

Hola, ¡soy yo! (Hi, it's me!)

In this unit, children will learn a simple greeting exchange, including telling their names.

1

Objectives

By the end of this unit, each child should be able to perform the following actions in Spanish:

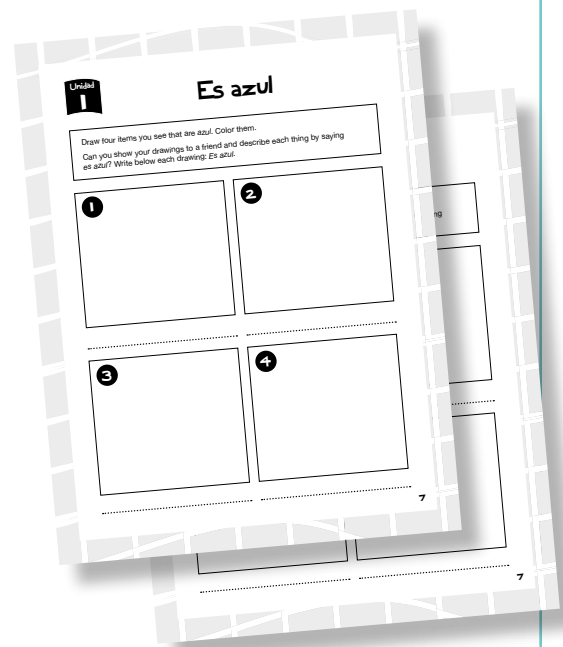
- greet someone
- tell his or her name
- identify a blue thing



2

Supplies

- Video Story “*Pedro el pez*”
- Stuffed animal(s) and/or figurines
- Music Video “*Hola a todos*”
- Music Video “*¿Cómo te llamas?*”
- Student Activities:
 - “*Es azul*”
 - “*¡Hola y adiós!*”
 - “*¿Cómo se llaman los animales?*”
 - Culture Capsule “*Are ‘You’ My Friend?*”
- Blue crayon
- Paper
- “*I Spy—Búsqueda*” (page 92)
- Storybook “*Tres amigos*” and Audio Story narration on CD and DVD
- Poster: “*Los colores*”



3

Vocabulary

Key words and phrases for this unit:

Spanish

Hola.
Buenos días.
¿Cómo te llamas?
Me llamo ...
¿Y tú?
Mucho gusto.
Adiós.
azul
un pez
sí
no

English

Hello.
Good morning.
What is your name?
My name is ...
And you?
Nice to meet you.
Goodbye.
blue
a fish
yes
no



4

Video Story Activities

Explain: "Today we're going to learn how to say hi and goodbye and tell our names in Spanish."

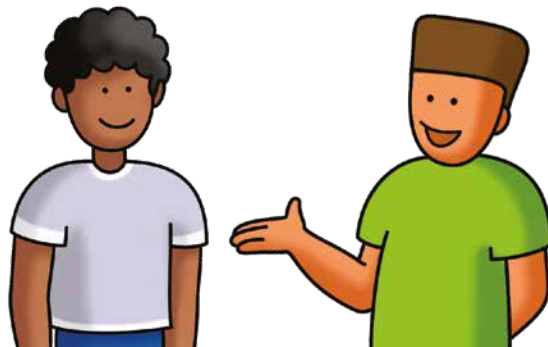
★ Watch the Video Story "*Pedro el pez.*"

Model:

Use a figurine or stuffed animal to model the boy's dialogue with Pedro from the storyboard. Ask the animal, "¿Cómo te llamas?" Act out the animal answering with *me llamo* and its name.

Rationale

¿Cómo te llamas? is one of the first questions children hear when a native speaker finds out they are learning Spanish.



4 Video Story Transcript: Pedro el pez (Pedro the fish)



Spanish

Este es Pedro.
 Hola, Pedro.
 Pedro es un pez.
 Pedro es un pez azul.
 Hola, Pedro el pez azul.
 Pedro tiene pelo amarillo.
 Pedro no tiene pelo azul.
 Pedro no tiene pelo rojo.
 Pedro tiene pelo amarillo.
 Hola, Pedro el pez azul.
 Hola, Pedro el pez azul de pelo
 amarillo.

Pedro tiene una guitarra.
 ¿Qué tiene Pedro?
 ¿Tiene Pedro una pizza?
 No.
 Pedro tiene una guitarra.
 ¿Tiene Pedro un piano?
 No.
 Pedro tiene una guitarra.
 Pedro tiene una guitarra amarilla.
 Hola, Pedro.
 Hola, guitarra.

