaranjado (orange) and morado (purple) by sorting and counting orange and purple objects.
- Closing: “Adiós” song.

VOCABULARY

el barco	boat
¿Qué es?	What is it?
¿Qué son?	What are they?



LESSON 50

¡Arte y más!

Theme: Visual Art: Elements of art: color and shape. Still life.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Susana and Sra. Alicia greet each other and introduce the song, “Colores.” Sra. Alicia invites the students to sing along as she points to the respective colors.

- TPR activity: Sra. Alicia reviews the movements for each color. She uses those movements to continue with color patterns.
- Review the photograph and self-portrait of Frida Kahlo and introduce “still life.” Sra. Alicia reads the poem, “Las Sandías.”
- Enrique Gonzalez visits Sra. Alicia and paints a still life of flowers and a book.
- Closing: “Adiós” song.

VOCABULARY

La(s) persona(s)	<i>person, people</i>
Naturaleza muerta	<i>still life</i>
La(s) sandía(s)	<i>watermelon(s)</i>
Vemos...	<i>we see...</i>
La(s) tajada(s)	<i>slice(s)</i>
alegría	<i>happiness</i>



LESSON 51

¡Arte y más!

Theme: Visual Art: Elements of art: color. Review still life.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Sra. Alicia and Susana greet each other and review Frida Kahlo’s still life, “Viva la Vida”, and the poem, “Sandías.”

- TPR activity: Sra. Alicia reviews the movement for all of the colors. She invites the students to sing the color song with corresponding movements.
- Sra. Alicia shows the students another example of still life. She shows Colombian artist, Fernando Botero’s “Naturaleza muerta con sopa verde.” She invites the students to help describe what they see in the painting.
- Counting activity: Sra. Alicia introduces the number “diecisiete” (seventeen) by inviting the students to count seventeen cats.
- Closing: “Adiós” song.

VOCABULARY

la(s) fruta(s)	<i>fruit(s)</i>
la sopa	<i>soup</i>
Me alegre	<i>I like it</i>
diecisiete	<i>seventeen</i>



LESSON 52

¡Arte y más!

Theme: Visual Art: Elements of art: color. Landscape.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Sra. Alicia and Susana greet each other. Susana shares a landscape of Costa Rica she has painted as a way of introducing paisaje (landscape). Sra. Alicia shows the students

a landscape of Spain by Danielle Turpin. Susana helps Sra. Alicia describe the painting—objects and colors.

- Enrique Gonzalez visits Sra. Alicia and paints a tropical landscape using vibrant colors.
- TPR Activity: Sra. Alicia reviews the following words and motions: to paint, to cut, to paste, and to trace. She traces different lines: straight, curved, and zigzag. She invites the students to mimic her actions. Sra. Alicia also reviews colors with movements.
- Sra. Alicia shows Gonzalez’s landscape painting, and invites the students to describe what colors they see. She reviews primary and secondary colors. Sra. Alicia also describes what is in the painting—the sky, the mountains, three trees, and the earth.
- Closing: “Adiós” song.

VOCABULARY

el mar	sea
el/los paisaje(s)	landscape(s)
el cielo	sky
la tierra	earth, ground
las palmas (palmeras)	palm trees
Vamos a nombrarlos.	Let’s name them.
Paisaje tropical	tropical landscape



LESSON 53

¡Arte y más!

Theme: Visual Art: Elements of art: color. Landscape.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: “Hola” song.
- Sra. Alicia and Susana greet each other and review what they see in the tropical landscape of Enrique Gonzalez. Sra. Alicia

invites the students to describe the painting. Susana and Sra. Alicia then sing the song, “Las Visitas.”

- Sra. Alicia shows another landscape by George Prichard. She points out the different objects in the landscape and the colors used in the painting.
- Shared reading activity: “El Rinoceronte Rojo” by Alan Rogers, Two-Can Publishing LLC, New Jersey (1997).
- Following up on the adventures of the book, “El Rinoceronte Rojo”, Sra. Alicia reviews the number diecisiete by counting seventeen red balloons.
- Closing: “Adiós” song.

VOCABULARY

el/los lago(s)	lake
el cielo	sky
el rinoceronte	rhinoceros
el/los globo(s)	balloon(s)



LESSON 54

¡Arte y más!

