

Little Amigos Unit 10
El Verano Lessons 40-43
 June 2-27 200

Lesson 40	Lesson 41	Lesson 42	Lesson 43
<i>Level 1</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 1</i>
El verano	Feliz Dia del Padre	La limonada	Gafas para el sol
Hace calor		Tengo sed	El sombrero
Hace sol		El agua	
<i>Level 2</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 2</i>
La tormenta	El hijo	Refresco	Los pantalones cortos
rayos y truenos	La hija		La camisita
¿Que tiempo hace?			

Optional Libros

Read one or more of the following books. Check your local library or they are available on Amazon.com. You may substitute an age and subject appropriate book.

[El Verano \(Las Estaciones\)](#) by Nuria Roca
[El Verano/summer \(First Step Nonfiction - Seasons\)](#) by Tanya Thayer
[Verano \(Picture This, Seasons Spanish\)](#) by Karen Bryant-Mole
[Como Sabes Que Es Verano?/How Do You Know It's Summer? \(Rookie Read-About Science\)](#) by Allan Fowler
[Verano / Summer \(Las Estaciones\)](#) by Patricia Whitehouse

[El Verano\(La Brujita Mo Y Las Cuatro Estaciones\)](#)by Dami Casado and Alicia Casado

[Las estaciones del ano: What? How? Why?: The Seasons of the Year \(Que? Como? Por Que?/ What? How? Why?\)](#) by Constanza Droop

[Clifford And The Big Storm \(clifford D Y La Tormenta\) \(Clifford\)](#) by Norman Bridwell

[Cambios Del Estado Del Tiempo/Changing Weather: Storms: Las Tormentas \(Cambios Que Suceden En La Naturaleza\)](#) by Kelley Macaulay and Bobbie Kalman

[Los Padres \(Las Cuatro edades\)](#) by Carme Sole Vendrell and Joseph Maparramon

[Quiero a mi papa Porque \(I Love My Daddy Because English / Spanish edition\)](#) by Laurel Porter Gaylord and Ashley Wolff

English language books- paraphrase in Spanish

[Mi papá \(Hablemos\)](#) by Debbie Bailey

[A Perfect Father's Day](#) by Eve Bunting and Susan Meddaugh

[The Secret Father's Day Present](#) by Andrew Clements and Varda Livney

[Biscuit Loves Father's Day](#) by Alyssa Satin Capucilli and Pat Schories

[A Father's Day Thank You](#) by Janet Nolan and Kathi Ember

[What Mommies Do Best What Daddies Do Best](#) by Laura Numeroff and Lynn Munsinger

[I Love My Daddy \(Hardcover\)](#) by [Sebastien Braun](#)

[La Limonada De Lulu / Lulu's Lemonade \(Math Matters En Espanol\) \(Paperback\)](#)

by [Alma Ramirez](#) (Author), [Paige Billin-Frye](#)

[Maisy Makes Lemonade \(Maisy\)](#) by Lucy Cousins

[Thirsty Baby](#) by Catherine Ann Cullen and David McPhail

[The Thirsty Day \(Postman Pat Story Books\)](#) by John Cunliffe and Celia Berridge

[Who's Wearing Sunglasses? \(Very First Book\)](#) by Smith

Azul el sombrero, verde el sombrero (Blue Hat, Green Hat -- Spanish version) by Sandra Boynton
Los 500 sombreros de Bartolomé Cubbins by Dr. Seuss and Eida De LA Vega
Los Osos Berenstain Sombrero viejo sombrero nuevo (Bright & Early Board Books(TM)) by Stan Berenstain, Jan Berenstain, and Adolfo Perez

Lesson 40

Greeting Routine

Begin with your greeting routine (see Unit One if necessary for description of the activities):

Greeting Dialog

Take Roll

¿Quién Esta Aquí? song

Buenos Días & Buenos Días Amigos songs

Little Amigos song and counting activities

Level 2 – Calendar & Days of the Week Song

Level 2 – Amigo song

Counting in Spanish

¿Cual es el tiempo?

¿Donde está Miguel?

New Vocabulary

Level 1

El Verano

Hace Calor

Hace sol

Level 2

¿Que tiempo hace?