Pedro conoce a un niño.
 Este es un niño.



English

This is Pedro.
 Hello, Pedro.
 Pedro is a fish.
 Pedro is a blue fish.
 Hello, Pedro the blue fish.
 Pedro has yellow hair.
 Pedro does not have blue hair.
 Pedro does not have red hair.
 Pedro has yellow hair.
 Hello, Pedro the blue fish.
 Hello, Pedro the blue fish with
 yellow hair.

Pedro has a guitar.
 What does Pedro have?
 Does Pedro have a pizza?
 No.
 Pedro has a guitar.
 Does Pedro have a piano?
 No.
 Pedro has a guitar.
 Pedro has a yellow guitar.
 Hello, Pedro.
 Hello, guitar.

Pedro meets a boy.
 This is a boy.



Vocabulary features:

Pedro is a fish, and he is blue. Point out these vocabulary features:
Es un pez. Es azul.



Diálogo: ¿Cómo te llamas?



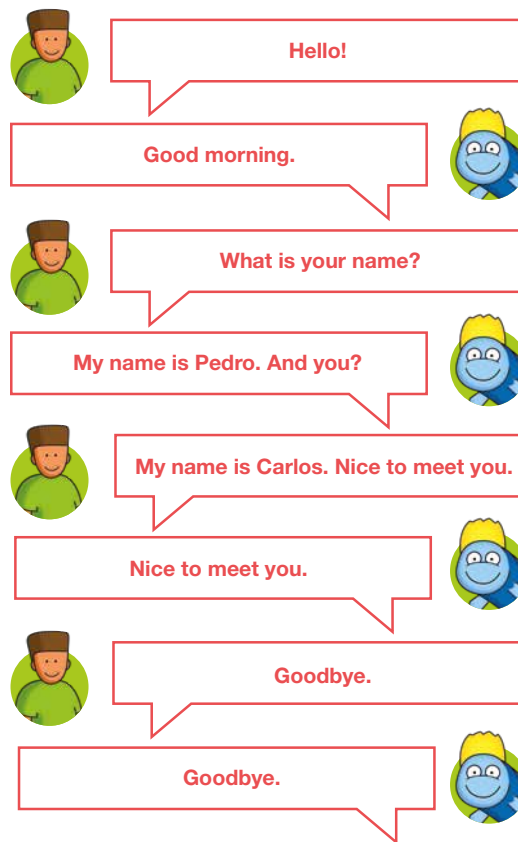
Preguntas

¿Cómo se llama el pez?
¿Se llama Luis?
No, se llama Pedro.
¿Se llama Teresa?
No, se llama Pedro.

¿Qué cosa es azul?
¿Es el piano azul?
No, el piano no es azul.
¿Es la guitarra azul?
No, la guitarra no es azul.
¿Qué cosa es azul?
¿Es Pedro azul?
¡Sí! Pedro es azul. El pez es azul.

Adiós, pez.
Adiós, Pedro el pez.
Adiós, Pedro el pez azul.
Adiós, pelo amarillo.
Adiós, guitarra amarilla.

Dialogue: What's your name?



Questions

What is the fish's name?
Is his name Luis?
No, his name is Pedro.
Is his name Teresa?
No, his name is Pedro.

What is blue?
Is the piano blue?
No, the piano is not blue.
Is the guitar blue?
No, the guitar is not blue.
What is blue?
Is Pedro blue?
Yes! Pedro is blue. The fish is blue.

Goodbye, fish.
Goodbye, Pedro the fish.
Goodbye, Pedro the blue fish.
Goodbye, yellow hair.
Goodbye, yellow guitar.

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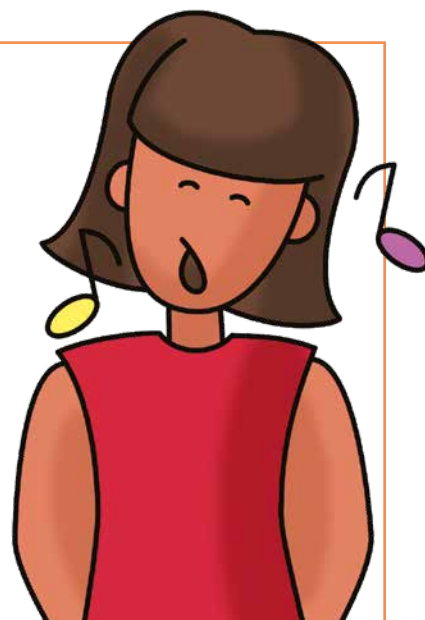
Let's Sing!

