**Functional Chunks:**

* Es (colores, mama, animales)
* Estar (como estan? Como esta el (animal), ¿Dónde está?)

**Objectives:**

* Students will be able to learn to interact with us and each other in the TL
* Students will be able to introduce themselves and ask what someone’s name is in spanish
* Students will be able to describe relationships between family members
* Students will get excited and motivated for a year of Spanish classes

**Opening Activity**

* “Buenos días song” en voz alta y en voz baja
* Review names with students asking “Como te llamas” , “Se llama .” and “Me llamo”
  + We will use the same notecards to help review names
* Review the functional chunk esta with questions like “donde esta?” and “como estas”

**Brain Break:** Pato Song (un pato hace…)

**New Activity:**

* Leah will read segments from “Es tu mama una llama” and ask lots of questions about the animals in the books, the colors, where the animals are, and what type of animals
  + We want the kids to use phrases like “Es un .” and Es (color).” and “Si es su mama”
  + Colors of animals (“es”)
  + ¿Como esta?
  + ¿Donde esta? alli esta
  + es grande/ es pequeno
  + ¿Son amigos o enemigos?

**Brain Break:** Pato Song (different animals: cat, dog, seal)

**Review:**

* We will review relationships and the functional chunks es and estar by using the stuffed animals to ask questions like “¿Que color es?” and “¿Es un llama?” y “Son enemigos o amigos?”
* Stuffed animals: pajaro, seal, murcielago

**Comprehension check:** Pass around the animals and have everyone say what there name is and what animal it is.

**Closing Activity:** Adiós song (En voz alto y en voz baja y rápido y lento)