

Games and Activities

1 Saludos informales

1. **Actúa - Act it out.** Students practice in pairs, *saludos informales* and *saludo formal*. For the formal greeting the students may pretend they are doctors, principals, the teacher, etc.

2. **El teléfono malogrado - The Telephone Game.** Students sit in a row. The first student whispers one of the greetings ("*¿Cómo te va?*", "*¿Cómo está?*", etc.) to the second student, who must pass the message whispering, and so on, until the last student says the message out loud. If the students get the word right, you may give them one point. If they do not get the word right, you may give yourself a point.

3. El matamoscas - Fly Swatter Game.

Bring a *fly swatter* and write on the board the informal and formal greetings and their answers. Spread the words and use the entire board.

Give the *fly swatter* to one student and ask him or her to hit the word or words you called out. It may be a question or the answer to a question.

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2 Vamos a poner la mesa

1. Encuentra la pareja - Find the Pair.
Give some students flash cards. The students write one word of the new vocabulary at the center of each card (*vaso, plato, servilleta, etc.*) Make sure the words don't repeat.

Give the rest of the students plastic utensils, napkins, etc, which match the words written by the other students.

Spread the flash cards and utensils on the floor. Divide the class in two groups and ask one member of each group to find the match you request, for example "*Pásame el vaso.*" Give a point to the group which finds the match first.

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3 La casa

1. **Tú eres...- You are...** For this game the students have to create one part of the house with their classmates. Students must use their imagination, their bodies and their communicative skills.

Divide the students in groups of 4 or 5 each. Call out one of the parts of the house (the outside only: *techo, puerta, ventana, pared, etc.*) The students must create the part you call out by using their bodies. For example, for *pared*, they stand next to one another in a line, pretending they form a wall, for *techo* they can raise their arms, bringing all their finger tips together to form a roof.

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4 Los animales de granja

1. **El coro de animales - The Animal's Choir.** For this game, the students choose different animals. Group the same animals together. Each group sings *Twinkle, Twinkle Little Star* using the sound their animal makes.
2. **Actúa - Act it out.** Students take turns acting out and guessing different animals.
3. **Dibuja -The Drawing Game.** Students take turns drawing different animals on the board. The first student who guesses correctly comes to the board and draws.

4. Crea tarjetas - Make Flash Cards. Give students card stock for them to draw and label the animals they have learned.

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5 Los animales de mar

1. Pesca - Go Fish. Cut construction paper in squares. (3.5'x3.5' or 9cmx9cm) and give two pieces to each student. Assign each student an animal, instructing each student whether he or she is to use the singular or plural. The students must draw the animals, color them and write their name at the top of the two cards. Both cards must look exactly the same.

Repeat the process, having each student make another set of two cards for a different animal or animals.

Next, have the students sit in a circle. Shuffle the cards and give two cards to each student. Put the remaining cards on a pile facing down. Students put down all the matching pairs each has, then take turns asking, for example, "*¿Tienes el pulpo?*" or "*¿Tienes los pulpos?*" (Remember: The singular *pulpo* card is not the same as the plural *pulpos* card and must be requested separately, in a different turn.) If the student doesn't have the requested card, he or she says "*no, pesca*" and the student must draw one from the pile. The student with the most pairs wins.

2. Actúa - Act it Out. Split the class into pairs and ask student pairs to take turns acting out the sea animals. Partners in a pair may decide to act out together (to form the plural of an animal) or individually. The first pair to guess correctly acts out another sea animal or animals.

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6 ¿Cómo estás hoy?

1. **Abre los ojos - Open Your Eyes.** For this game, the students take turns guessing emotions and actions.

Designate one student. Have him or her sit apart from the rest of the students and close his or her eyes.

While making sure that the student with the closed eyes cannot hear them, the rest of the students quietly agree on impersonating one emotion or action. For example, for *triste*, all the students make a sad face and remain silent.

The teacher tells the student with the closed eyes, "*abre los ojos*", and ask him or her to guess the emotion or action.

Students take turns guessing.