La tormenta

Rayos y truenos

Introduce new Vocabulary

- End your greeting routine with the Cual es el tiempo song.
- Introduce the Summer theme for this unit.
- Review the vocabulary previously covered in invierno y primavera.
- Level 2 Teach the phrase, “Que tiempo hace?” and have children answer in Spanish.
- For level 2 discuss thunderstorms and introduce vocabulary. Extend by asking children how they feel when there is a storm

Canciones

Hace Calor

Tune The Farmer in the Dell

Ha-ce calor

Ha-ce calor

It's hot in the summertime

Ha-ce calor

As you sing this verse act out being hot, wipe your forehead, fan your face , etc. Have props for Pepe – put a baseball cap on him

Ha-ce sol

Ha-ce sol

It's sunny in the summertime

Ha-ce sol

Hace frio

Hace frio

It's cold in the wintertime

Hace frio.

As you sing this verse act out being cold, shiver, teeth chattering, etc.

Juegos

Memory Match

Materials: One or more sets of memory match cards. This game works best in groups of 2-4, although you may want to play it a few times with the entire group until they have a good understanding of how to play.

- Child # 1 turns over a card and identify it in Spanish.
- The teacher may say the word for the child if s/he does not know it.
- Child #1 turns over a second card and identifies it in Spanish.
- If the second card is not a match and the child does not know the Spanish word the teacher may say it.
- If the second card is a match the child must identify the Spanish word without help in order to keep the match.
- If s/he cannot say the Spanish word and another child correctly identifies the Spanish word that child gets to keep the match.
- You can adjust these rules as appropriate for each group, i.e for younger children you may let them keep the match even if they need help from a friend or the teacher.
- Continue with child # 2 and the rest of the children until all cards have been matched
- Have children turn their cards face up
- Collect the cards by calling out one of the vocabulary words and the child(ren) who has those card hands them to you.
- There may be more than one correct way to identify some of the cards.
- The purpose of the game is to get children to say the vocabulary words aloud so it does not really matter if they identify a picture that shows the sun as hace sol or el verano.

Que Tiempo Hace?

Level 2

Materials: Memory match cards provided at the end of this lesson. Clothing props appropriate for different kinds of weather i.e. winter hat, scarf, gloves, coat, boots, shorts, t shirt, flip flops, bathing suit, sun hat, sunglasses.

- Gather children in a circle.
- Ask one child to come to the front and draw a memory match card out of a bag.
- Ask the child, “Que tiempo hace?” S/he will look at the card and answer in Spanish.
- There may be more than one correct answer, for example some of the winter pictures could be “hace frio” or “hay nieve”.
- Let the child who went first choose the next child to come forward.
- Have the first child ask the second child, “Que tiempo hace?”.
- Continue until everyone has had a turn.
- Next pull out your clothing props.
- Put an article of clothing on yourself (or on Pepe if you have baby or child sized clothes) and ask the children “Que tiempo hace?”.
- Continue putting on different articles of clothing and having the children tell you what weather the clothing would be appropriate for.
- You can extend the activity by letting each child have a turn to come to the front and choose something to put on, then ask his/her classmates, “Que tiempo hace?”

Arte

Coloring Sheets

Materials: Copies of the coloring sheets **Hace Sol, Hace Calor (use one or both), crayons**

- Children color one or both of the coloring sheets for lesson 40 Hacer Sol and Hacer Calor.
- Engage them in conversation about their pictures.
- Children should request the colors they wish to use in Spanish. “Quiero Amarillo por favor”.
- They can also have them ask each other for colors as they share.
- Encourage them to use “gracias and de nada” also.

Lesson 41

Begin with greeting routine.

New Vocabulary

Level 1

Feliz día del padre

Te quiero

Level 2

El hijo

La hija

Introduce New Vocabulary

Level 1 & 2

- Discuss el día del padre with the children.
- Introduce the word. Padre and compare it to Papá. Explain Padre is “father”, while Papá is like “Dad”.
- Introduce the idea that Father’s day is celebrated throughout Latin America as it is in America.
- Use the question and answer technique to engage the children in conversation. Ask simple questions in Spanish, children respond in Spanish or English – restate English answers in Spanish. Ask each child questions about their father.

Level 2

- Vocabulary for the various familial relationships can get confusing for young kids – level 2 kids can learn that they are an “hijo” or an “hija”
- Have them say “Yo soy el hijo/la hija de *father’s name*.”
- Ask questions such as: “¿Cuántos hijos/hijas tiene su padre?”

Canciones

Song: Te Amo Papá

Tune: Hush Little Baby

Te amo Papá, Te amo Papá

I love you Dad, I love you Dad

Song: ¿Dónde Está Papá?

Sung to Where is Thumbin’?

¿Dónde está Papá?

¿Dónde está Papá?