Theme: Visual Art: Elements of art: Overall review.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-4.1.41 Create art work using the elements of art and the principles of design.

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design).

AH-E-4.1.32 Art elements –line, shape, form, texture, and color (primary and secondary colors) and color groups (warm, cool, neutral).

AH-E-4.3.37 Subject matter: landscape, portrait, and still life.

Video Outline

- Greeting: "Hola" song.
- Sra. Alicia and Susana greet one another and review colors. Sra. Alicia introduces the color, marrón (brown). Susana and Sra. Alicia sing the color song and invite the students to sing along.

- Sra. Alicia shows the Diego Rivera painting called "Baile en Tehuantepec." Sra. Alicia describes the people and the colors in the painting. There are many examples of the color brown in this painting.
- In order to establish a parallel between the painting and a real dance, Sra. Alicia introduces a video of children dancing a Mexican folk dance called "La Raspa" at Northern Elementary School.
- Counting activity: The students are invited to count 18 dancing feet with Sra. Alicia. This is the introduction of the number, dieciocho.
- Closing: "Adiós" song.

VOCABULARY

dieciocho	eighteen
la(s) mujere(es)	woman, women
marrón	brown

*mujer is another way of saying señora.



LESSON 55

¡Arte y más!

Theme: Drama. Discovering dramatic elements through a traditional story, Goldilocks and the Three Bears.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, and end)

AH-E-3.1.41 Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).

AH-E-3.1.43 Improvise to tell stories that show action and have a clear beginning, middle, and end.

AH-E-3.1.35 Identify and describe scenery, props, and costumes that would be appropriate for the plot and the characters in a short script or story.

Video Outline

- Greeting: “Hola” song.
- Shared Reading Activity: Sra. Alicia and Susana read together the story, “Ricitos de Oro y los tres osos” by Missy Miller.
- TPR activity: Review sizes—small, medium and large—using hand motions. Sra. Alicia invites the students to mimic her hand motions. She also invites the students to make small, medium and large steps.
- Sorting Activity: Review sizes by sorting the soup bowls from the story “Ricitos de Oro y los tres osos.”
- Closing: “Adiós” song.

VOCABULARY

Ricitos de Oro	<i>Goldilocks</i>
capa	<i>cape</i>
Caperucita Roja	<i>Little Red Riding Hood</i>
el papá oso	<i>father bear</i>
la mamá osa	<i>mother bear</i>
osito	<i>baby bear</i>
Había una vez...	<i>Once upon a time...</i>
se llamaba	<i>that was named</i>
comienzan	<i>starts</i>
dura	<i>hard</i>
blanda	<i>soft</i>
perfecta	<i>perfect</i>
dijo	<i>said</i>
probó	<i>tried</i>
la sopa	<i>soup</i>
caliente	<i>hot</i>
fría	<i>cold</i>
deliciosa	<i>delicious</i>
tamaño(s)	<i>size(s)</i>



LESSON 56

¡Arte y más!

Theme: Drama. Discovering dramatic elements through a traditional story, Goldilocks and the Three Bears

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, and end)

AH-E-3.1.41 Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).

AH-E-3.1.43 Improvise to tell stories that show action and have a clear beginning, middle, and end.

AH-E-3.1.35 Identify and describe scenery, props, and costumes that would be appropriate for the plot and the characters in a short script or story.

Video Outline

- Greeting: “Hola” song.
- Sra. Alicia and Susana reread the first half of the story of “Ricitos de Oro y los tres osos” illustrated by Missy Miller, and continue reading until the end.
- Sra. Alicia reviews the events of the story of “Ricitos de Oro y los tres osos” to introduce plot—*primero* (first), *después* (after), *luego* (later, then), and *final* (at the end).
- Counting activity: Sra. Alicia counts eighteen bears and introduces the number *diecinueve* (nineteen). She invites the students to count the nineteen bears.
- TPR Activity: Sra. Alicia walks like the three bears—*papá*, *mamá* and *osito*. She invites the students to mimic her steps. She then asks the students to sit and try the soups of each bear. The students are invited to *probar* (try) the soup bowls of each bear with her.
- Closing: “Adiós” song.