2. Adivina - Guessing Game. For this game, you need to give the students white **paper plates** and markers.

Students draw the different emotions and actions on the plates. Then they sit in a circle, use their own plate as a mask and take turns guessing other student's drawings.

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7 Instrumentos musicales

1. Hagamos maracas - Let's Make Maracas. For this activity, you will need to bring paper cups, tape and either rice, beans or lentils.

Students place a handful of beans, rice or lentils, in a paper cup. They then seal the top of the cup with tape. Students may decorate the paper cups with markers.

2. Canta "la Cucaracha" - Sing "The Cockroach".

La cucaracha, la cucaracha,
ya no puede caminar.

Porque le falta, porque le falta,
Cocacola que tomar.



3. Actúa - Act it Out. Designate one student to come to the front. Secretly show him or her one of the musical instruments from the book and the student acts out the musical instrument. The first student who guesses correctly comes to the front and acts out a different instrument.

4. Dibuja -The Drawing Game. Students take turns drawing different musical instruments on the board. The first student who guesses correctly comes to the board and draws a different musical instrument.

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8 Los feriados

1. Juego de Memoria - Memory Game. For this activity, you need to cut pieces of card stock (2.5'x1' or 6.3cmx2.5cm). Give two pieces to each student and assign him or her one month or one of the holidays they just learned.

Students write the same month or holiday on both pieces of paper. Then you can play the memory game.

Place all the flash cards facing down. Students take turns flipping over cards and then trying to remember where the matching card is. When a student gets the matching word, he or she collects the pair of cards as points and he or she can play another round.

Please make sure that the students read the words out loud.

2. Actúa - Act it Out. Students take turns coming to the front of the class and act out one of the holidays. The first student who guesses the holiday takes the turn to act out a different one. You may try to use the months as well.

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9 Las profesiones

1. **Memoria - Memory Game.** Give each student 2 pieces of card stock and ask him or her to draw the same profession on each of the cards. The student must also label the cards. You may add new professions if you have many students label the new cards. After all the cards are ready, flip them

upside-down (without showing the picture.)
Students take turns finding matching pairs.

2. El matamoscas - Fly Swatter Game.

Bring a *fly swatter* and write the professions on the board. Spread the words across the board.

Give the *matamosca* to one student and ask him or her to hit the word you call out. That student then chooses another student to take his or her place. Allow all the students to have a chance to use the *matamoscas*.

3. Dibuja - Draw. Designate one student to come to the front and draw on the board the one of the professions. The first student who guesses correctly takes his or her place.

Make sure that all the students have a chance to draw.

4. Actúa - Act it Out. Students take turns coming to the front of the class and acting out a profession. The first student who

guesses the profession correctly takes the turn to act out a different one.

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10 Los alimentos

1. **Adivina qué es - Guess What It Is.** For this activity, you need to bring something, for example a scarf or a bandana, to blindfold one student.

Designate the student to be blindfolded first. Have that student stand next to you while the rest of the students sit on the floor and pretend they are the different kinds of food and beverages learned in this unit.

Sitting down, students use their bodies to pretend to be one of the new words in the vocabulary. For example, a student holds his

arms in a straight line above his head to pretend he is a juice box. Another student rounds her arms holding her hands together to pretend that she is a bowl of soup, etc.

Spin the blindfolded student around 5 times, then walk next to him or her and act as a guide.

The teacher guides the blindfolded student until he or she is able to touch the head of a seated student. The rest of the students say "*adivina qué es.*" The blindfolded student must use his or her hands to figure out what the seated student is pretending to be and guess.

When the student guesses correctly he or she chooses a new student to be blindfolded and start a new round. If the student does not guess, you designate a new student.

Every new round, the students who are not blindfolded must move to a different spot and change the food or drink they impersonate.

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11 Los números

1.¿Cuánto cuesta? - How Much Does It Cost? For this activity, you need magazines or old newspapers, markers, glue, scissors. You also need construction paper, which you cut in squares of the same size.