Hands behind back- shrug shoulders, use a deep voice

Aquí estoy

hold fist of right hand with thumb extended upwards in front of you

Aquí estoy

hold left thumb up facing right thumb

gusto en saludarte

wiggle thumbs at each other

gusto en saludarte

wiggle thumbs at each other

Ya me voy

return right hand behind back

Ya me voy

return left hand behind back

If you wish continue song with a verse for each family member :

Mamá – pointer finger

Hermana – middle finger

Hermano – ring finger

Bebé – pinky finger – use a babyish voice

Juegos

Review lesson 40

play **Memory Match** or **Que Tiempo Hace?**

Para Papá

Para Papá

Tune: Frere Jaques

Para Papá

Para Papá

Con amor

Con amor

Hice un regalo

Hice un regalo

Para ti

Para ti

Materials: Gift bag or box with special rewards/prizes inside. Suggestions: stickers, novelty prizes

- In advance wrap a gift box or shoe box with a removable lid.
- Wrap the lid separately so it can be removed, or use a gift bag.
- Place small rewards inside the box or bag.
- To play the game, sing the Para Papá Song and pass the gift around the circle.
- Whoever has the gift when the song ends gets to be Papá and open the gift and choose a reward.
- Reassure the children that everyone will get a turn to choose a prize.

Arte – do one or more of the following art projects.

Option 1: Tarjetas- Feliz Dia del Padre all ages

Materials: Construction paper, markers, crayons, scissors, glue, optional: Hershey's kisses.

Check with center director for policies on using food/candy and make sure none of the children have any food allergies before using Hershey Kisses.

- Make Father's Day Cards.
- Trace each child's hands on the front of the card - older children can trace their own hands.
- Use the larger sized construction paper 11 x 17 folded in half , or have the hands overlap slightly to fit on an 8.5 x 11 sheet (folded in half).
- Children should color one hand red and one blue.
- **Other options:**
 - trace the children's hands, one on red construction paper and one on blue, let the children cut them out and glue them to the front of the card.
- Print and cut out the phrases (sheet provided at the end of the lesson) and glue them on the cards or you can handwrite the phrases on each card, older children can write/copy the phrases themselves.
- Children can draw a picture of themselves on the inside of their cards.
- Younger children can draw or color in a heart or lips to represent a kiss
- Optional: glue/tape a Hershey's Kiss inside

Front of card:

¡Aquí están mis manos una roja y una azul

Here are my hands, one red and one blue

Inside of card:

y un beso especial porque te quiero!

And a special kiss because I love you.

Option 2: Mi Padre – age 4+

Materials: copies of Mi Padre fill in the blank sheets, paper, crayons

- Have children draw a portrait of their father to go with the Mi Padre fill in the blank sheet.
- As the children work on their portrait's work with each child individually to record his/her answers on the Mi Padre sheet.

Option 3: Hace Calor Coloring Sheet

Materials: copies of the Hace Calor Coloring Sheet crayons

- Review Hace Calor and vocab from lesson 40
- Discuss the various family members in the picture
- For level 2 students identify the hijo and the hija

Lesson 42

Begin with greeting routine.

New Vocabulary

Level 1

Tengo sed

Agua

Limonada

Level 2

Refresco

Review vocabulary

Hielo

Chocolate

All vocabulary from lessons 40 & 41

Introduce Vocabulary

- Use the question and answer technique to engage the children in conversation.
- Ask simple questions in Spanish, children respond in Spanish or English – restate English answers in Spanish.
- Remind children of the Mexican hot chocolate from Lesson 18 – Unit 5. Discuss this as a drink cuando el tiempo hace frio. Compare chocolate to the cold drinks we enjoy when el tiempo hace calor.
- Sample Dialog:
 - Hace calor en el verano. Tengo sed. Bebo la limonada cuando tengo sed. Usted tienes sed también? Te gusta agua o limonada? Te gusta limonada amarilla o limonada rosada?

Canciones

Review by singing songs from lesson 40 & 41

Estaciones

Hace Calor

Te Amo Papá

¿Donde Esta Papá?

Limonada Chant

Materials: Plastic or paper cups

Limonada Chant

¡Limonada, limonada, muy sabroso!

¿ Cuántos vasos usted desean?

- Children sit in a circle and say the chant together.
- Choose a child to state a number in Spanish.
- Lead the class in counting out that many empty cups.
- Continue until everyone has had a turn to choose a number.
- You can also do this activity without the cups – just count aloud by rote.
- Extension: If using cups of different colors identify the color of each cup

Juegos

Optional: The Guessing Game/Limonada Tasting

Materials: blindfold, paper cups or dixie cups – one per child, bottled water at room temperature, chilled bottle of water & ice to put in each child’s cup, bottle of lemonade – if possible have both pink and yellow lemonade (you may use bottled lemonade if you prefer) Long wooden spoon.