VOCABULARY

<i>diecinueve</i>	<i>nineteen</i>
<i>primero</i>	<i>first</i>
<i>después</i>	<i>after, then</i>
<i>luego</i>	<i>later, then</i>
<i>final</i>	<i>at the end</i>



LESSON 57

¡Arte y más!

Theme: Drama. Discovering dramatic elements through a traditional story, Goldilocks and the Three Bears

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, and end).

AH-E-3.1.41 Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling)

AH-E-3.1.43 Improvise to tell stories that show action and have a clear beginning, middle, and end.

AH-E-3.1.35 Identify and describe scenery, props, and costumes that would be appropriate for the plot and the characters in a short script or story.

Video Outline

- Greeting: "Hola" song.
- Sra. Alicia has a surprise. Ricitos de Oro visits the set. Ricitos de Oro sings a song that tells the story of the three bears.
- Sra. Alicia and Ricitos de Oro introduce the personajes (characters) of the story. They also introduce the color rosado (pink).
- TPR Activity: colors. In addition to the movements for the colors red, green, purple, orange, black, white, blue and yellow, Sra. Alicia adds movement to brown and pink.
- Counting Activity: Sra. Alicia shows the students Goldilocks' pink bows. To review the number diecinueve (nineteen), she invites the students to count pink bows.
- Closing: "Adiós" song.

VOCABULARY

de nada	<i>you're welcome</i>
el/los personaje(s)	<i>character(s)</i>
la camisa	<i>shirt</i>
el/los moño(s)	<i>bow(s)</i>
rosado	<i>pink</i>
hacemos así	<i>we do it this way</i>
a ver	<i>let's see</i>



LESSON 58

¡Arte y más!

Theme: Drama. Discovering dramatic elements through a traditional story, Goldilocks and the Three Bears. Review characters and plot.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, and end).

AH-E-3.1.41 Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).

AH-E-3.1.43 Improvise to tell stories that show action and have a clear beginning, middle, and end.

AH-E-3.1.35 Identify and describe scenery, props, and costumes that would be appropriate for the plot and the characters in a short script or story.

Video Outline

- Greeting “Hola” song.
- Sra. Alicia and Susana greet each other. Together they sing the song, Colores and invite the students to sing along. Sra. Alicia, Susana, and the students sing it again adding marrón (brown) and rosado (pink) to the end of the song.
- Sra. Alicia reviews the plot of Ricitos de Oro y los tres osos using the following key words to describe it: primero (first), después (then), and al final (at the end, finally).
- TPR activity: color and movement. Sra. Alicia invites the students to review colors and their respective movements. She adds movements for brown and pink to the review.
- Sra. Alicia invites the students to play, ¿Cómo se llama? to review the characters of Ricitos de Oro y los tres osos.
- Closing: “Adiós” song.

VOCABULARY

agregarle *let's add ____.*



LESSON 59

¡Arte y más!

Theme: Drama. Discovering dramatic elements through a traditional story, Goldilocks and the Three Bears.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, and end).

AH-E-3.1.41 Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).

AH-E-3.1.43 Improvise to tell stories that show action and have a clear beginning, middle, and end.

AH-E-3.1.35 Identify and describe scenery, props, and costumes that would be appropriate for the plot and the characters in a short script or story.

Video Outline

- Greeting: “Hola” song.
- Sra. Alicia and Susana greet each other. They review the characters of *Ricitos de Oro y los tres osos* by playing *¿Cómo se llama?*
- Counting activity: Sra. Alicia introduces the number *veinte* (twenty) by counting twenty soup bowls. By counting the bowls, Sra. Alicia also reviews sizes—small, medium, and large.
- Shared Reading Activity: Sra. Alicia and Susana read an excerpt from the book, “Uno, dos tres. ¡Dime quién es?” by Alma Flor Ada and F. Isabel Campoy, Santillana USA (2003). It retells the story of *Ricitos de Oro y los tres osos*.
- TPR activity: Sra. Alicia retells the story *Ricitos de Oro y los tres osos* using simple sentences and hand movements that represent the actions she describes.
- Closing: “Adiós” song.

