THE WORLD'S #1 LANGUAGE COURSE FOR CHILDREN

BBC

MUZZY®

HOMESCHOOL EDITION

THE BBC LANGUAGE PROGRAM

SPANISH
MUZZY BBC LESSON PLANS MAKE TEACHING SPANISH EASY FOR HOMESCHOOLING PARENTS.

ALL THE WORK HAS BEEN DONE FOR YOU!

EACH LESSON PLAN CONTAINS:

- Instructions for how to plan each lesson. These instructions include:
  - Suggestions for previewing, viewing, and post-viewing activities for each Muzzy video
  - Online exercises and which games to play
  - Additional suggestions for art projects, which Activity Sheets to use, etc.

- Grammar notes

- Lesson objectives, directions and answer key to accompany the Activity Sheets

- An assessment master to make sure your child understands the lesson before moving on

- Multimedia teaching techniques, including
  - what to do with the sound off and the picture on
  - what to do with the sound on and the picture off
  - using subtitles

- In depth guidelines for pacing the MUZZY program

- Best practices for language teaching

- How to set up your home classroom and the props and materials you will need
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*(Lesson Plans, Activity and Assessment Masters, Activity and Assessment Sheets)*

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APPENDIX
Appendix A: Illustrations
Appendix B: Popular Spanish names
Appendix C: Spanish-speaking world "holidays"
Appendix D: Useful classroom expressions
Appendix E: Activity suggestions for extra class time and for accelerated learners
Appendix F: Activity suggestions for TPR / TPRS
Appendix G: Sample Parent Newsletter
Appendix H: List of searchable words, verbs, phrases and concepts
MEETING THE CAST / INTRODUCTIONS

OBJECTIVES
Meeting the MUZZY cast of characters
Introducing oneself

VOCABULARY
(Yo) soy     Corvax
el Rey       Bob
la Reina     Norman
la Princesa Sylvia Muzzy
I am         the King
Princess Sylvia

MATERIALS
MUZZY Online Level I - Unit 1 - Scene 1 - Hello! : 00:53-02:20
Large picture or puppets of the MUZZY cast of characters (See Appendix A)
Vocabulary flash card "yo soy"
Activity Sheets 1a, 1b, 1c and 1d.

PRE-VIEWING ACTIVITIES
* Introduce the characters by pointing to the cast pictures or finger puppets. Say their names and encourage the class to repeat after you.
* Hold the puppet faces or pictures in front of your face and say, "Yo soy Sylvia / Corvax / Muzzy / la Reina / el Rey / Bob / Norman."
* Point to yourself, and say "Yo soy (name)." Indicate the "yo soy" vocabulary flash card at this time. Teachers with some Spanish background might say: "Yo soy la maestra / el maestro." (I am the teacher.)

VIEWING ACTIVITIES
* Show the video. Ask students to listen carefully for the word "soy." Have them count on their fingers the number of times they hear the word. (Answer: 8 times)
* Show the scene again and pause it after the characters introduce themselves. Allow students time to repeat. "Yo soy el Rey / la Reina / la Princesa Sylvia / Bob / Norman / Muzzy."
POST VIEWING ACTIVITIES

* Ask students to report how many times they heard the word “soy.” If there is disagreement, show the segment again, pausing the video each time the word "soy" is spoken.
* Discuss the characters, and review their names using the pictures or puppets.
* Ask students to introduce themselves to the class, using the construction "Yo soy" plus their name.
* "Chain Reaction" activity. This works best if students sit in a large circle. A student (or the teacher) starts by saying, "¿Y tú?"
* Use Activity Sheet 1a.
* Assign Spanish names to students. Have them make a name card (perhaps in the shape of a sombrero) and decorate it. These can be displayed on a bulletin board, and used for future activities.

ONLINE EXERCISES

* Unit 1 - Watch and Play - Hello! - Game "a" and game "b".

ADDITIONAL SUGGESTIONS

* Simple pictures of the characters can be drawn on paper plates, using yellow yarn for Sylvia's hair, for example. Or, use the cast pictures (See Appendix A) and color them. Glue to construction paper. These can be quite useful when dramatizing scenes from MUZZY in your classroom.

Especially useful: If you have magnetic chalkboards, stick a small piece of magnetic tape on the back of all pictures and flash cards.

* For good visibility, when creating the flash cards, use a strip (about 3” x 8”) of bright yellow construction paper, cardstock or tagboard that has been laminated for longer wear. Print the Spanish word with a broad black marker, using large letters. Leave the flash card and pictures where they are visible throughout the day, space permitting.
* Use Activity Sheet 1b to make finger puppets of the MUZZY characters. Have students practice in pairs by saying, for example, “Hola, soy Bob; Buenos días, soy Corvax,” etc.
* Use Activity Sheet 1c. These crowns can be used as props for skits. Spray the crown gold, or glue on fake jewels.
* Use Activity Sheet 1d. Give students the instructions on how to complete this exercise.

GRAMMAR NOTE

"Yo soy" and "soy" both mean "I am." The pronoun "yo" is used for emphasis.
OBJECTIVES, DIRECTIONS AND ANSWER KEY

The following objectives, directions and answer keys correspond to the Student Activity Sheets that are referenced throughout the Lesson Plans. Please administer the Activity Sheets, while orally giving the directions.

**AM 1a**

**¿Quién es? / Who is it?**

**Objectives:** To develop skill in:
- * recognizing characters in a story
- * distinguishing characters from one another and naming them

**Directions:** Have students write the name of each character in the appropriate blank.

**Answer:** la princesa Sylvia / Muzzy / el Rey / la Reina / Bob / Corvax

**AM 1b**

**Muzzy y sus amigos / Muzzy and his friends**

**Objectives:** To develop skill in:
- * following directions
- * fine motor skills
- * recalling characters / events from a story
- * practicing oral language

**Directions:** Have students color and cut out these Muzzy finger puppets. Students may attach the two ends of the bottom band with paste or scotch tape. The puppets may be slipped over students’ fingers to be used for a variety of large and small group activities. The puppets may be used to practice language and review story line events before or after viewing the video. Students may create their own stories and re-sequence or change events by using the finger puppets to demonstrate and practice action and dialogue.

**AM 1c**

**¿Sabes hacer una corona? / Can you make a crown?**

**Objectives:** To develop skill in:
- * following directions
- * developing motor skills

**Directions:** Have students make a crown by following directions 1-9. (They can use crayons or colored markers instead of paint.)
AM 1d

Directions: Fill in the blanks with the greetings used by the characters in scene 1.

Answer:
1. ¡Hola!
2. ¡Hola!
3. ¿Cómo están ustedes?
4. ¡Hola!
5. ¿Cómo están ustedes?
NAME THAT CHARACTER!

Read the following sentences aloud and instruct the students to write the corresponding number in the blank next to the appropriate MUZZY character. Read each item 2-3 times as necessary.

1. Yo soy Corvax.
2. ¡Hola! ¡Yo soy la Princesa Sylvia!
3. ¿Cómo están ustedes? Yo soy la Reina.
5. Yo soy Bob. Yo soy el jardinero.
6. Yo soy el Rey de Gondoland.