

Games and Activities

1 Las vocales

1. **Make Flash Cards.** Give each student a piece of paper. Assign each student a vowel and have him or her write it on his or her paper. Make sure that the letter is big enough for everyone to see clearly. Since you will reuse this material, we recommend using card stock so that you may place the paper inside clear sheets to protect it.

2. **Get Me... Game.** Use the flash cards from activity 1, place them around the classroom and designate two students. Say for example, "*pásame A*", and the students must bring **A** to you. Play with points if you like, giving one point to the first student who brings **A**.

3. **Act Out.** Designate one student to come to the front and show him or her one of the

vowels. Then tell the student to act out the movement of that vowel. The first student who guesses the correct vowel and animal comes to the front and acts out a different vowel.

4. Play with Pretzels. Give students one **pretzel stick**. Have students pretend it is a pencil and have them write in the air a vowel that you call out.

5. Eat Pretzels. Use the same pretzel stick from activity 4, allowing the students to make a vowel by breaking it into pieces and placing it on a napkin. When the student finishes, he or she may tell you the vowel he or she made, then eat the pretzel.

6. Sing. *Las vocales en español*. The students may make up different melodies for this song. (By chanting rhythmically, students often make their own melodies.) Every time

you name a vowel, you may make the movement to keep

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2 Los saludos

1. **Act Out Game.** Students act out the actions. For *buenos días*, they pretend they are waking up and stretching their arms. For *buenas tardes*, they pretend they are biting a sandwich (it is lunch time). For *buenas noches*, students pretend they are sleeping. You may call out the different actions and ask students to show you the movements.

2. **The Jumping Game.** This is an outdoor activity. Using chalk, draw four parallel lines, 1 ft (35cms) apart and long enough to accommodate all of your students.

Assign one greeting to each of the three sections. Students stand side by side in front of the first line. If you say, for example, "*buenos días*", the students must jump to that section. When a student misses the section or jumps to another one, he or she is eliminated and must stand next to you and help you call out the sections.

If it is not possible to do this activity outside, use blue painter's tape to make the lines on the floor in the classroom. You may also use yarn, attaching it to the ground with tape.

3. Stand up. Students sit on the floor in three even rows. Assign one greeting to each row. When you call out, for example, "*buenos días*", all the students in that row must quickly stand up. As soon as you call another greeting, the students who were standing up must quickly sit down as the others rise.

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3 Expresiones útiles

1. **Make Flash Cards.** Give the students a plain piece of paper. Each student must draw one of the *expresiones útiles*. Make sure that the drawing is big enough for everyone to see clearly. Since you will reuse this material, we recommend you use card stock so that you may place the paper inside clear sheets to protect it.

2. **Fly Swatter Game.** Bring a *matamoscas* and place the *expresiones útiles* from the previous activity on the board. Students take turns hitting the picture you call out with the fly swatter.

3. **The Drawing Game.** Students take turns drawing on the board one of the *expresiones*

útiles. The first student who guesses right takes the next turn drawing on the board.

4. Act out the *expresiones útiles* and let students guess what they are.

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4 Los buenos modales

1. **Bring crackers.** Give one to each student. When the student receives a cracker, he or she must say "*gracias*" and you answer "*de nada*". You could also divide the students into pairs and give one cracker to each student. Within each pair, the students exchange crackers and take turns saying "*gracias*" and "*de nada*".

2. **Simon says.** Practice the vocabulary related to good manners and useful expressions. The teacher is Simon and he or she stands in front of the students and tells them what they must do. For example, start by saying: "*Simón dice siéntate*" and all the students must sit down. To reinforce

good manners, ask the students to reply out loud. For example say: "Simón dice buenos días" and all the students must reply: "***buenos días***"; or "Simón dice I am going to give you *galletas*" and students must reply: "gracias."

When the students have learned all the useful expressions and good manners, they may take turns giving the instructions.

Games and Activities

5 ¿Quién eres?

1. *¿Quién eres?* For this game, you need to bring something to use as a blindfold (a bandana or handkerchief).
2. Students quietly sit in a circle. Designate one student to sit at the center of this circle and cover his or her eyes. Then designate another student who will answer the first student's question.
3. The student who is blindfolded asks "*¿Quién eres?*" The student, whom you previously designated to answer, impersonates a different student, changing his or her voice, and answering "**Soy...**" (he or she uses the name of the student he or she is impersonating.)

4. The student who is blindfolded gets two or three chances (depending on how many students are in your class) to guess who the other student is. Make sure that each student has an opportunity to sit at the center and ask questions.

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6 Los colores

1. **Make a Rainbow.** Give students a variety of colored sheets of paper and ask them to cut them in half. You are going to build a rainbow. Call out one color and all the students who have that color add it to the rainbow. Keep calling the rest of the colors until the rainbow is complete.