VOCABULARY

<i>veinte</i>	<i>twenty</i>
<i>la/las ventana(s)</i>	<i>window(s)</i>
<i>la casita</i>	<i>little house</i>
<i>los hermanitos</i>	<i>little brothers, sisters</i>
<i>cariñosa</i>	<i>loving</i>
<i>divertido</i>	<i>fun</i>
<i>¿Verdad?</i>	<i>Right?</i>
<i>visitarme</i>	<i>visit me</i>
<i>años</i>	<i>years</i>
<i>amiguitos</i>	<i>little friends</i>



LESSON 60

¡Arte y más!

Theme: Drama. Discovering dramatic elements through a traditional story, Goldilocks and the Three Bears. Overall review.

Standards:

KY Content for World Language Proficiency
WL-P-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-P-1.2.B1 Respond appropriately to directions, instructions and commands.

WL-P-2.2.B1 Identify and react to cultural perspectives and practices in the target language.

WL-P-2.1.B2 Recognize and interpret language and behaviors appropriate to target language.

Arts and Humanities Core Content

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, and end).

AH-E-3.1.41 Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).

AH-E-3.1.43 Improvise to tell stories that show action and have a clear beginning, middle, and end.

AH-E-3.1.35 Identify and describe scenery, props, and costumes that would be appropriate for the plot and the characters in a short script or story.

Video Outline

- Greeting: "Hola" song.
- Sra. Alicia and Susana greet each other and Ricitos de Oro. Susana asks Ricitos de Oro to sing her song. They invite the students to listen while she sings.
- Review size activity: Sra. Alicia invites the students to play *Veo, veo*. ¿Qué veo? They review small, medium and large by comparing chair sizes, bowl sizes, and bed sizes.
- Counting activity: Sra. Alicia reviews the numbers up to twenty by counting 19 bears and Ricitos de Oro ($19+1=20$).
- TPR activity: Sra. Alicia retells the story *Ricitos de Oro y los tres osos* using simple sentences and hand movements that represent the actions she describes.
- Closing: "Adiós" song.

VOCABULARY

No new vocabulary was presented at this time.



Salutations, Farewells, Introductions

Hola	<i>Hello</i>
Buenos días	<i>Good morning</i>
Buenos tardes	<i>Good afternoon</i>
Buenos noches	<i>Good night</i>
Adiós	<i>Good-bye</i>
Hasta luego	<i>See you later</i>

Expressions of Feeling

Muy bien.	<i>Fine/ very well.</i>
Así, así.	<i>So-so.</i>
Muy mal.	<i>Very bad.</i>

Asking about a person or object

¿Qué es?	<i>What is it?</i>
¿Qué son?	<i>What are they?</i>
¿Es ___ o es ___?	<i>Is it ___ or is it ___?</i>
Es ___.	<i>It is ___.</i>
¿Qué es esto?	<i>What is that?</i>
¿Qué tienes?	<i>What do you have?</i>
Tengo ___.	<i>I have ___.</i>
No tengo ___.	<i>I don't have ___.</i>
¿Cuál falta?	<i>What's left?</i>
¿Qué número falta?	<i>What number is missing?</i>

Basic Questions and Responses

¿Cómo te llamas?	<i>What's your name?</i>
Me llamo...	<i>My name is...</i>
¿Cuántos?	<i>How many?</i>
¿Listos?	<i>Ready?</i>
¿Cuántos hay?	<i>How many are there?</i>
¿Recuerdan?	<i>Remember?</i>
¿Qué hay en la bolsa?	<i>What is in the bag?</i>
¿Te gusta ___?	<i>Do you like ___?</i>
Me gusta ___.	<i>I like ___.</i>
No me gusta ___.	<i>I don't like ___.</i>
¿Les gustó?	<i>Did you like it?</i>

Asking about feelings

¿Cómo estás (tu)?	<i>How are you?</i>
Estoy muy bien, gracias.	<i>I am/feel very well/ fine, thank you.</i>
Estoy así, así.	<i>I am/ feel so-so.</i>
Estoy muy mal.	<i>I am/ feel very bad.</i>
¿Y usted?	<i>And you?</i>
Yo soy...	<i>I am...</i>

Prepositions

Arriba	<i>Up</i>
Abajo	<i>Down</i>
Izquierda	<i>Left</i>
Derecha	<i>Right</i>
Adelante	<i>In front of</i>
Atrás	<i>Behind</i>
Para un lado	<i>To one side</i>

