

Day 7 Target Vocabulary

<i>la mesa</i>	the table	<i>derecha</i>	right
<i>el escritorio</i>	the desk	<i>detrás de</i>	behind
<i>encima de</i>	on top of	<i>la lámpara</i>	lamp
<i>abajo</i>	below	<i>el patio</i>	the patio
<i>izquierda</i>	left	<i>¡Estoy listo(a)!</i>	I am ready

- INTRODUCTION:** Play Spanish music as the students enter the room, and greet them by saying *¡Hola!* and either *Buenos días* or *Buenas tardes*. Ask each student *¿De dónde eres?* Encourage them to answer, "Soy de _____." Have the students place their belongings in a designated area and remind them to go to the bathroom before class starts.

Take attendance and have the students say *presente*. Review the Classroom Responsibilities, along with the Star System and attention getter before starting class.
- GREETING SONG:** Have the entire class stand and Have the entire class stand and sing your designated Greeting Song along with gestures.

After the song, have the class sit in the circle formation and review simple emotions with gestures. Last week they reviewed *feliz* - happy, *triste* - sad, *cansado (a)*- tired, *emocionado (a)*- excited means. See if they can remember this. Add a new response " *¡Estoy listo(a) para aprender!*" - "I am ready to learn!". Students may also reply with a short answer " *¡Estoy listo(a)!*". Show visuals to show the emotions or simply have the class act them out. Ask a couple of partners to demonstrate this dialogue in front of class:

Q: *¿Cómo estas?*
A: *Estoy _____* .

Give aplausos to your volunteers after their demonstration. For additional practice, have students form two lines and answer how he or she is feeling by using this simple dialogue with the student in front of them. Have one of the lines move down and continue practicing for 5-7 minutes.
- MERIENDA (Snack and Culture time):** Have the students quickly get their snacks from their backpacks, and sit in a circle on the floor facing you. As you talk about your culture lesson for the day, they should quietly eat their snack. Feel free to use a *Nota Cultural* from the curriculum guide, the one below, or share experiences that you have from traveling to Spanish speaking countries.

***Notas Culturales:**

Bachata is a social dance which came from the Dominican Republic in the 1960's. The word *bachata* means reunion or party. *Todos repitan, bachata*. The music is said to be similar to Blues music in the

United States. The themes of the songs tend to be sad love stories. The instruments to play *Bachata* are: *Requinto* (lead guitar), *Segunda* (rhythm guitar), electric guitar, guitar, bass guitar, bongos and *güira*. The music mixes African, Spanish and Cuban rhythms.

The word *bachata* means reunion or party. The dance became popular because people would dance *Bachata* on street corners, in courtyards and public parks. For the most basic *Bachata* dance, dancers uses 3-steps followed by a 4th tap step with a hip movement. The movement of the hips is part of the soul of the dance. Most of the dancer's movement is in the lower body and the upper body moves much less. Since the 1990's bachata has become really popular all over the world, including in the U.S.

Use this video to show in class:

Online search: How to Do a Bachata Basic Forward & Back

<https://www.howcast.com/videos/510068-how-to-do-bachata-basic-forward-back-bachata-dance>

Online search: LOCO DE AMOR BACHATA DANCE @SEATTLE SALSA CONGRESS 2015

<https://www.youtube.com/watch?v=WY0b5jKj7Ww>

Ask students "who wants to try dancing bachata?" and lead them through the basic step to the beat of an appropriate bachata song!

4. CONVERSATION: As you transition back from snack, have the class sit in a circle or in a u-shape facing the front of the room.
*Activity: Retrato (Self-Portrait) continued- Last week students drew a self-portrait. The picture included 3-4 adjectives from the ones reviewed in prior weeks. Have students introduce themselves and present their self portraits to the rest of the class. The key conversation phrases are "Me llamo _____", and "Yo soy _____". Collect and save this artwork to send home on the last day of class!
*Conversation Review Activity (optional): Continue this activity from last week. Have students sit or stand in a circle. Bring a ball to throw around. Select a volunteer for a practice round. Throw the ball to the volunteer and ask "¿Quién en tu familia es (adjective)?" The student with the ball will answer "Mi (family member) es (adjective)". Have students throw the ball to another student and ask the recipient, ¿Quién en tu familia es (adjective)? Again, the student with the ball will answer "Mi (family member) es (adjective)". Play until everyone gets an opportunity to practice the phrases and adjectives.
5. INTRODUCE today's vocabulary with flash cards/pictures or pointing to real objects in the room. Have students sit in a circle. Ask the students to orally repeat the words after you. *mesa* - table, *escritorio* - desk, *lámpara* - lamp, *patio* - patio.
For the adverbs and directions, use an object to place on top of/below/behind/ to the left/ to the right of a table as you demonstrate and say the words in Spanish. Review a second time but this time

have students also add gestures after repeating the words. Repeat a third and fourth time increasing the speed on these rounds as you say the words and the students try to do the right gesture faster. Have fun!