2. **Touch the color.** Say out loud, for example, "*toca algo verde*" (explain students the meaning of this sentence). The students must go around the classroom looking for something that is that color. As soon as they find it, they touch it or point to it.

3. **The Memory Game.** Use the different colors of construction paper from activity 1. Write the name of the colors on the back of

only two pieces of each color and place all the papers (including the ones without writing) on the floor. Make sure the papers with the writing are facing down. Students take turns finding the matches for those papers that have the written words only. When a student finds a match, he or she may play another round.

4. Play with *M&Ms* and *Jelly Beans*.

Students sit in a circle. Place a plate with different colors of M&M's and Jelly Beans at the center of the circle. Students take turns naming one color and eating it. You may play a few rounds. Make sure that, when a new round starts, students pick a different color.

Games and Activities

7 ¿Cómo estás?

1. **Play with cutouts.** Cut white construction paper or card stock into circles, big enough to cover a child's face. Give the circles to the students and ask them to draw the faces they see in *Lectura "La naranja"* (*feliz, triste, enojado, bien*). Students sit in a circle. Call out one student. That student must put his or her cutout on his or her face, like a mask. When a student guesses the feeling, he or she must raise his or her hand to give the answer. If the student is right, it is now his or her turn to show his or her mask.

2. **The Telephone Game.** Students sit in a row. You whisper one of the expressions learned (*feliz, triste, enojado, bien*) to the first student, who must pass the message on,

whispering, until the last student says the word out loud. If the students get the word right, you may give them one point. If they do not, you may give yourself a point. (The teacher is in competition with the class!)

3. Acting Out the Emotions. Designate one student to come to the front and act out one of the emotions learned, while remaining silent. The first student who guesses the emotion comes to the front and acts out a different emotion. Each student must have a chance to act out a variety of emotions.

Games and Activities

8 ¿Tienes hambre?

1. **Add Movement to the Expressions.** To help students memorize the expressions they just learned, add movement while saying the expressions *Tengo hambre* (rub your belly), *tengo sed* (pretend you are drinking), *tengo calor* (fan yourself with your hands), *tengo frío* (hug yourself and shiver), *tengo sueño* (yawn) and *tengo miedo* (open your eyes wide and pretend you are biting your fingernails.)

2. **Find the Picture.** Write on strips of construction paper: *Tengo hambre, tengo sed, tengo calor, tengo frío, tengo sueño,* and *tengo miedo.* Make copies of the pictures illustrating these expressions. (You may repeat the pictures.) Students sit in a circle. You place the copies in clear protective

sheets on the floor, at the center of the circle, so that the students can see the pictures. Designate one student, hold the strip with the expression and say it out loud. The student must find the picture that matches the expression. Students take turns finding the match.

3. Acting Out the Expressions. Designate one student to come to the front and act out one of the expressions learned, while remaining silent. (Use the book to show the expressions.) The first student who guesses it comes to the front and acts out a different expression. Each student must have a chance to act out a variety of expressions.

Games and Activities

9 ¿Dónde estás?

1. **You Are in...** For this game, the children need to use their imagination to pretend they are in the places you name. For example, you say "*estás en la biblioteca*" and the children pretend they are reading a book.

2. **Pictionary.** The children take turns drawing on the board the vocabulary they have learned in this unit. They try to guess what the drawing is. The first child who guesses right comes to the front and draws a different place.

3. **Pretend You Are This Place.** For this game, you divide the children in groups of four. You say, for example, "*tú eres el*

parque". The children in each group, using their imagination and their bodies, pretend they are that place. Some students can pretend to be benches; others can be trees, flowers, etc. The group of students who finishes first and is quiet gets one point.

Games and Activities

10 Los números

1. **Get me number...** For this game, the students need to make flash cards with different single numbers. Give them card stock and crayons. The number should be centered and big enough to be seen without difficulty. Students need to make 2 sets of the same number, from 1 to 10. When they finish, place the numbers in clear protective sheets.

Spread the numbers on the floor and divide the students into two groups. Groups line up on opposite sides. Ask one student from each

group, "*pásame 10*". The first student who hands you number 10 gets one point for his group.

The first two students move to the back of their respective lines. You then ask the next two students and so on until everyone has had a turn. The group who has the most points is the winner.

2. Say the numbers. Students sit in a circle. One student starts counting "*uno*" out loud, the next student says "*dos*", the next one "*tres*", and so on until "*diez*". After 10, students begin with 1 again. When a student does not know the number or gets distracted and loses track, he or she is out of the game and has to stand up until a new round starts. At that point, the student may join the game again.