Ask students to find one picture of the vocabulary learned in previous units (clothing, food, musical instruments, etc.) Have them cut and glue the picture onto the construction

paper. Students write, for example, *¿Cuánto cuesta el pan?*

After they finish, you will collect the cards, write an estimated price on the back of each card and ask “*¿Cuánto cuesta...?*” The first student who guesses correctly keeps the card until all the cards are shown. Students may also ask the question.

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12 Más partes del cuerpo

1. **Dibuja - Draw.** For this activity, the students work in pairs at drawing their own faces.

You need: one **dice** and a **pencil** per pair of students and one **piece of paper** for each student.

Students take turns rolling the dice and draw the body parts assigned to each number:

1. Cara

2. Ojos

3. Pelo

4. Boca

5. Nariz

6. Cejas

2. Canta - Sing. Use the tone of "Head and Shoulders" and touch each body part when singing.

Cabeza, hombros,

rodillas, pies,

rodillas, pies.

*

Cabeza, hombros,

rodillas, pies,

rodillas, pies.

*

Orejas, ojos,

boca y nariz.

*

Cabeza, hombros,

rodillas, pies,

rodillas, pies.

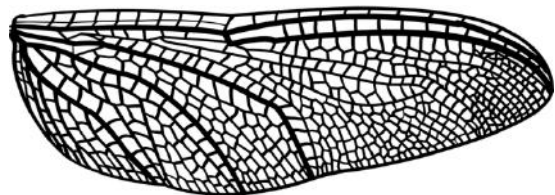
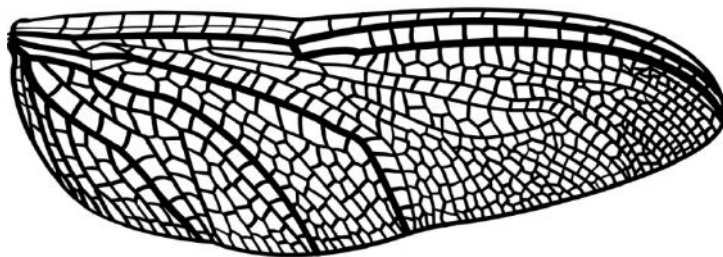
3. Simón dice... - Simon Says... Students take turns saying "Simón dice toca tu..." (body part in Spanish)

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13 Los insectos

1. Hagamos marcadores de libros - Let's Make Bookmarks. To make bookmarks of dragonflies, you need to bring:

- Clothes pins (one for each student)
- Colors and crayons
- Tape
- Parchment or kite paper
- Scissors



NOTE: You may make one *libélula* ahead of time and show the students how to do it, or you may make it with your students.

Step 1 Draw a pair of eyes with a pencil on top of your clothes pin (on the part that holds the clothes) and decorate the rest of the pin using crayons or colors. You may draw lines, dots, etc.

Step 2 Your teacher will give you a piece of parchment or kite paper to trace the wings using colors or crayons. You need to trace each of the wings twice (to make 4 wings). You do not need to do all the details inside. Just make sure you trace the outline and maybe the darker lines.

Step 3 Color the wings if you like.

Step 4 Cut the wings.

Step 5 Attach the wings with tape.



3. Actúa - Act it Out. Students take turns acting out and guessing the insects.

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14 Los países

1. Dibuja las banderas - Draw Flags. Ask the students to draw, color and label the various flags they have learned. You may use the drawings as flash cards or posters to be placed on the board. If you have many students, you might bring pictures of flags of additional countries, where Spanish is spoken, for the students to draw.

2. Banderas de chocolate - Chocolate Flags. For this activity you need to bring napkins and **M&Ms** or jelly beans.

Place the candy (of different colors) on a plate and give one napkin to each student.

Instruct students to pick 3 pieces to make one of the flags they have learned (You might

use the flash cards from activity 1 to help students remember.) Students place their *banderas de chocolate* on their napkin and say the name of the country which flag they made.

You can also substitute the candy with:

- Lego blocks
- Buttons
- Pom-poms

2. **Canta - Sing.** Use the melody of "*My Darling Clementine*" and sing:

Norteamérica

Sudamérica

son los siete continentes

Europa, Asia, África, Australia,

y, al final, la Antártica.