Watch the Music Video “*Hola a todos.*”

It begins with “*Hola a todos. ¡Buenos días!*” Ask children, “Can you hear the *hola* we’ve learned in this unit? Can you hear *buenos días*?”

Show the Music Video again. Ask learners to wave a hand in greeting when they hear *hola*.

When you watch a third time, try to sing along with the music.



Teaching Tip

Are children confused or distracted by the extra language in the second half of the song? Help them out by only playing the first verse. The more they use this verse to start their Spanish time, the more you’ll hear them sing along!

6

A Little More

Continue to show the Music Video “*Hola a todos.*” The phrase *hola a todos* means “hi, everyone.” In this greeting, replace *todos* with your name and names of some of your learners.

Watch together as Carlos and Marta introduce themselves on the Music Video “*¿Cómo te llamas?*”

Guide children in completing the Student Activities “*Es azul*” and “*¡Hola y adiós*” as directed.

Enjoy the Storybook “*Tres amigos*” together. The pages through page 10 illustrate the content for this unit.

Let’s play: Find things around you all that are blue. Point to them and ask, “*¿Es azul?*” Encourage simple answers of either *sí* or *no*. Play “I Spy—*Búsqueda*” with objects that are *azul* (page 92).

Let’s write: Direct children to draw a fish in blue and then write the following sentences to describe him: *Se llama Pedro. Es un pez. Es azul. Pedro. Es un pez. Es azul.*

7

What Can You Do?

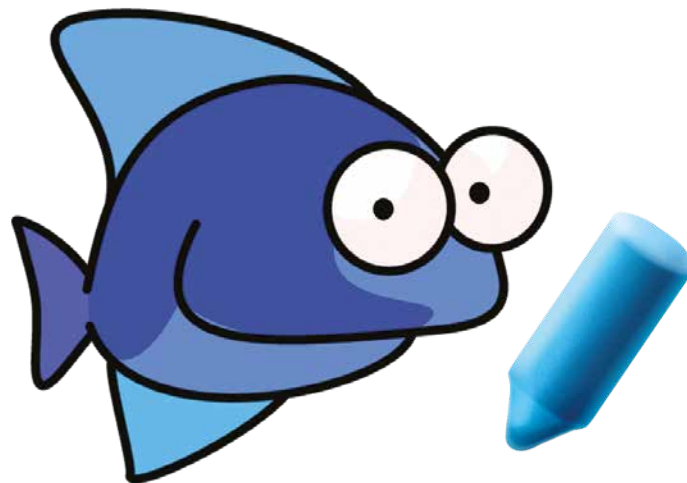
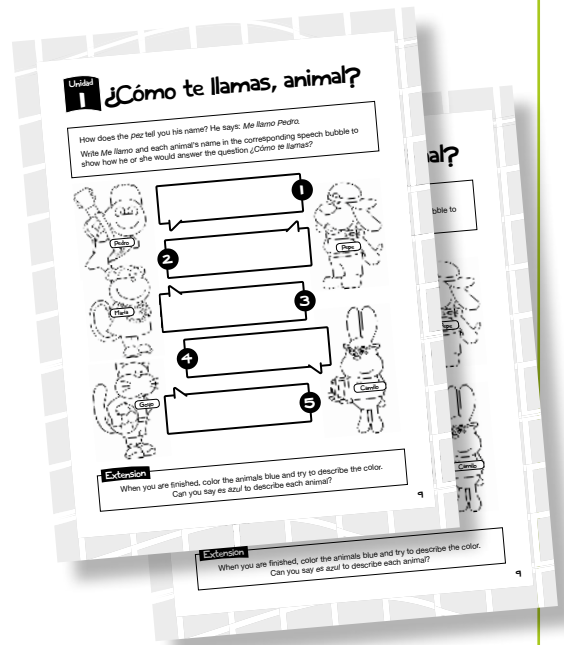
Time to see what each child can do!

Use the Activity Sheet “¿Cómo se llaman los animales?”

Ask, “¿Cómo se llama?” to elicit a name for each animal from the learners. Next ask, “How does the pez tell you his name? He says, ‘Me llamo Pedro.’” In the speech bubble, have each child write “Me llamo Pedro.” Continue with the other animals.

Have your learners color the animals blue and then try to describe the color. Ask, “¿Es el pez azul? ¿Es azul? Sí, es azul.”

Now try the dialogue from the Video Story with your learners. Can they greet each other and ask for one another’s names?



Lesson Plan: Hola, ¡soy yo! (Hi, it's me!)