Numbers

Uno	<i>One</i>
Dos	<i>Two</i>
Tres	<i>Three</i>
Cuatro	<i>Four</i>
Cinco	<i>Five</i>
Seis	<i>Six</i>
Siete	<i>Seven</i>
Ocho	<i>Eight</i>
Nueve	<i>Nine</i>
Diez	<i>Ten</i>
Once	<i>Eleven</i>
Doce	<i>Twelve</i>
Trece	<i>Thirteen</i>
Catorce	<i>Fourteen</i>
Quince	<i>Fifteen</i>
Dieciséis	<i>Sixteen</i>
Diecisiete	<i>Seventeen</i>
Dieciocho	<i>Eighteen</i>
Diecinueve	<i>Nineteen</i>
Veinte	<i>Twenty</i>



VOCABULARY

Colors

Amarillo	<i>Yellow</i>
Anaranjado	<i>Orange</i>
Azul	<i>Blue</i>
Blanco	<i>White</i>
Marrón	<i>Brown</i>
Morado	<i>Purple</i>
Negro	<i>Black</i>
Rojo	<i>Red</i>
Verde	<i>Green</i>
Rosado	<i>Pink</i>

Asking about Numbers

¿Qué número es?	<i>What number is it?</i>
¿Cuántos son?	<i>How many are there?</i>

People

Niño(s)	<i>Boy(s)</i>
Niña(s)	<i>Girl(s)</i>
Señor	<i>Mister</i>
Señora	<i>Misses</i>
Señorita	<i>Miss</i>
La(s) mujer(es)	<i>Woman, women</i>
Amigo	<i>Friend (m)</i>
Amiga	<i>Friend (f)</i>
Amigo/a(s)	<i>Friends (pl)</i>
Amiguitos	<i>Little friends</i>
La mamá	<i>Mother</i>
El papá	<i>Father</i>
El hermano	<i>Brother</i>
Los hermanitos	<i>Little brothers</i>
La hermana	<i>Sister</i>
La familia	<i>Family</i>

Asking about Colors

¿De qué color es ___?	<i>What color is ___?</i>
Es de color ___.	<i>It is ___.</i>
Es ___.	<i>It is ___.</i>
¿De qué colores son ___?	<i>What color are ___?</i>
Son (de color) ___.	<i>They are ___.</i>

Shapes

Figura(s)	<i>Figure</i>
Triángulo	<i>Triangle</i>
Cuadrado	<i>Square</i>
Círculo	<i>Circle</i>
Rectángulo	<i>Rectangle</i>
Tamaño(s)	<i>Size(s)</i>

Parts of the Body

El cuerpo	<i>Body</i>
La boca	<i>Mouth</i>
El(Los) brazo(s)	<i>Arm(s)</i>
La cabeza	<i>Head</i>
La cara	<i>Face</i>
Los dedos	<i>Fingers</i>
La mano	<i>Hand</i>
Las manos	<i>Hands</i>
La nariz	<i>Nose</i>
Las orejas	<i>Ears</i>
Los ojos	<i>Eyes</i>
El pelo	<i>Hair</i>
Las piernas	<i>Legs</i>
El pie	<i>Foot</i>
Los pies	<i>Feet</i>

Clothing and Accessories

La camisa	<i>Shirt</i>
El/los collar(es)	<i>Necklace(s)</i>
El/los botón(es)	<i>Button(s)</i>
El/los sombrero(s)	<i>Hat(s)</i>
La bolsa	<i>Purse</i>
El/los moño(s)	<i>Bow(s)</i>



VOCABULARY

Plants and Animals

La planta	<i>Plant</i>
La raspa	<i>Stem</i>
La/las flor(es)	<i>Flower(s)</i>
El árbol	<i>Tree</i>
Los árboles	<i>Trees</i>
La(s) montaña(s)	<i>Mountain(s)</i>
El gato	<i>Cat</i>
Miau	<i>Meow</i>
El perro	<i>Dog</i>
Guau-guaú	<i>Bow-wow</i>
La(s) pata(s)	<i>Paw(s)</i>
El/los oso(s)	<i>Bear(s)</i>
El/los pato(s)	<i>Duck(s)</i>
La mariposa	<i>Butterfly</i>
El rinoceronte	<i>Rhinoceros</i>
El pájaro	<i>Bird</i>
El pez	<i>Fish</i>
La(s) paloma(s)	<i>Pigeons</i>
Las palmas (palmeras)	<i>Palm trees</i>