Ask each center director about their policies on using food and determine if any children in your classes have any food allergies before doing this activity.

- Choose one child to be blindfolded (or choose 2-3 a time to reduce waiting time) . She will say, “Tengo sed.”
- Pour a sip of one of the drinks to taste and ask, “Que es?”
- She will answer “Agua”, “Agua con hielo” or “Limonada”.
- Ask, “¿Usted tienen gusto de la limonada/agua/agua con hielo?” and let the child answer.
- Repeat with a different drink until the child has tasted and identified each one.
- Let other children take turns to help.
- Have them choose which drink to pour into the cup, by pointing at one of the drinks (to avoid messes the teacher should do the pouring).
- They can also pass the cup to the blindfolded child. Give each child a turn to be the guesser.
- **To simplify:** have limonada, agua and agua con hielo and let everyone have a taste. Ask each child, “¿Deseas la limonada?”, etc. They will answer “Si” or “No” and should say “Gracias” when given their limonada.

Tengo Gusto de Beber Graph

Do this after the tasting game. You can do the graphing activity even if you do not do the tasting game.

- Give each child a graph. Ask the children one at a time, “¿Qué usted tiene gusto de beber?”
- After each child answers, show children how to color in one drink in the correct column.
 - Agua - first column - blue,
 - Agua con Hielo - second column - blue
 - Limonada third column – yellow,
 - Limonada Rosada fourth column- pink.
- Discuss how many people liked each of the drinks best.
 - ¿Cuántos niños prefieren agua?
 - ¿Cuántos niños prefieren agua con hielo?
 - ¿Cuántos niños prefieren limonada amarilla?
 - ¿Cuántos niños prefieren limonada rosada?

Arte

Limonada Pictures

Materials: Limonada coloring sheet, crayons, markers, optional: glue, dixie cups, powdered lemonade mix (if possible have both yellow and pink mixes)

- Children color in the Limonada coloring sheet.
- If you have both kinds of lemonade mix ask each child, “¿usted desea la limonada amarilla o la limonada rosada?”.
- They should answer “Deseo _____, por favor.”.
- Give each child a small portion of lemonade powder in a Dixie cup.
- Give each child a glue stick or white school glue and apply a small amount to the picture of the glass of lemonade.
- Apply the powdered lemonade to the glue to complete their picture. To simplify the activity – just color the limonade picture.

Lesson 43

Vocabulary

Level 1

Gafas para el sol
Gah-fahs para el sohl
Sombrero
Sohm-breh-roh

Level 2

Pantalones cortos
Camisita

Introduce new vocabulary

- Children form a circle.
- Get the sombrero out and have the children say the word several times.
- Put the sombrero on your foot and ask, “¿Esta bien? ¿Llevas un sombrero en su pie? No!”
- Put the sombrero on your knee and ask, “¿Llevas un sombrero en su rodilla? No!”.
- Continue with other incorrect parts of the body.
- Finally ask, “¿En qué parte de su cuerpo usted usa un sombrero? En su cabeza!”
- Repeat for Gafas para el sol. Be very animated and silly and have fun with this!

Canciones

Review songs from lessons 40-42

Estaciones

Hace Calor

Te Amo Pamá

¿Donde Esta Papá?

Limonada Chant

Tengo un Sombrero

Tune: the Bear Went Over the Mountain

Tengo un Sombrero

Tengo un Sombrero

Tengo un sombrero

Y ya me lo quité!

Take sombrero off

Repeat song for Gafas del sol.

Level 2

Add verses for pantalones cortos y camisita. Change the last verse to “Y No me lo quite”, because of course, we don’t take our clothes off at school!

- Continue the song giving each child a chance to choose either the sombrero or the gafas del sol to wear.
- When they get to the “y ya me lo quité” line, they will take the sombrero or gafas del sol off.

Juegos

Espío

Materials: Sunglasses, pictures or items to represent vocabulary words the children know in Spanish – review and current unit.

- Start by having the teacher put on the gafas del sol.
- You can place pictures or items around the room that include vocabulary the children know in Spanish, or you can just use items that are already in the room.
- You will look around the room and say, “Espio algo azul” (substitute appropriate color word for the item).
- Children take turns to guess.
- Let each child have a turn to put on the gafas para el sol and be the “spyer”
- Say “John es su vuelta para usar las gafas para el sol y para decirnos lo que usted espía.”