Suggested gestures: encima de - on top of (stack hands), abajo - below (squat and cover head with both hands), detrás de - behind (both hands behind back), izquierda - left (raising left hand), derecha - right (raising right hand).

*Activity: Frio/Caliente - For this game you will need two objects (balls, stuffed animals) to hide in the room and two bandanas or soft scarves to use as blindfolds.

Divide your class into two teams. Select a student from each team and blindfold them. Ask students to count to 20 in Spanish while they watch you hide the two objects in different parts of the room. After counting, give the two students with blindfolds a couple of spins. Have the teams guide their team mate only with the words *derecha, izquierda, abajo, encima de, detrás de*. The closer the players get to their object the rest of the team can add the word *caliente* to let the player know they are close to the object. The first player to find an object gets a point for their team. Take turns with the blindfolds and play as many rounds as possible in 5-7 minutes.

*Activity: Pega la cola al burro - Pin the tail on the donkey- Alternatively you may draw a donkey on the board and ask students to line up. Use long pieces of paper with each of your students' names and with tape to be the donkey's tail. Have the first student in line close their eyes and give them a couple of spins. Ask the rest of the group to use *derecha, izquierda, abajo, encima de, detrás de*, to help the student get to the board and pin the tail on the donkey. See who can get the tail closest to the right spot.

*Activity: Necesito... - Bring 3 or 4 similar looking objects for this activity (apples, pens, same color paper). Set a chair or a table in the front of the room. Place your four objects on top of, behind, below and to the right (or left) of the table/chair. Have two students stand up. Tell students you will name the object you would like them to bring to you by saying "Necesito..." and adding the place where the object is sitting. Have the players stand on the opposite end of the room from you and race to the object after you indicate which one. For example, when you say "*Necesito la manzana que está encima de la mesa.*" The players will race to the table and the first one to pick up the correct apple and bring it to you is the winner. You may give students the opportunity to be the person calling out the object by writing the phrases to call out in a piece of paper before class and having students take turns reading the phrases for the players racing to the objects.

6. REVIEW: Bring pictures of the house or draw a house on the board to label the rooms of the house and house vocabulary. Remind students how they can use *¿Cuántos hay?* - how many are there? When describing a house because many houses have two or more of the same items. Give examples *¿Cuántos cuartos hay?* - How many rooms are there?, *¿Cuántas ventanas hay?* - How many windows are there?. Write on the board how to build the questions *¿Cuántos (as)+ noun +hay?*

The following activity was first included in week 4. Now that your students have more vocabulary words, you can add more sentences and complexity to assess your students' progress. Start completing your student assessments next week.

*Activity: Open House - Tell students to imagine they are buying a house. Give students a blank piece of paper to write on. Have students line up and follow you taking an imaginary tour of the house. As the realtor, you are describing each part of the house as you walk through speaking very slowly and repeating as necessary so that the students can take notes or draw on.

Bienvenidos! A la derecha, por favor. La casa es grande. La casa tiene cuatro cuartos y dos baños. Por aquí por favor. La sala tiene dos ventanas grandes y un sofá nuevo. Las diez puertas en la casa son de madera cara. El piso es de mármol blanco. La cocina es muy grande también. Tiene espacio para toda la familia. Mamá, papá, hermanos, hermanas. Este cuarto a la izquierda es el más pequeño. Detrás de la cocina está el patio. ¿Les gusta la casa?

Have students sit down and ask them questions about the house. Ask 2-3 students to tell you what they remember from the house tour. Then, ask specific questions *¿Cuántos baños hay?* - How many rooms are there?, *¿Cuántas ventanas hay en la cocina?* - How many windows are there in the kitchen?, *¿Cuántas puertas hay?* - How many doors are there?, *¿Cuántos cuartos hay?*

*Activity: Teléfono (telephone game)- Divide your class into two equal teams on opposite sides of the room, sitting in a line. The teacher then whispers a vocabulary word or phrase into the first child's ear of both teams. The children have to whisper the word to person behind them until it reaches the end of the telephone line. Wait until both teams have a chance to get to the end of the line and then the teacher asks what word they heard. Have the whole class then repeat it for reinforcement. Take turns letting kids be the start and/or end of the telephone line.

7. CLOSING: Sing the Adiós Amigos song to the tune of Frere Jacques (lyrics below) or another closing song you teach the class at the end of class as the students are cleaning and packing up and have the students say adiós to you in Spanish before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Adiós Amigos (Sing to the tune of Frere Jacques)

Adiós amigos, adiós amigos,
Hasta la vista, hasta la vista
Hasta luego, hasta luego
Chau, chau, chau. Chau, chau, chau

Extra activities if there is more time:

Musical chairs- Play musical chairs to see if students can remember vocabulary. Start with enough chairs for all students to sit minus a chair for a student to remain standing each round. Play Spanish



music and have students move around the chairs. When the music stops, students must sit. The student who remains standing gets to answer a vocabulary question (e.g. Must translate a vocabulary word to English.)