

## Lesson

## 4

## Mi cuerpo

In the context of various activities, students will hear and use vocabulary associated with body parts.

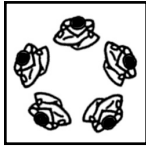
## Vocabulary



## Words

el cuerpo . . . . .	body	los ojos . . . . .	eyes
la cabeza . . . . .	head	la mano . . . . .	hand
la nariz . . . . .	nose	las piernas . . . . .	legs
la boca . . . . .	mouth	el brazo . . . . .	arm

## Circle Time



## Songs (CD track #)

- “Cada vez que nos juntamos” (1)
- “Buenos días” (2)
- “Me llamo, me llamo” (3)
- “Cabeza, hombros . . .” (4)
- “Mi cuerpo” (5)
- “Uno, dos, tres, cha cha cha” (6)
- “Un elefante” (7)
- “Bate, bate, chocolate” (8)
- “Diez gatitos” (9)

## "El cuerpo" race

- Tell students they are going to have a race.
- Tell them you are going to touch a part of your body and say the word in Spanish, and then see who can touch that part on their body and say the word the fastest.
- Do as many body parts as you want. Students love this very kinetic game.

## "El cuerpo" puppet

- Select a friendly-looking puppet for this game, preferably an animal.
- Tell students that your puppet friend is going to help them learn the different parts of their body.
- Have the puppet say, “¿Quién puede decir ‘cabeza’?” Have the students repeat, “cabeza.”
- Have the puppet go around the circle and touch everyone’s “cabeza,” repeating the word “cabeza” with each student.
- Repeat with a different part of the body.

## Review



Play “Colores” game (Lesson 2, page 33).  
Do a counting activity (Lesson 3, page 38).

## Story Time



## Book Suggestions

*Soy demasiado grande* by Lone Morton  
*Éste no es mi osito* by Fiona Watt

## Art Time



## Creative Project

Las partes del cuerpo (page 44)  
Trazando el cuerpo (page 45)

## Art Time



# Las partes del cuerpo

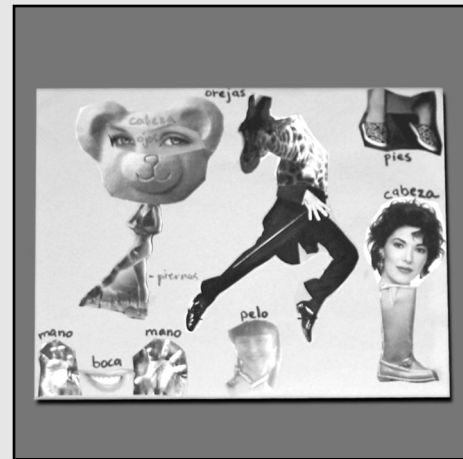
## Materials

- Construction paper
- Glue
- Scissors
- Old magazines
- Crayons or markers for labeling body parts

## Procedure

Students will create collages by pasting images of body parts found in magazines on a piece of construction paper. This project can be done over two sessions.

- Model a finished collage. Point to and say a few of the body parts in Spanish.
- Have students look for body parts in the magazines, cut them out, and glue them on the construction paper.
- Go around the group and label the body parts in Spanish for students.
- Have students say the words as you label.



## Suggestions

- Help younger students with cutting and gluing.
- Have a surplus of pre-cut body parts to give to students who have difficulty cutting. If you have older students have them prepare these.



# Trazando el cuerpo

## Materials

- Large roll of butcher paper
- Crayons
- Scissors

## Procedure

Create life-sized drawings of students by tracing their outline on butcher paper. Older students will work in pairs; younger students will need a teacher or parent volunteer to trace them.

### Session One

- Have one student lie on a large piece of butcher paper with arms and legs spread far enough apart to be easily traced.
- Have the student's partner trace the outline of the entire body with a crayon.
- The traced student can then add details to the body such as eyes, nose, mouth, and clothing.
- As students work, label body parts in Spanish on each drawing.

### Session Two

- Review body parts by asking students to find body parts on their own drawings.
- Students may cut out their bodies and tape them to the wall.



## Suggestions

- Make sure you use a crayon for the tracing. Markers will stain clothing.

# Home Report

## Mi cuerpo

Date \_\_\_\_\_

Student \_\_\_\_\_

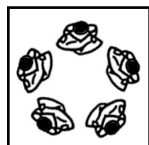
### Vocabulary



#### Words

el cuerpo . . . . .	body	los ojos . . . . .	eyes
la cabeza . . . . .	head	la mano . . . . .	hand
la nariz . . . . .	nose	las piernas . . . . .	legs
la boca . . . . .	mouth	el brazo . . . . .	arm

### Circle Time



#### Songs (CD track #)

“Cada vez que nos juntamos” (1)	“Uno, dos, tres, cha cha cha” (6)
“Buenos días” (2)	“Un elefante” (7)
“Me llamo, me llamo” (3)	“Bate, bate, chocolate” (8)
“Cabeza, hombros . . .” (4)	“Diez gatitos” (9)
“Mi cuerpo” (5)	

### Story Time

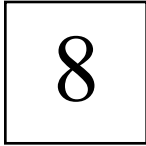


#### Book Suggestions

*Soy demasiado grande* by Lone Morton  
*Éste no es mi osito* by Fiona Watt

## Comments

Lesson



# Buenas noches

In the context of various activities, students will hear and use vocabulary associated with going to sleep.