Mexican Hat Dance – repeat from lesson 36

Materials: Sombrero, Authentic Mexican music if possible

- Have the children make a giant circle while holding hands.
- Place a sombrero in the middle of the circle.
- Explain that when you start the music they should all begin to walk around the sombrero.
- When the name of a child is called, that child goes to the middle of the circle and dances around the hat until another child's name is called.
- The child in the middle rejoins the circle and the dance continues with the new child in the middle.
- For fun you can add a “freeze”. When the music is paused all the children must freeze until the music starts playing again.

Arte

Option 1: Giant gafas del sol craft

Order in advance from Oriental Trading Company

GIANT PAPER SUNGLASSES

Item Number: IN-57/6558 \$5.95 per Unit = cost 0.25 per piece 3 or more (Unit) \$4.95 24 items per Unit = cost 0.21 per piece. These costs do not include shipping and handling.

[GIANT PAPER SUNGLASSES](#)

Additional Materials: glue, glitter, stickers, markers, foam stickers, etc.

- Children decorate their gafas del sol with whatever materials you choose to provide.
- Have each child try them on for fun!
- **Optional:** If possible take digital pictures of the children wearing their gafas del sol. Print these out and create a bulletin board at the center to promote Little Amigos.

Option 2: Newspaper Sombreros

Materials: 3 or 4 sheets of newspaper per child, sheet of tissue paper or solid colored gift wrap, masking tape, scissors

- Stack sheets of newspaper on top of one another.
- If using tissue/gift wrap place one sheet of tissue paper/gift wrap on the top of the newspaper colored side up and one sheet on the bottom of the stack, colored side down.
- Put the newspaper stack over the child's head
- Wrap masking tape around the crown of the sombrero 2 or 3 times
- Trim the brim into a large circle
- Roll brim to create an edge and apply masking tape to hold in place
- For pictures and instructions see:
- <http://www.dltk-kids.com/world/mexico/sombrero.htm>

Option 3: Gafas para el sol coloring sheet

Materials: copies of gafas para el sol coloring sheet, crayons, markers, glue sticks, glitter, etc.

- Have children color/decorate the gafas del sol coloring page using the materials you provide.

Optional Worksheet**Gafas del sol/Sombrero Color Match**

Materials: One copy of the worksheet for each child, crayon for each child

- Children draw a line from the gafas para el sol to the sombrero that matches them.
- Identify the colors in Spanish and discuss.

Memory Match Cards

To make one set of cards print 2 copies of this page on cardstock. If possible laminate or cover with clear contact paper and cut out along the lines.

