



TEESP: Technology Enhanced Elementary Spanish Program  
Lesson Planner



Lesson Plan: #12

Lesson Plan Title: La gorila tiene ojos grandes.

Level 1

Objective(s) & Progress Indicator(s): Target vocabulary:

1a: Express basic needs. 1c: Respond to simple requests. 1d: Identify visual clues. 1f: Respond to instructions and commands.	los ojos - the eyes las orejas - the ears la boca - the mouth la nariz - the nose
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Suggested additional resources:

*Hola, Niños, K-3, Unit 4, pages 51 - 55*  
Pictures for Lesson 12 target vocabulary  
Song *Cabeza, hombros, piernas y pies* from the TEESP Resources

Procedures/Steps:

1. Students will need a blank sheet of paper and a pencil for a drawing activity at the end of the podcast.
2. Review previous vocabulary: grande, pequeño (small).
3. Play Podcast for Lesson 12. This is a long lesson, so break into smaller sections as needed over 2 or 3 weeks.
4. Help students do the actions as given by the teacher in the podcast. Pause the recording as needed to give them time to respond.
5. At the end of the podcast, students are given a description of an animal to draw. Pause the podcast when prompted on the screen to give them time to draw.
6. Help students read the descriptions on the Student Page to match with the drawings.
7. In the TEESP resources section, the song *Cabeza, hombros, piernas y pies* is provided to practice body parts, or make up your own lyrics using the *Head and shoulders, knees and toes* tune.
8. As needed, use script on Teacher Page to continue practicing these body parts with students using TPR commands.

Reflections/Assessment:

Teacher observation of students.  
Student participation in actions, and drawing activity.

Notes for teachers: Length of podcast: 18:43

Additional words used:  
dibuja = draw, con = with, todos = everyone, una vez = once, dos veces = twice

#### LESSON PLAN EXAMPLE

Each plan includes a 1 - 2 page outline for elementary teachers, student pages with graphics, stories and activities, and teacher page with additional information.

#### FINDING THE PROGRAM

Each lesson is available at the main website: <http://manzana.esu16.org/groups/teesplevel1>, and is available in iTunes U and iTunes.

For additional information contact:

[teesp@esu16.org](mailto:teesp@esu16.org)

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## TEESP Technology Enhanced Elementary Spanish Program

Foreign Language Assistance Program Grant  
Project by  
ESU #16, ESU #15 and area schools



Project website:

<http://manzana.esu16.org/groups/teesplevel1/>

## PROGRAM INFORMATION

The TEESP program reflects the five goals of the Nebraska Foreign Language Frameworks: Communication, Culture, Connections, Comparisons and Community. It was developed for Grades 1 - 6 as a storytelling based curriculum created to develop listening comprehension, as well as verbal, reading and writing skills in elementary students. The curriculum was derived from the Nebraska In-Vision Project, and from *Hola, Niños* by Carol Gaab, and *¡Cuéntame!* by Valeri March, Christine Anderson.

The curriculum is organized by level of proficiency, not by grade level. The program was developed for a minimum of fifteen minutes of formal instruction per week. Additional listening and reading activities do have a positive effect on student learning.

Each lesson builds on the most used vocabulary in the Spanish language. The lessons were recorded as enhanced podcasts to aid understanding in students. Lesson plans, scripts and additional resources supplement the basic curriculum.



## TEESP: Elementary Spanish Grades 1 – 6 Curriculum Overview

### Communication

- express:
  - basic needs
  - basic courtesies
  - simple descriptions
  - likes and dislikes
- ask and answer simple questions
- make and respond to simple requests
- identify aural, visual, and context clues
- respond to appropriate material (narratives, anecdotes)
- respond to instructions
- prepare illustrated stories
- give short oral or written reports
- tell or retell stories
- write or tell about products or practices of own culture
- improve communication for Spanish speaking students.

### Cultures

- recognize behaviors appropriate to Hispanic cultures
- identify significance of objects, images, and symbols of Hispanic cultures
- identify significance of some traditional products
- recognize contributions of Hispanic cultures to the U.S.
- recognize themes, ideas, perspectives of Hispanic cultures

### Connections

- reinforce knowledge of other disciplines
- acquire information about Hispanic cultures and language through school content

### Comparisons

- compare Spanish patterns to English
- identify sound patterns and compare to English
- identify similarities and difference between Spanish and U.S. culture

### Communities

- share knowledge outside the classroom
- communicate with Spanish-speakers through the use of technology
- locate resources in community to learn more about Hispanic culture

### Beliefs:

Language acquisition depends on comprehensible input\*.  
  
Learning to communicate in another language broadens a student's understanding of the world.

### Strategies:

Story based lessons delivered via podcasts.  
Class and group activities.  
Use of music as input.  
Interactive games and role-plays.

### Topics

Greetings  
Feeling words  
Numbers 1 – 50  
Colors  
Descriptive words  
Calendar  
Body parts  
Foods  
Family  
Transportation  
Weather  
Time  
Activities

\*Comprehensible input means content that is understandable by learners at the level of acquisition.