Before you begin teaching a unit, read through the entire unit in the Teacher's Guide. Pay special attention to the Objectives and Supplies. Reviewing the entire unit before you begin will allow you to successfully lead the lessons.

As you move through the recommended activities, remember that repetition of target skills is vital to developing the ability to communicate in a language. You will see many opportunities to practice the same skills in a variety of ways, and it is important to include these.

Lesson 1

- Introduce the lesson and its Video Story as described in Section 4: Video Story Activities.
- Find the flash cards for *hola* and *adiós*. Ask children if any already know what these words mean. Wave to each other and say *hola* to establish meaning for this greeting. Wave again and say *adiós* as you walk away.
- Watch together the beginning of the Music Video for “*Hola a todos*.” These first several lines repeat the title phrase *hola a todos* twice. Help children begin to sing along with just that phrase.
- Before showing the Video Story, tell children they will see flash cards for the words and phrases they will be learning in Spanish. Ask them to wave and shout “¡*Hola!*” and “¡*Adiós!*” when they hear and see these words. Show the Video Story to preview the vocabulary for this unit. Notice there are matching flash cards in the Calico Spanish Flash Card Set. Vocabulary is also listed in the Teacher's Guide in Section 3. As you continue with the Video Story “*Pedro el pez*,” ask children to wave every time they hear the words *hola* or *adiós*.
- Show children the vocabulary flash cards for this unit. There is no need to practice the words. Simply let them play with the cards in small groups. Can they guess the meaning and choose a favorite?
- Have children stand and follow you around the room as you wave together and say “*hola*” to photos of people you know, famous characters, or stuffed animals. Add variety by asking them to do this in a whisper, an opera voice, or a growl. As you walk away from the figure, tell it “*adiós*” in a similar way.
- Show the Video Story again. Ask children to stand and wave and sing, whisper, or shout *hola* and *adiós* when they hear those words.
- End your lesson by saying “*Adiós*” and waving goodbye. Can your learners reply “*Adiós*”?

Lesson 2

- Find the *buenos días* flash card. Ask children what they think it might mean based on the image.
- Watch together the Music Video “*Hola a todos*” three times as directed in Section 5: Let's Sing. Particularly concentrate on the first verse of the song.
- Show the Video Story “*Pedro el pez*.” Continue to encourage children to wave and join in when they hear *hola* or *adiós*. Add the phrase *buenos días* to this practice. Feel free to contrast this phrase with *buenas tardes* (“good afternoon/evening”) and *buenas noches* (“good night”) if you like.
- Review the dialogue by showing the *Diálogo 1 Video*. Then, ask volunteers to show their friends the simple dialogue incorporating just *hola* or *buenos días* as well as *adiós*. Starting a routine of practicing and showing simple dialogues and always beginning and ending in these ways will form a helpful routine for children to show what they can do throughout your Spanish journey.
- Find two or three flash cards with words children can recognize from the video. Ask their meanings. Begin a routine of asking children if you can all come up with a motion to do or sound to make when you hear/see these words.
- Show the *Adiós* flash card and wave goodbye as you end your lesson.

Lesson 3

- Start your lesson by singing along with children to the “*Hola a todos*” Music Video.
- Ask learners to find something blue (*crayon, paper, etc.*). Show the Video Story “*Pedro el pez*.” Have children hold up their blue objects when they hear the word *azul*.
- Use the flash cards to review the following vocabulary: *azul, sí, no*.
- Ask children to locate the color *azul* on the poster “*Los colores*.”
- Play “*I Spy—Búsqueda*” with something blue (Section 6).
- Direct children to complete the Activity Sheet “*Es azul*” in the Student Activities book. They will draw four objects that are blue and describe orally and in writing with “*Es azul*.”

Lesson 4

- Watch together the Music Video “*¿Cómo te llamas?*”
- Find the flash cards *¿Cómo te llamas?* and *Me llamo ...* Go over their meanings with the learners.
- Show the Music Video again. Can children say “*Me llamo ...*” with the video?
- Show the Video Story “*Pedro el pez*.” Ask for a few volunteers to stand in the front and hold up the flash cards for *¿Cómo te llamas?* and *Me llamo ...* when they hear these phrases.
- Watch the *Diálogo 1 Video* to review the conversation. Play the game “*Matamoscas*” with the phrases *¿Cómo te llamas?* and *Me llamo ... ?* (See the Appendix for directions for “*Matamoscas*.”)
- Can children say “*Me llamo ...*” and their names when shown the *Me llamo ...* flash card?