Sounds

El sonido	<i>Sound</i>
El eco	<i>Echo</i>
Ruido	<i>Noise</i>
Silencio	<i>Silence</i>
La voz	<i>Voice</i>
Las voces	<i>Voices</i>

Classroom Objects

El pincel	<i>Paintbrush</i>
El papel	<i>Paper</i>
Los papeles	<i>Papers</i>
El lápiz	<i>Pencil</i>
Los lápices	<i>Pencils</i>
El libro	<i>Book</i>
Los libros	<i>Books</i>
El globo	<i>Globe, balloon</i>

La silla	<i>Chair</i>
La tiza	<i>Chalk</i>
El marcador	<i>Marker</i>
Las tijeras	<i>Scissors</i>
La goma de pegar	<i>Glue</i>
La pintura	<i>Painting</i>

Objects

La(s) cosa(s)	<i>Thing(s)</i>
La taza	<i>Cup</i>
La caja mágica	<i>Magic box</i>
El/los pompones	<i>Pom-poms</i>
La foto	<i>Photograph</i>
El barco	<i>Boat</i>
La cama	<i>Bed</i>
La casa	<i>House</i>
Los platos de sopa	<i>Soup bowls</i>
La(s) ventana(s)	<i>Window(s)</i>

Positive Commands

Mira.	<i>Watch.</i>
Escucha.	<i>Listen.</i>
Levántate.	<i>Stand up.</i>
Siéntate.	<i>Sit down.</i>
Camina.	<i>Walk.</i>
Corre.	<i>Run.</i>
Baila.	<i>Dance.</i>
Salta.	<i>Jump.</i>
Toca ____.	<i>Touch ____.</i>
Colorea.	<i>Color.</i>
Traza.	<i>Trace.</i>
Agregarle.	<i>Add.</i>



VOCABULARY

Adjectives

Suave	<i>Soft</i>
Fuerte	<i>Hard</i>
Grande (s)	<i>Big</i>
Mediano(s)	<i>Medium</i>
Pequeño(s)	<i>Small</i>
Alto(a)	<i>Tall</i>
Bajo(a)	<i>Short</i>
Rápido(a)	<i>Fast</i>
Lento(a)	<i>Slow</i>
Lindo (m), Linda (f)	<i>Pretty</i>
Pobre	<i>Poor</i>
Fría	<i>Cold</i>
Caliente	<i>Hot</i>
Dura	<i>Hard</i>
Blanda	<i>Soft</i>
Perfecta	<i>Perfect</i>
Cariñosa	<i>Loving</i>
Divertido	<i>Fun</i>
Deliciosa	<i>Delicious</i>

Asking about animals

¿Qué animal es?	<i>What animal is it?</i>
¿Qué dice el/la ___?	<i>What does the ___ say?</i>

Positive Commands of Action

Veo, veo	<i>I see, I see</i>
Vamos a trabajar.	<i>Let's work.</i>
Vamos a movernos.	<i>Let's move.</i>
Vamos a cantar.	<i>Let's sing.</i>
Vamos a contar.	<i>Let's count.</i>

Exclamations

¡Qué bonita/o(s)!	<i>How pretty/nice!</i>
¡Qué linda/o(s)!	<i>How pretty/nice!</i>

Miscellaneous Vocabulary

Sí.	<i>Yes.</i>
No.	<i>No.</i>
El patio	<i>Patio</i>
El Carnavalito	<i>Indian dance</i>
El tren	<i>Train</i>
La leche	<i>Milk</i>
Ahora	<i>Now</i>
A veces	<i>Sometimes</i>
Conmigo	<i>With me</i>
Basta	<i>Rough, coarse</i>
El aeroplano	<i>Airplane</i>
El semáforo	<i>Traffic light</i>
El verano	<i>Summer</i>
Un abrazo	<i>Hug</i>
Lunes	<i>Monday</i>
El/los globo(s)	<i>Balloon(s)</i>
la(s) tajada(s)	<i>Slice(s)</i>
alegría	<i>Happiness</i>
de nada	<i>You're welcome</i>
año(s)	<i>Year(s)</i>
¿verdad?	<i>Right?</i>