3. Hide and Seek. (*Las escondidas*). Go outside if possible. Practice numbers and play

hide and seek. Teach new expressions such as *ya voy* (here I come) or *te encontré* (I found you).

Games and Activities

11 Mi cara

1. **The Monster.** Create a monster with the students. On white construction paper (poster size), one student outlines the face of a monster. The student may draw the face as big as the construction paper is. Remember this is only the outline of the face, then cut the outline out and attach circles of Velcro to it.

Give construction paper of different colors to the rest of the students. Students need to

draw: *ojos, narices, orejas, pelo, bocas* and *dientes*. Make the students draw the parts big enough to be seen since the face is poster sized. Suggest making some of those body parts look silly and others scary. Students cut out all the parts.

Attach the matching circles of velcro to the back of each body part that the students made and to the monster's face, where the children will be attaching the parts.

Place the face of the monster on the board. Let students see all the body parts and then have them take turns attaching a single body part to the face of the monster. The students name the body part out loud before attaching it. Students may also name the monster.

2. Eating Game. For this game, you need to bring **animal crackers**. Give one cracker to each student, then say "*come la cabeza*" (eat

the head). Students must eat only the body part that you mention. After the students know all the body parts, they can take turns saying "*come...*". Teach children the word for tail (*cola*).

Games and Activities

12 La casa

1. **Pretend You Are.** For this game, students use their imagination and the pictures of *cocina, baño, habitación, sala, casa*, as a reference.

Divide the students into groups and say one of the vocabulary words aloud, while showing them the picture. Students in that group pretend they are that part of the house. For example, if you said *sala*, and showed the

students the picture of the *sala*, one student may be a couch, another, the lamp, another, the rug, etc.

Students need to be creative. Students also need to be good listeners and good communicators. The group who finishes first and is quiet gets a point.

Once the students remember well the new vocabulary, play the game without showing them the pictures.

2. Four Corners. Choose four corners. Assign one part of the house and one action to each of the four corners. For example, in the corner *cocina*, children pretend they are cooking; in the corner *sala*, they may pretend they are watching T.V., etc.

Close your eyes and count to *diez*, while students quietly find a corner. Stop at 10 and say "*alto*". Students must find a corner and stop moving while remaining quiet. With your

eyes closed, say the name of the corner then open your eyes. All the students who are in that corner must act out the action for that particular corner.

Games and Activities

13 Las formas

- 1. Pretend You Are...** Divide the students into groups. Name a shape and ask each group to form that shape using their bodies. Each group should form one big shape. Remind students to use their imagination and to be good communicators and listeners.
- 2. Get me... (Pásame...)** Give the students different sizes of colored construction paper.

Ask the students to draw one shape and cut it out, big enough to be seen clearly. Divide the children into two groups.

Place all the shapes at the center, with the groups sitting on opposite sides. Call the first member of each group and say, for example, "*pásame el triángulo rojo*" and the first student who gives you the shape that you requested gets to keep that shape. At the end, count how many shapes each group has. The group who has the most shapes wins.

3. Musical shapes. You may use the same shapes of activity 2 and laminate the shapes to reuse them. Place the shapes at the center and have the children walk around while you play music. When the music stops call out a shape and a color. The first student who stands up on the shape you called out gets to hand it to you.

Games and Activities

14 ¿Qué es?

1. **The Drawing Game.** Children take turns drawing on the board the vocabulary they have learned in this unit. The children try to guess what the drawing is. The first child who guesses right comes to the front and draws a different school item.

2. **What is it?** For this game, you need a pillow case and something to cover the student's eyes. Place a few pencils, erasers, crayons and small books inside the pillow case. Students sit in a circle.

Give the pillow case to one student and blindfold him or her. When the student has the pillow case, the rest of the class asks together "*¿Qué es?*". The student reaches into the pillow case and takes out the first

object he or she touches. The student must guess what the object is by touching it.

You may also make the game more challenging by adding different shapes or numbers, which you cut out of construction paper or card stock.

Games and Activities

15 La familia

1. **Four Corners.** Choose four corners. Assign one family member and one action to each of the corners. For example:

- *Mamá.* In this corner, children pretend they are putting lipstick on.
- *Papá.* In this corner, children pretend they are shaving.
- *Abuelo.* In this corner, children pretend they are fishing.
- *Bebé.* In this corner, children pretend they are babies and they crawl.

The teacher closes his or her eyes and counts to *diez*, while students quietly find a corner. The teacher stops at 10 and says "*alto*". Students must stop moving and remain quiet

in the corner they have chosen. The teacher, still with his or her eyes closed, picks one of the corners and says the name out loud. Now the teacher opens his or her eyes. All the students who are in that corner must act out the action for that particular corner, while remaining silent, only doing the action.