Lesson 5

- Use the flash cards to review the vocabulary for this unit.
- Pass out some of the flash cards that represent words and phrases now familiar to your learners. Show the Video Story “*Pedro el pez*.” See if children can hold up their respective cards when the words and phrases are used in the video. Alternatively, play “*Matamoscas*” with these words and phrases.

- Sing along together with the Music Video “*Hola a todos*.”
- Have children sing along with the Music Video “*¿Cómo te llamas?*”
- Play “*I Spy—Búsqueda*” with blue items (Section 6).
- Ask learners to draw a blue fish and label him (Section 6).

Lesson 6

- Show children the Video Story for this unit. After watching the video, look at the pages of the Storybook “*Tres amigos*” that correspond to what was happening in the Video Story (pages 3 through 10).
- Show the *Diálogo 1 Video*.
- Play the Audio Story on the DVD of the Storybook “*Tres amigos*” and have learners follow along through page 10, which represents the division between the content for Units 1 and 2.
- Show the Music Video “*¿Cómo te llamas?*” and ask children to sing along.
- Direct children to complete the Activity Sheet “*¡Hola y adiós!*” in the Student Activities book. Learners will decide what the character pictured would say in the pictured situation: “*Hola*,” “*Buenos días*,” or “*Adiós*.”



Lesson 7

- Have children sing along to the Music Video “*Hola a todos.*”
- Have children sing along to the Music Video “*¿Cómo te llamas?*”
- Show the Video Story “*Pedro el pez.*” Ask learners to repeat the dialogue with the characters.
- Show the *Diálogo 1 Video* and practice with the characters.
- Model the dialogue using stuffed animals for the characters (Section 4: *Diálogo*).
- Try to go through the dialogue with your learners.

Lesson 8

- Show the Music Video “*¿Cómo te llamas?*” and have children sing along.
- Watch the Video Story “*Pedro el pez.*”
- Watch the *Diálogo 1 Video*.
- Show the Storybook “*Tres amigos*” as you and your learners listen to the Audio Story narration. The pages from this unit’s content end at page 10.
- Read the Storybook for this unit. How much of the story can you and your learners read aloud together? Use the Audio Story DVD or CD narration if needed.
- Practice the dialogue together with your learners. First, use the Storybook as your guide. Then practice using stuffed animals or figurines to add variety. Ask for volunteers to try to do the dialogue alone. Use the flash cards and video for assistance as needed.

Lesson 9

- Watch and sing along to the Music Video “*Hola a todos.*”
- Watch the Video Story “*Pedro el pez.*” See if children can say “*¡azul!*” each time they see something blue.
- Watch the *Diálogo 1 Video*.
- Read the Storybook for this unit, with the Audio Story narration if needed, through page 10.
- Practice the dialogue.
- Play “*I Spy—Búsqueda*” looking for things that are *azul*.

Lesson 10

- Show the video “*Pedro el pez.*”
- Ask for volunteers to read the Storybook “*Tres amigos*” through page 10 aloud to the class. Then, ask for volunteers to model the dialogue in the story by playing the parts of Carlos, María, and Pedro.
- Direct children to complete the “*¿Cómo se llaman los animales?*” Activity Sheet. Ask children to provide the name for each animal by asking “*¿Cómo se llama?*” as you point to each animal on the page. Children will write the animal’s name as a statement; for example, “*Me llamo Pedro.*” Ask learners to color the animals azul. Then, see if they can describe the color of each animal: “*¿Es el pez azul? Sí, es azul.*”
- Ask children to try to recreate the dialogue from the Video Story “*Pedro el pez.*” Can they greet each other and ask for one another’s names?
- If each child can complete these tasks well, *¡felicitaciones!* Congratulations! They are all ready for Unit 2!

Lesson 11

- Explore with children the Culture Capsule “Are ‘You’ My Friend?” using the directions on page 9 of this Teacher’s Guide. Direct learners to complete the related activities on page 9 of the Student Activities book.

Culture Capsule Are “You” My Friend?

Discussion
As your teacher helps you learn more about how Spanish speakers use words for “you,” write down some notes that will help you remember what you learn.

1 What two questions help Spanish speakers choose the right word for “you”?

2 Remember: One good rule to know whether to use *tú* or *usted* is to listen to:

As you listen to your teacher, fill in this chart to help you understand the ways to say “you” in Spanish.

	English	Spanish	Usage
you	one person I know well		widely used
you	one person I don’t know well or with authority		widely used
you	more than one person I know well		Spain
you	more than one person I don’t know well or with authority		widely used
you	one person I know very well		specific areas of Latin America

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