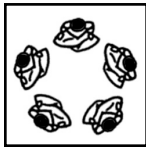
Vocabulary



### Words

buenos días . . . . .	good day	la hora de dormir . . .	bed time
buenas noches . . . . .	good night	ojos cerrados . . . . .	eyes closed
dormido/a . . . . .	asleep	ojos abiertos . . . . .	eyes open
despierto/a . . . . .	awake		

Circle Time



### Songs (CD track #)

- “Cada vez que nos juntamos” (1)
- “Cabeza, hombros . . .” (4)
- “Mi cuerpo” (5)
- “Uno, dos, tres, cha cha cha” (6)
- “Un elefante” (7)
- “Bate, bate, chocolate” (8)
- “Diez gatitos” (9)
- “Había un chorrito” (11)
- “Te quiero” (12)
- “Mamá y papá” (13)

### New Songs

- “Buenas noches” (14)
- “El sol se llama Lorenzo” (15)

### Review



Bring in a toy sheep (a stuffed animal or a peg-puzzle piece, or just draw one on a piece of paper and cut it out) and tell the class that your gatito likes to count sheep to fall asleep. Make sheep jump over an imaginary fence as you count together and then have gatito nod off to sleep.

### “Buenas noches” role-play

Do a role-play using a pre-made “gatito” puppet (from art project):

- Tell students that your friend “gatito” is tired and that he is going to go to sleep.
- Close his eyes and say, “Buenas noches.”
- Have class repeat, “Buenas noches.”
- Then ask students if they want to go to sleep, too.
- Have them lie down and tell them, “Buenas noches.”
- Have them repeat. You can turn the lights off to make it feel like nighttime.
- After the art project, repeat the role-play with the students using their own “gatitos.”

Story Time



### Book Suggestions

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

Art Time



### Creative Project

- Gatitos dormidos (page 59)
- Pinta la noche con esponjas (page 60)



# Gatitos dormidos

## Materials

- “Gatitos dormidos” photocopy, one for each student (Template 9, page 187)
- Crayons
- Glue
- Scissors

## Procedure

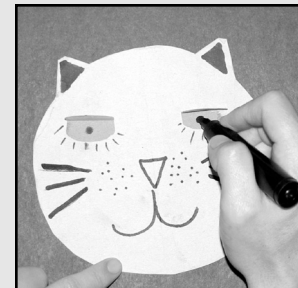
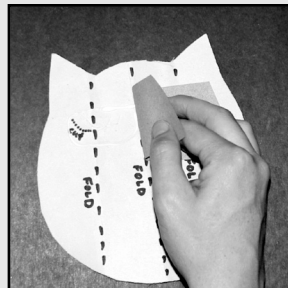
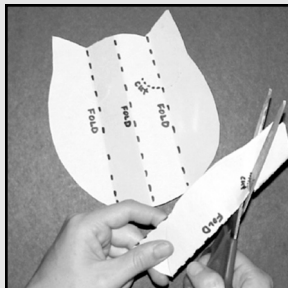
Students will construct their own gatito and then color it. Prepare the gatito head ahead of time for younger students: Use template as a pattern and trace and cut out a head using construction paper. Then follow directions on the template for folding and cutting to make the eyes.

### Session One

- Have students color their gatitos. When they are done, they can glue the flap on the back of the gatito.

### Session Two

- Have students color eyes on the gatito. Then label gatito with “buenas noches.”
- Then have students do the role-play with their gatitos.



## Suggestions

- Gatito heads work better if made from construction paper.
- Doing the flap the first day allows time for it to dry before students color the eyes.
- Put glue on gatito and not on the flap so you do not glue the eyes shut.
- Older students can prepare gatito heads themselves.

Art Time



# Pinta la noche con esponjas

## Materials

- Black or dark blue construction paper
- Yellow or white tempera paint
- Paint trays
- Sponges cut in the shape of moons and stars (stars can be little dots)

## Procedure

Students will create sponge paintings of the night sky. This is a simple project that you can easily complete in one day.

- Model for your students a sponge painting of the night sky using sponges dipped in tempera paint.
- Pass out materials to students and allow them to create their own paintings.
- As students finish, help them write “Buenas noches” at the bottom of their paintings.



## Suggestions

- This project complements the reading of *Buenas noches luna*.
- Review the colors students use in their paintings.
- Use this project to teach students the word “estrella,” a common image in many books they will read.

# Home Report

## Buenas noches

Date \_\_\_\_\_

Student \_\_\_\_\_

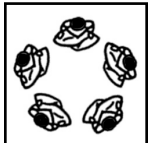
## Vocabulary



## Words

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buenas noches . . . . .	good night	ojos cerrados . . . . .	eyes closed
dormido/a . . . . .	asleep	ojos abiertos . . . . .	eyes open
despierto/a . . . . .	awake		

## Circle Time



## Songs (CD track #)

“Cada vez que nos juntamos” (1)	“Diez gatitos” (9)
“Cabeza, hombros . . .” (4)	“Había un chorrillo” (11)
“Mi cuerpo” (5)	“Te quiero” (12)
“Uno, dos, tres, cha cha cha” (6)	“Mamá y papá” (13)
“Un elefante” (7)	<b>New Songs</b>
“Bate, bate, chocolate” (8)	“Buenas noches” (14)
	“El sol se llama Lorenzo” (15)

## Story Time



## Book Suggestions

*¿Es hora?* by Marilyn Janowitz  
*Buenas noches a todos* by Rosa Martin  
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## Comments