

Unit 5. El cuerpo y las expresiones

(The body and the expressions)

Suggested materials: Large construction paper to make a dummy, and smaller sheets of paper for the children, double-sided tape and scissors for all.

Toys: a male and a female doll, and animals with four, two, many or no legs, such as a chicken or any bird, a snake or a worm, a dog, a cat, a spider, a rat, and a bear (you may wish to add other animals).

1. La cabeza

page 22

Presenting vocabulary

Use the illustration in the text and your dolls, to teach vocabulary. Then Ask children to imitate you while you touch parts of your head. Repeat the exercise a few times.

“Simón dice”

Play this game using vocabulary for the different parts of the head. For example:
Simón dice: ¡Toquen la nariz! Simón dice ¡toquen las orejas!, etc.

Have a volunteer say the commands for “Simon dice...” for the whole class.

Writing

Point out the words ending in “s” to indicate plural nouns.

Working in pairs, ask children to point to the various parts of their heads and ask a classmate: *¿Qué es?*

Testing vocabulary

Have a volunteer go to the front of the class and ask, *¿Qué es?*, while touching his/her own face.

2. El cuerpo

Presenting more vocabulary

Use the illustrations on the text and your dolls to teach vocabulary. Then ask children to imitate you while you point to parts of your body. Repeat the exercise a few times.

“Simón dice”

Play the game in Spanish, saying the different parts of the body. For example:
Simón dice: ¡Toquen las piernas! Simón dice ¡Toquen los brazos!, etc.

Writing

Point out that *mano* is a feminine word, and it is *la mano*.

3. ¿Cuántas patas tiene?

Page 23

Introduce “tengo” “tienes” “tiene”

Explain to the children that animals have *patas* by saying:

Los animales no tienen piernas, tiene patas. Y tienen cola (tail)_

¿Cuántas patas?

- Use the toys, and say *él or ella tiene.... patas*.
- Ask the students to look at the animal drawings in the text, on p.52, and say:
 - ¿Cuántas patas tiene el pajarito?
 - ¿Cuántas patas tiene el ratón? ¿Él tiene cola?
 - ¿Cuántas patas tiene la serpiente? ¿Ella tiene cola?

Use pronouns *él* and *ella* for the animals, to reinforce previous lessons.

- Teach the children the position of the negative. For example:

La araña no tiene cola

- Teach the children the adverbs *mucho, mucha, muchos, muchas*. For example:

La araña tiene muchas patas.

Repeat the questions for as many animals as you have.

Dialogue

Working in pairs, ask the children to perform the dialogues according to the pictures on p.23 of the text. Give the children the model for the dialogue and have them answer in short sentences:

- _ ¿Cuántas patas tiene el perro?
- _ Tiene cuatro.
- _ ¿Él tiene cola?
- _ Sí, tiene cola.

Encourage them to proceed with the other animals: *gato, oso, pájaro, ratón y serpiente*, always paying attention to the negative form: “no tiene”.

Repeat the exercise with “*dientes*”. Ask students:

¿Qué animales tienen dientes? Use the toys, or the drawings, and answer with *Sí, tiene* or *No, no tiene*. For example:

¿El perro tiene dientes?

Use cognates that are easily recognized by children. For example:

¿El canario tiene dientes? ¿El mosquito tiene dientes?

El extraterrestre

Divide the class into two teams. Using recycled paper if possible, ask students to draw eyes, ears, mouths, and noses, (all parts of the head) at random, and then cut the figures and put double-sided tape on the back. Have two dummies with big heads (low enough for small children to reach) or draw them on the board, but without features. Have 2 children announce the words for each of their teams. Children who have the announced parts will run and place them on the dummy's head. Since there might be more than two eyes or ears or more than one mouth, the final result will be the "extraterrestre".

Ask children to decide who is "*el más feo*" or "*el más bonito*".

Ask them to invent a name for each one .

Then, ask the class:

¿Cuántos ojos tiene el extraterrestre #1? ¿Cuántas orejas tiene? ¿Cuántas bocas tiene? ¿Cuántas narices tiene? ¿Cómo se llama él?