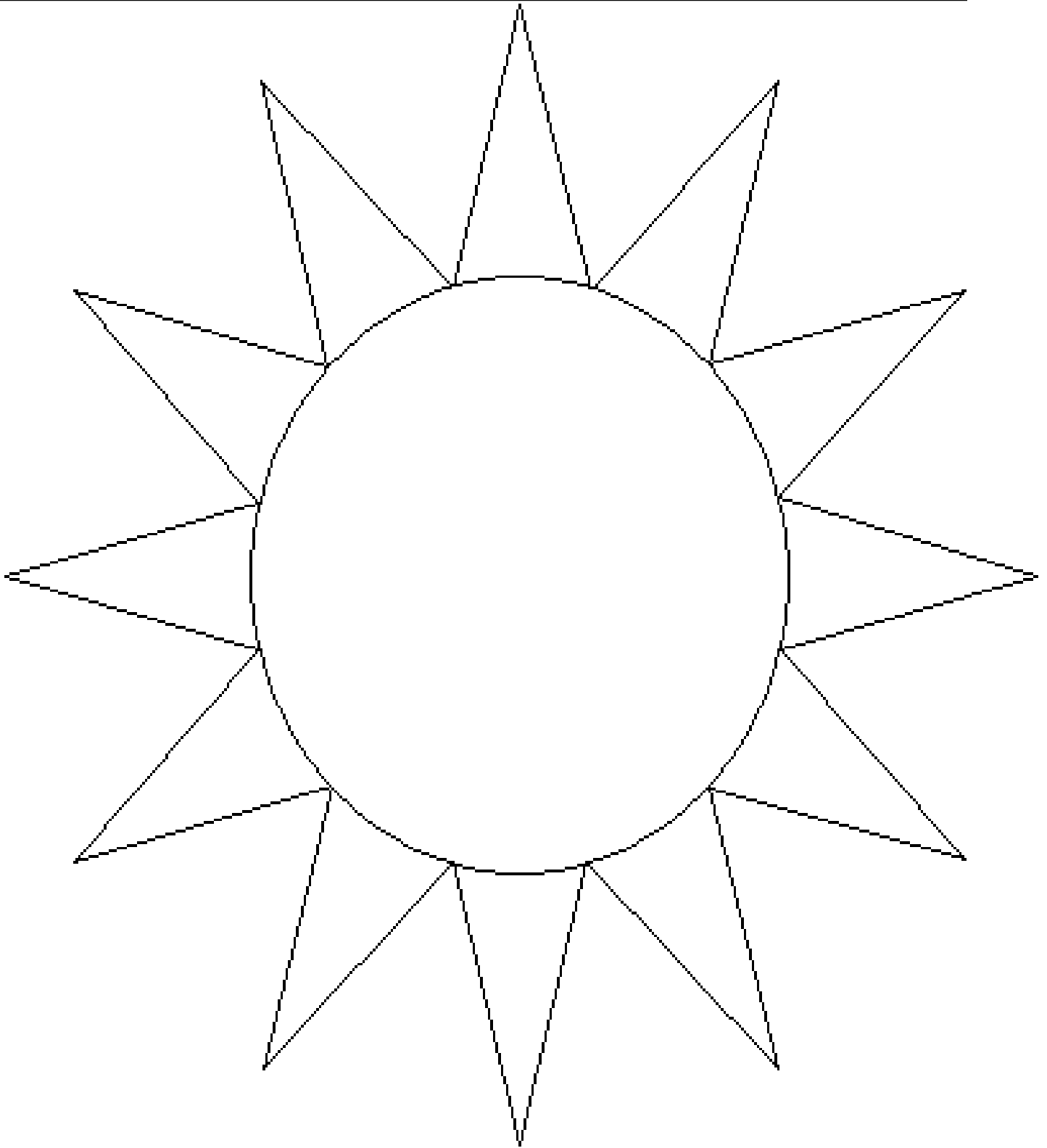


Little Amigos Spanish Language Classes for Kids

Lesson 40 El Verano El Sol

Nombre:

Fecha:



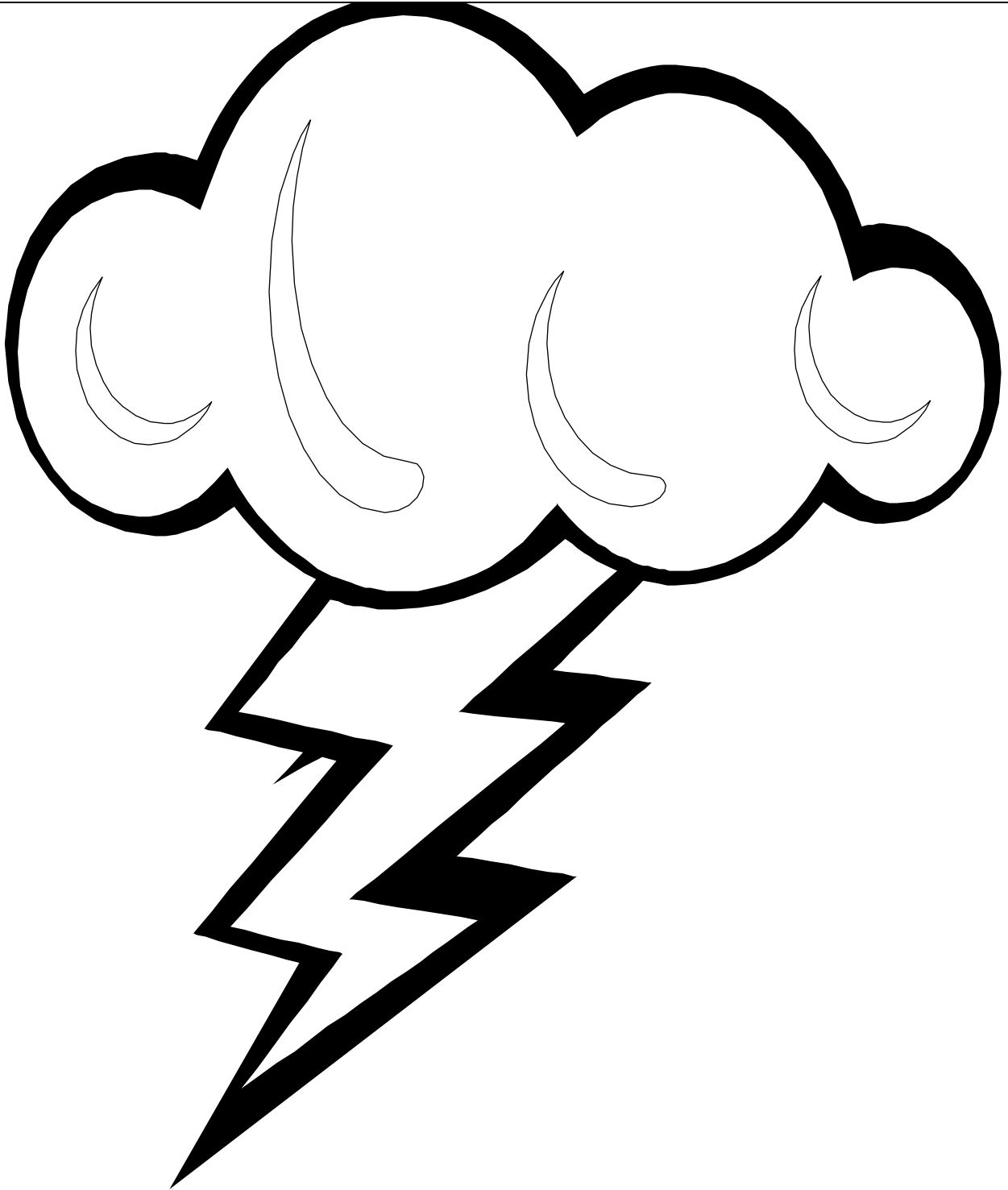
Little Amigos Spanish Language Classes for Kids