2. The Telephone Game. Students sit in a row. You whisper one of the new words of this unit to the first student, who must pass on the message whispering, until the last student says the word out loud. If the students get the word right, you may give them one point. If they do not, you may give yourself a point.

Games and Activities

16 Los animales

1. **What is it?** For this game, you need a pillow case, something to cover the student's eyes and small plastic animals. Place the small plastic animals inside the pillow case.

Students sit in a circle. Blindfold one student and give him or her the pillow case. The rest of the students ask together, "*¿Qué es?*" The blindfolded student then puts one hand inside the pillow case and takes out the first animal he or she touches. The student must guess what the animal is.

2. **The Drawing Game.** Children take turns drawing on the board the vocabulary they have learned in this unit. The children try to guess what the drawing is. The first child who

guesses right comes to the front and draws a different animal.

3. Acting Out the Animals. Designate one student to come to the front and act out one of the animals they have learned, while remaining silent. The first student who guesses the animal correctly comes to the front and acts out a different animal. Each student must have a chance to act out different animals.

Games and Activities

17 Las frutas

1. **The Matching Game.** Students work in pairs. Give each pair of students a piece of construction paper and crayons. Each pair must draw and color the same fruit. Make sure that the drawing is big enough for everyone to see clearly.

Since you will reuse this material, we recommend that you use card stock so that you may place the drawings inside clear sheets to protect them or to laminate the cards.

If you have many students, divide them into groups. Make sure each group has a pair of each of the different fruit learned in this unit.

Place the cards facing down. Students take turns matching the cards.

When a student gets a match, he or she gets to go again.

2. Do you like it? Use the same cards from activity 1 and ask students “¿Te gusta?”. Students answer the question and give you thumbs up or down, depending on whether they like it or not.

3. Eat the Fruit. Bring real fruit, cut it into small pieces and place the pieces on different plates. Students sit in a circle. Place the fruit plates at the center. Students take turns naming the fruit they are going to eat. At every new round, each student must pick a

different fruit. (Make sure that you check your allergy list first.)

Games and Activities

18 La ropa

1. **Make a Clothesline.** Give students construction paper of various colors and ask them to draw with crayons one article of clothing.

Give them scissors and have them cut out the item they drew. Bring **clothespins** and a string. Tie the string to two chairs, and one by one, have the students name the article of clothing they drew. Then have them hanging it

to the clothesline, attaching it with one or two clothespins.

2. I put on... Designate one student to come to the front and pretend he or she is putting on one of the articles of clothing. The first student who guesses, for example, *me pongo los zapatos*, comes to the front and acts out a different item. Each student must have a chance to act out various articles of clothing.

3. The Get Me Game. Spread on the floor the cutouts of the articles of clothing that students made in activity 1. Students take turns handing you the correct item as you say: *"pásame la camiseta verde, pásame la falda roja"*, etc.

Games and Activities

19 Las comidas

1. Pretend you are... Divide the class into groups of five students. Show them the pictures of **desayuno**, *almuerzo* and *cena*.

The students have to use their imagination and their bodies to impersonate the meal you assign to each group. (The pictures in this unit may be used as a guide.) For example, for *almuerzo*, some students impersonate meat

balls and the rest of the same group may be pasta.

Students may may on the floor, stretch their arms, etc. They may also do different kinds of food for each meal, in addition to the ones from the pictures.

2. The Drawing Game. Children take turns drawing on the board the vocabulary they have learned in this unit. The children try to guess what the drawing is. The first child who guesses right comes to the front and draws a different meal.

Games and Activities

20 Los vegetales

1. **Eat the Vegetables.** Bring real vegetables and ask students to take turns tasting them. They need to name each vegetable before they taste it.

Place the vegetables on plates and cut them into small pieces. Every time a new game

starts, the students must try a different vegetable. If there is a vegetable that they do not like, they may name it but do not have to eat it. You may use vegetables and fruit to review vocabulary.

2. The Wolf Game. Pretend you are the wolf (*el lobo*) and the children are the little pigs (*cerditos*). Draw an imaginary line between you and the pigs. Behind that line, where the pigs are, is the safe place (*la casa*). You pretend to knock on the door three times and say:

Lobo: Soy el lobo.

Cerditos: ¿Qué quieres?

Lobo: Quiero zanahorias.

Cerditos: ¡Toma!

Cerditos: [Pretend they are opening a window and throwing you some carrots.]

If one pig crosses the safe line, you may tag him or her. The pig then becomes another wolf and stays with you asking for food.

Play the game until the students review all the vocabulary regarding fruit, vegetables and meals. Put particular emphasis on the words that may be harder for the students to remember.