Repeat the questions for figure #2

Pin the tail on the extraterrestre

- Draw 4 or 5 legs, 4 or 5 arms, 4 or 5 hands, and 2 heads on construction or poster paper. Double the amounts if the class is large and divide it into two teams. Give the papers to the class to cut out, always using the target language: *corta la pierna, corta la mano, corta la cabeza, etc.*

Have another dummy (or two) ready, this time without arms/legs or head. Give each child a part to cut. Then say *¿Quién tiene una pierna? ¿Quién tiene una mano? ¿Quién tiene una cabeza? etc.*

- Ask a volunteer to pin the part on the dummy. Before blindfolding the child, encourage him/her to talk, asking things like *¿Qué tienes? ¿Una mano?* Allow enough time for the child to think about where to place the cutout. After all the students have had a chance to put their part on the dummy, the result will probably look like another extraterrestrial figure. Ask students *¿Cómo se llama?*

Review activities:

Being creative

- Ask children to draw their own extraterrestrial creature or robot on the space provided in the text, and invite them to the front of the class to say, with your help, something like *mi robot tiene cuatro brazos, tres piernas, etc.*

- Have student ask the presenter for the name of his/her "extraterrestre" or robot. Children may save their drawings for the next day to review the parts of the body.

TPR and Song

Teach the word *hombros*. Then model the physical movements while saying the words, actually touching your head, face, legs, feet, etc. Do it rhythmically.

Repeat each sentences 2 or 3 times.

<i>Cabeza, cuello, brazos... cuello, brazos.</i>	(Repeat)
<i>Rodillas, piernas, pies...piernas pies.</i>	(Repeat)
<i>Ojos, boca, dientes... boca, dientes.</i>	(Repeat)
<i>Cabeza, orejas, nariz... orejas, nariz.</i>	(Repeat)
<i>Cara, brazos, manos... brazos mano.</i>	(Repeat)

To finish:
¡Cabeza, cara, hombros, pies!

Have the children do the exercises several times, first slowly and then faster and faster.

Once the children have learned the exercises, play the CD for them to add music to the rhythm. They will learn the melody fast and will be able to sing along with the CD.

Hot potato

Sitting in a circle, play the game as suggested in the Appendix I.

¿Cómo se dice?

Have a child go to the front and, pointing to parts of the body, ask the class:

¿Qué es? ¿Cómo se dice?

4. ¿Cómo estás?

Page 24

Presenting vocabulary

Use the puppets to introduce *Estás* and *Estoy*. One puppet would ask the other *¿cómo estás?*. The second would answer with the variations *bien, más o menos, mal...* Try to use the expression of your voice to convey the feelings.

Show the pictures on p. 24 of the text and teach the words:

está bien – está cansado - está regular or más o menos –está mal.

Draw four faces on the board and repeat the words. Then ask the class *¿Cómo está?* for each of your drawings.

Ask each child, “*¿Cómo estás?*” and point to the faces, repeating the words to help them with their answer.

Encourage a volunteer the perform the dialogue with the puppets.

¿Cómo está la muñeca?

Looking at the pictures of the three dolls on p.24, ask the class:

¿De qué color es el pelo de la muñeca? ¿Tiene pantalón o vestido? ¿De qué color es?.

Review vocabulary by asking *¿cómo está la muñeca?* for # 1 and #2, and then add the new one: *triste, contenta* and *enojada*.

Ask several volunteers to draw a face on the board and ask the class *¿Cómo está?* Make sure that all the learned expressions are represented.

Then go back to the three pictures and add the expressions *¡Pobrecita!* *¡Qué bueno!* and *Qué pena....*

Tell the class to look at picture #1, and say:
La muñeca está triste. ¿Qué decimos? (What do we say?)
- *¡Pobrecita!*
Repeat the exercise with the other expressions.

Review activities

Page 25

Audio-Visual activity

Have the children circle the numbers corresponding to the faces, according to what they hear from you or the CD:

Está contenta. ¡Qué bueno!
Está triste. ¡Qué pena! or Pobrecito!
Está enojada. ¡Qué pena!
Está cansado. ¡Pobrecito!

Drawing

Teach the adverb “MUY” (*very*) which they can use before any of the learned adjectives. Have children draw their own faces on the spaces provided in p. 25 for the expressions written in each cell, which you will read for them:

Dialogue *¿Cómo estoy?*

Working in pairs, a child will make a face expressing being happy, angry, sad, very happy, tired., etc., and ask the other *¿Cómo estoy?*

Alternatively, they can make masks with a piece of paper with a simple face showing the various expressions, and ask the same question.

Play **Bingo** with all the nouns learned so far.