Lesson 40 El Verano *Level 2*

La Tormenta

Nombre:

Fecha:





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Lesson 41 El Verano Hace Calor

Nombre:

Fecha:

Little Amigos Spanish Language Classes for Kids

Lesson 41 Feliz Día de Padres

Nombre: _____

Fecha: _____

Mi Padre tiene _____ anos.

My Father is _____ years old.

Mi padre tiene pelo _____ y ojos _____.

My Father has _____ hair and _____ eyes.

Mi padre es _____.

My Father is _____.

A mi padre le gusta jugar _____.

My father likes to play _____.

A mi padre le gusta comer _____.

Mi padre likes to eat _____.

Me gusta cuando mi padre _____.

I like it when my father _____.

Suggestions for filling in Mi Padre Sheet.

You may need to prompt children or give them choices for filling in the blanks on the Mi Padre sheets. Below are some suggestions.

Mi Padre tiene _____ anos.

Fill in whatever number the children tell you.

Mi padre tiene pelo _____ y ojos _____.

Fill in hair color; rubio, marron, gris, negro

Eye color: azul-blue, marron-brown, verde-green, gris-grey, negro-black

Mi Padre es _____

Alto, bajo, fuerte, guapo, intelligent, bueno, importante.

A mi padre le gusta jugar _____.

El futbol-soccer, el futbol americano- American football, baloncesto- basketball juegos-games, juegos video – video games, música-music, con mí.

A mi padre le gusta comer _____.

Los hamburguesas-hamburgers, el helado- ice cream, los tacos – tacos, el pollo- chicken, el chocolate-chocolate, los dulces- sweets, las galletas- cookies, las papas fritas-french fries, la pizza-pizza, el sándwich-sandwich, la manzana-apple

Me gusta cuando mi padre _____.

me da un abrazo – gives me a hug, me da un beso – gives me a kiss,
juega con mí – plays with me, es tonto- is silly

Lesson 41 - Feliz dia de padre tarjeta

Print out copies of the phrases and have each child glue the red phrase on the front of the card and the blue phrase on the inside. You can hand write these in each card if you prefer.

¡Aquí están mis manos una roja y una azul
Here are my hands, one red and one blue

y un beso especial porque te quiero!
And a special kiss because I love you.

¡Aquí están mis manos una roja y una azul
Here are my hands, one red and one blue

y un beso especial porque te quiero!
And a special kiss because I love you.

¡Aquí están mis manos una roja y una azul
Here are my hands, one red and one blue

y un beso especial porque te quiero!
And a special kiss because I love you.

