



## Reading and Using the Sonrisas Cultural Lesson Plans

Each lesson in the *Sonrisas Spanish School: An Elementary Cultural Curriculum* contains a Lesson Overview page, a Lesson Procedure page, one or two Art Project Procedure pages, and a Home Report page. Together with the necessary Appendices, these pages provide everything a teacher needs to teach an effective lesson. We recommend reading over the entire lesson ahead of time to familiarize yourself with all of the suggested activities. Depending on the program and the time available for each lesson, you may choose activities that suit your particular group of students.

Each lesson is divided into three main sections: Circle Time, Story Time, and Art Time. These three parts in conjunction with the Greeting and Good-bye provide the structure for every lesson in this curriculum.

### The Lesson Overview Page

#### Lesson Overview

The first box on the Lesson Overview page offers, as the name suggests, a brief overview of the lesson. This includes a Lesson Summary and the Communication Objective of the lesson. We like to think of the phrases listed for the Communication Objective as “language chunks,” chunks of Spanish that students can learn easily and use practically. As you teach each lesson, it’s good to keep these phrases in mind, using them in as many different activities as possible.

#### Circle Time

The Circle Time box on the Lesson Overview page includes a list of the lesson’s vocabulary and phrases and the song list for Circle Time.

The first column contains Vocabulary and Phrases that you will cover throughout the lesson. The Vocabulary and Phrases listed here differ from the “language chunks” in the Communication Objective. Learning them is not necessarily the *objective* of the lesson (although it is wonderful when that happens), but rather they are simply additional Spanish words and phrases you’ll be exposing students to during that lesson. This list can serve as your guide in your lesson presentation.

The second column lists our suggestions for songs and poems you will perform during Circle Time. You may use these as a review from a previous lesson, or they can serve as a preview of vocabulary you will teach in the future. All of these songs and poems are on the Sonrisas CDs. Lyrics and gestures or dances for the songs are provided beginning on page 83.

## Story Time

The third box on the Lesson Overview page includes our book suggestions for Story Time. Each lesson should include a story, or several of them if time allows, that reinforce the lesson's ideas and vocabulary. We've selected these stories either for their Spanish language content that complements the lesson's theme, or for their cultural relevance to the country you are studying. You can purchase these books inexpensively, sometimes for pennies, from Amazon.com or other online retailers, or you can find them at local libraries. If you need to use an interlibrary exchange service, keep in mind that it can take one or two weeks to get your books. Be sure to look ahead in the lesson plans and request in advance books you know you'll need in the upcoming weeks.

## Art Time

The final box on the Lesson Overview page contains a list of one to several art projects that can accompany the lesson. Art Time provides an excellent opportunity for some students to work independently while you work one-on-one with others. After providing a clear model of the art project procedure, you can work with students on specific language chunks relevant to the art project. Students who enjoy creative work and who work well independently will thrive during this portion of class.

You may also want to use this time for cooking. In Appendix 5, beginning on page 42, are several recipes from each country. Sharing a snack or beverage from the country you are studying provides a fantastic cultural "taste" of that country. We have never had a class that didn't enjoy the Spanish lessons that included food most of all.

## The Lesson Procedure Page

The Lesson Procedure page explains how to teach the lesson step by step. The supplies you'll need to teach the class are listed at the top of the page. After each step in the lesson, the Standards for Foreign Language Learning that are addressed in that step appear in parentheses. (The standards are listed beginning on page 18 and a printer-friendly version is also located on page 150.) The lessons are generally divided into First Day and Second Day. This pacing is completely flexible depending on how long your class time is and how many times a week it meets. For tips and general information about Greeting, Circle Time, Story Time, and Art Time, refer to the "How to Teach the Sonrisas Cultural Curriculum" section of this book (pages 27–33).

Note that each time you introduce a new country, the procedure for the first day is the same. It includes locating the countries on the globe, reviewing the flags, reviewing the modes of travel and coloring the newly introduced country's flag. This procedure is not included in the *El Día de los Muertos* or the *Las Posadas* lessons because students have already completed the procedure in the *El Dieciséis* lesson. Also note that the phrases from the Communication Objective in Lesson One carry

over to each lesson in which the students travel and use their passports. The students will benefit from the repetition of these very useful phrases.

## The Art Project Procedure Page

The Art Project Procedure page contains a list of all the materials you'll need, step-by-step instructions for completing the project, photographic examples of each project, and helpful hints for the teacher. Please note that in each lesson in which you introduce a new country, the art project for the first day is to color that country's flag.

The Art Project presents an excellent opportunity for you to reinforce the Communication Objective. While students are working on their projects, you can engage each of them one-on-one using the Communication Objective. This is a very important step in the teaching of the lessons.

## The Home Report Page

The Home Report page contains all of the elements of the Lesson Overview page: a Lesson Summary, the Communication Objective, Vocabulary and Phrases, a song list, and Book Suggestions. The Home Report also includes a section called Home Enrichment. Standard 5.1 states that "students should use the language both within and beyond the school setting." Because the Home Report is intended to encourage parent involvement, this standard is often met through activities that extend your students' learning beyond your classroom. The suggestions in this section are directly related to the Standards for Foreign Language Learning; the specific standards are listed after each suggestion in parentheses.

## Standards Correlation

For teachers who are required to meet the Standards for Foreign Language Learning in each lesson, we have provided a correlation to the standards on the Lesson Procedure page, the Home Report page, and in Appendix 9, page 149. The latter offers a quick reference for documenting the standards when you write your lesson plans or when you provide standards documentation to school and school district administrators.