Food

La(s) sandía(s)	<i>Watermelon(s)</i>
La(s) manzana(s)	<i>Apple(s)</i>
La(s) fruta(s)	<i>Fruit</i>
La sopa	<i>Soup</i>

Nature

El lago	<i>Lake</i>
La tierra	<i>Earth, ground</i>
El mar	<i>Sea</i>
El cielo	<i>Sky</i>
El sol	<i>Sun</i>
La luna	<i>Moon</i>
La(s) montaña(s)	<i>Mountain(s)</i>
El bosque	<i>Forest</i>



VOCABULARY

¡Arte y más!

Action Verbs

Dibujar	<i>To draw</i>
Tener	<i>To have</i>
-Yo tengo	
-Usted tiene	
Trazar	<i>To trace</i>
Repetir	<i>To repeat</i>
-Usted repite	
-Ustedes repitan	
Decir	<i>To say</i>
-Nosotros decimos	
Abrir	<i>To open</i>
-Usted abre	
Cerrar	<i>To close</i>
-Usted cierra	
Pintar	<i>To paint</i>
Coser	<i>To sew</i>
Cortar	<i>To cut</i>
Pegar	<i>To glue</i>
Pasear	<i>To stroll</i>
Atrapar	<i>To catch</i>
Mezclar	<i>To mix</i>
Separar	<i>To separate</i>
Adivinar	<i>To guess</i>
Mostrar	<i>To show</i>
-muestra	
Comenzar	<i>To begin</i>
-comienza	
Probar	<i>To try</i>
-probó	
Decir	<i>To say</i>
-dijo	
Visitar	<i>To visit</i>
-visitarme	

Music Terms

Sonido(s)	<i>Sound(s)</i>
El/los instrumento(s)	<i>Instrument(s)</i>
La viola	<i>Viola</i>
Las castañuelas	<i>Castanets</i>
La zampoña	<i>Pan pipe</i>
Vamos a cantar	<i>Let's sing</i>

Art Terms

Línea	<i>Line</i>
Línea curva	<i>Curved line</i>
Línea recta	<i>Straight line</i>
Línea zigzag	<i>Zigzag line</i>
Línea fina	<i>Fine line</i>
Línea gruesa	<i>Thick line</i>
Pintar	<i>To paint</i>
¿Qué pinta?	<i>What are you painting?</i>
La pintura	<i>Painting</i>
El retrato	<i>Portrait</i>
El autorretrato	<i>Self-portrait</i>
La naturaleza muerta	<i>Still life</i>
El/los paisaje(s)	<i>Landscape(s)</i>
El paisaje tropical	<i>Tropical landscape</i>
Artesanías	<i>Crafts</i>
Colores primarios	<i>Primary colors</i>
Colores secundarios	<i>Secondary colors</i>
Pintor(a) famoso/a	<i>Famous painter</i>
La forma	<i>Form</i>
Mola	<i>Reverse appliqué of the Kuna Indians</i>



VOCABULARY

Dance Terms

Baile(s)	<i>Dance(s)</i>
Bailar	<i>To dance</i>
Paso(s)	<i>Step(s)</i>
Vamos a movernos	<i>Let's move</i>
Movimientos	<i>Movements</i>
¿Qué viene después?	<i>What comes next?</i>
Da una vuelta	<i>Turn around</i>
Dos veces	<i>Two times</i>
Salto pequeño	<i>Small jump</i>
Salto grande	<i>Big jump</i>
El Merengue	<i>Merengue, Dominican national dance</i>
Flamenco	<i>Flamenco Spanish dance</i>
Locomotores	<i>Locomotor movements</i>
Movimientos no Locomotores	<i>Non-locomotor Movements</i>

Drama Terms

Primero	<i>First</i>
Después	<i>After, then</i>
Luego	<i>Later</i>
Final	<i>End</i>
El/los personaje(s)	<i>Character(s)</i>
Había una vez...	<i>Once upon a time...</i>
Caperucita Roja	<i>Little Red Ridinghood</i>
Ricitos de Oro	<i>Goldilocks</i>
El papá oso	<i>Papa Bear</i>
La mamá osa	<i>Mama Bear</i>
El osito	<i>Baby Bear</i>