¡Aquí están mis manos una roja y una azul
Here are my hands, one red and one blue

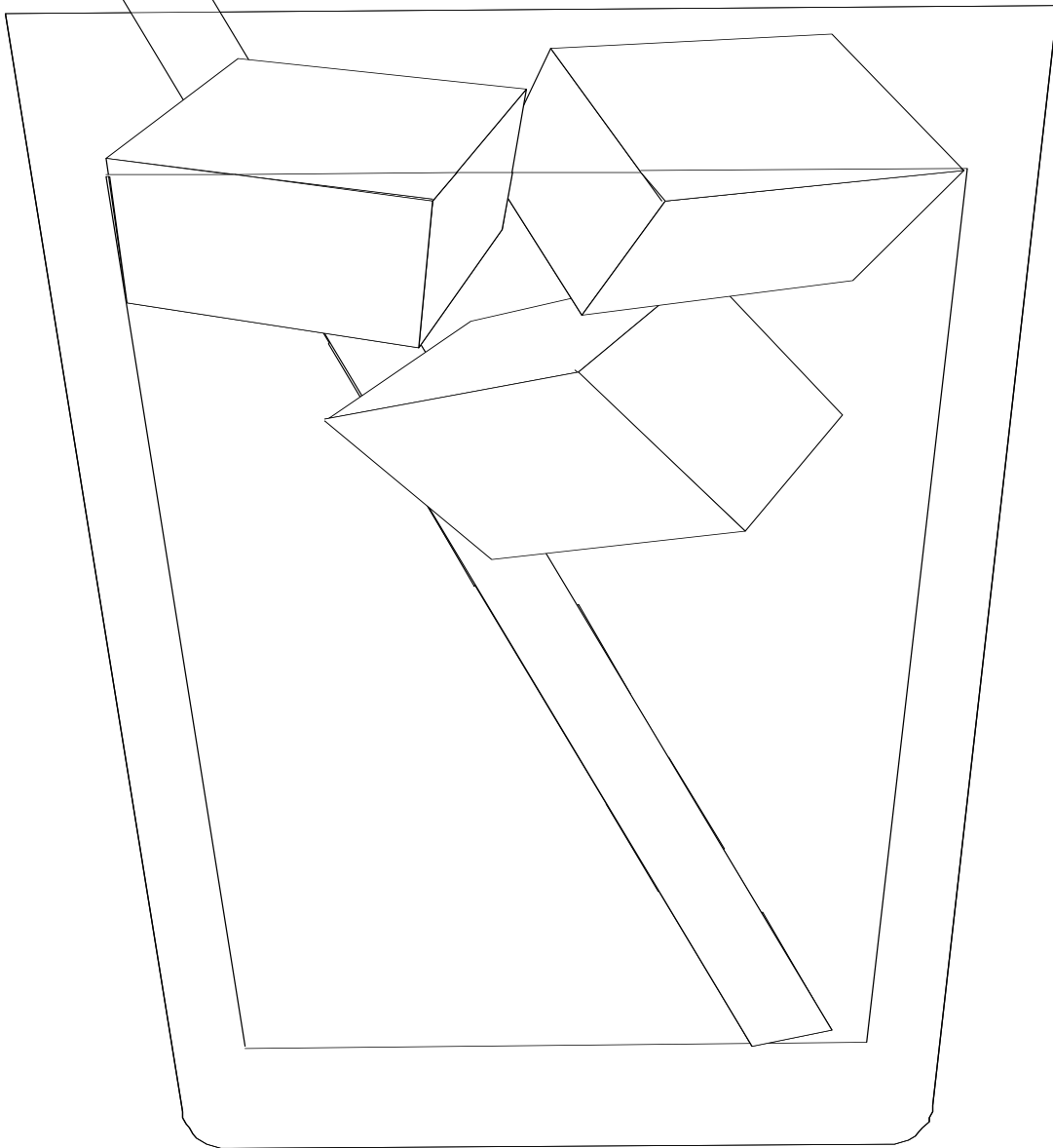
y un beso especial porque te quiero!
And a special kiss because I love you.

Little Amigos Spanish Language Classes for Kids

Lesson 42 El Verano - La Limonada

Nombre:

Fecha:



Little Amigos Spanish Language Classes for Kids

Lesson 41 – El Verano Tengo gusto de beber.

Nombre:

Fecha:



Agua

Agua con hielo

Limonada Amarilla

Limonada Rosada

Little Amigos Spanish Language Classes for Kids

Lesson 42 El Verano gafas para el sol

Nombre:

Fecha:

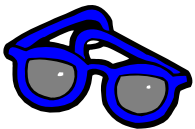
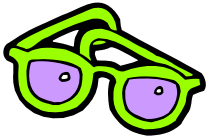


Las gafas para el sol. Lahs gah-fahs para el sohl. Sunglasses

Little Amigos Spanish Language Classes for Kids
Lesson 42 El Verano gafas para el sol y sombrero- color match

Nombre:

Fecha:



Draw a line from the gafas para el sol to the sombrero that matches it.