

SUGGESTED TEACHING STRATEGIES

System A offers you the flexibility of using various teaching strategies according to the children's needs. Opportunities exist for you to work with large or small groups and slow or advanced groups. The format of each lesson will greatly reduce your preparation time—although each lesson is divided into three steps, the lesson formats give you flexibility to adapt the material to fit your teaching needs.

Teaching the Lesson

The format presented in *Systems A, B, and C* is consistent throughout the lessons. Each lesson is divided into three steps to allow for review, reinforcement, and assessment. The objectives and vocabulary are listed at the beginning of each lesson. Then each of the three steps is divided up into the following sections:

Materials to Gather (realia, vocabulary cards, flash cards, etc., needed to teach the lesson)

Make Connections (*Warm-Up and Recycle*)

Model New Language

Use the Language

Wrap-Up

Assessment (These sections appear only at the end of Day 3 for each lesson)

Lesson Objectives and Vocabulary

Each Lesson begins with a statement of the lesson's objectives and a listing of the vocabulary and structures to be presented. These structures are combined with the vocabulary words to be used repeatedly, giving children confidence in learning to talk about themselves in Spanish. The Systems gradually introduce the children to vocabulary that relates to them and their environment.

System A introduces vocabulary related to children's immediate surroundings, such as the classroom, colors, numbers, parts of the body, the school, rooms of the school, people in the school, and weather expressions.

System B extends beyond the school environment to the house, furniture and items in the house, meals and table items, buildings and places in the city, school subjects, etc.

System C provides children with the vocabulary needed to talk about their daily activities and to give personal information. In addition, vocabulary extends to going on a picnic, pets and animals in a pet shop, going to the doctor's office, going shopping, and going to a parade.

Activities

At the beginning of each step, a list of materials (such as games, Audio CDs, blackline master copies) is provided in the order that you will need them. You should have the material ready prior to the class meeting to save time and make the day's activities run smoothly, enabling you to derive the most benefit from each minute you spend with the children.

Make Connections

Make Connections is comprised of two sections: *Warm-Up and Recycle*. The objective of the warm-up section is to practice greetings, questions, and learned vocabulary in brief and informal conversations. The warm-up is designed to get children used to hearing the language spoken and recognizing familiar words. Therefore, the warm-up dialogues are not intended to be memorized. Sometimes familiar vocabulary is used in a slightly different way or the warm-up may be used to reinforce learned vocabulary by having children respond to personal questions. It is recommended that you use the puppet during the warm-up presentation to encourage communication.

The Recycle section reinforces the vocabulary from previous lessons by using TPR commands, activities, games, and songs. Some of the suggested activities presented in the Lesson Planner Cards are as follows:

Use vocabulary cards made from blackline masters in the Teacher Resource Book for children to manipulate when they respond to TPR commands.

Play games from Appendix A to reinforce the vocabulary words.

Sing songs from Appendix B to reinforce the vocabulary words.

Make transparencies from the Teacher Resource Book to reinforce vocabulary words.

Use the posters to point out vocabulary words that have been introduced.

Model New Language

The objective of this section is to introduce the new vocabulary words for the day. You should spend whatever time is necessary to introduce this material because presentation is a point of departure for other activities. The vocabulary words are introduced using the flash cards, vocabulary cards, or real objects as visual aids. For all the Systems, the flash cards are designed especially for the presentation of new vocabulary in combination with TPR. You are encouraged to use the hand puppet when presenting vocabulary to create a stress-free environment and to model questions and responses. In this sense, the puppet becomes an assistant to make the modeling more natural, logical, and realistic.

Spend the time necessary to practice the vocabulary words. The following method is a brief description of how to introduce new vocabulary words in combination with TPR.

Using a visual clue, describe the picture or the object simply, repeating the corresponding vocabulary several times. Have the children repeat the word with you and, finally, by themselves.

Always model the vocabulary item several times before having the children say it. Ask the children to observe while you are modeling.

Practice the vocabulary by giving TPR commands in conjunction with flash cards, real objects, or vocabulary cards. You might ask them either-or questions, for which the child chooses between one vocabulary item and another, for example, **¿Es el creyón o el lápiz?** (*Is this the crayon or the pencil?*)

When presenting a new TPR command, introduce and model the command first, then practice it with the class before using it in conjunction with a new vocabulary word. (*Note:* Responses to check comprehension include movement, pointing, nodding one's head, and stating a word or name.)

When asking questions that require one-word answers, present both the question and the response and model them three times. (This is an excellent opportunity to use the puppet.) Do this using only one vocabulary word, then continue using other vocabulary words.

T: (Teacher) **¿Qué es esto?**


P: (Puppet) **El creyón.**

You may eventually model complete sentences: **Éste es el creyón.** (*This is the crayon.*) **El creyón es rojo.** (*The crayon is red.*)

Use the Language

The activity section builds on the vocabulary learned in the lesson while maintaining a relaxed atmosphere to encourage children to use the language. The different activities throughout the lessons encourage children to use the language. Teachers who have used this approach recommend "a game a day" to keep interest and anticipation high.

Although specific activities are mentioned and described for each day, you should select the activities to which children respond most enthusiastically. When doing activities such as games and songs, the children should be encouraged to move, stand up, walk around, or



form a circle. When teaching new games and songs, introduce them slowly: model the lyrics first, line by line, and then have the class repeat them. Finally, ask the children to perform or sing the song with the music. When doing the Little Book activities, acquaint the children first with the story by using the Big Book. Audio CDs are excellent for working with individual children or small groups.

Wrap-Up

This activity helps wrap up the lesson. During the initial lessons, children listen as you say a farewell, combined with the appropriate gestures. As the lessons progress, volunteers or the whole class will say farewell. Suggestions are made throughout for adding variety to the closing activity.

Assessment

To determine individual learning rates and children's enthusiasm for learning Spanish, assessments occur at the end of the third day of each lesson; the vocabulary and structures are assessed for comprehension only. You may assess the children's speaking ability informally at that time, if you wish, or at any point during the teaching of the lesson. Assessments within each System are presented to evaluate aural comprehension of specific vocabulary and structures in an enjoyable and relaxing environment.