

Day 1 Target Vocabulary

Yo	I	<i>moreno(a)</i>	dark haired
tú	you	<i>rubio(a)</i>	blonde
Yo soy	I am	<i>inteligente</i>	intelligent
tú eres	you are	<i>simpático</i>	nice
<i>alto(a)</i>	tall	<i>Soy de _____</i>	I am from _____
<i>bajo(a)</i>	short (height)		

- 1. INTRODUCTION:** Play Spanish music as the students enter the room, and greet them by saying *¡Hola!* and either *Buenos días* or *Buenas tardes*. 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*. Hand the students their simple label nametags during attendance so you can refer to each student by name throughout the class. Introduce yourself and the Classroom Responsibilities. Also, explain the Star System in detail. Demonstrate the attention getter and explain how you will be using it in class. Feel free to teach the Responsibilities with gestures.
- 2. GREETING SONG:** Have the entire class stand and teach your designated Greeting Song along with gestures. This will be the song you will sing before the start of every class.

*Activity: have the students come back to the circle and have them stand while you teach the song *Hola mis amigos* which can be found on Futura's Vimeo channel. Here is the link to learn it prior to class: <https://vimeo.com/293020648>. After the song, review what *bien*, *mal*, *más o menos* means. You can also ask the class to recall what *muy bien* and *muy mal* means. Show visuals to show the emotions or simply have the class act them out. Have each student answer how he or she is feeling by asking and answering the question around the circle by rolling a ball to each individual child. Have the student answer and show a thumbs up and happy face for *bien*, thumbs down and sad face for *mal*, and open hand facing up and flips down for *más o menos* gesture. The whole class resumes the song and then the person who had the ball rolls it to the next person.
- 3. 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: About Venezuela

Who's ever heard of Venezuela? Point to Venezuela on a map. Venezuela is part of *Sudamérica* (South America) and is a Spanish speaking country.

In most countries in South America the most popular sport is fútbol (soccer), but in Venezuela it is baseball!

The largest lake in South America is in Venezuela. It is called Lake Maracaibo. The world's highest waterfall is also found in Venezuela. These are called Angel Falls and were named after American pilot Jimmy Angel. He landed his plane at the top of the falls in 1936 and the waterfall was named after him. Show pictures on your phone or printed from the intranet. Ask the children if they would like to visit the lake or the waterfalls.

Raise your hand (*levanta la mano*) if you have hot water to take baths and showers? Most people there don't. Can you imagine taking a cold shower to start your day?!

Want to hear a really interesting fact? It is a tradition to roller skate to church on Christmas with your family in Venezuela. How fun would that be?

Notes:

Morning classes will not need a snack.

Bring a simple, healthy snack in case the students forget, such as raisins or pretzels. Be aware of allergies listed on the roster. Make sure to check with your supervisor before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. Allow five to seven minutes for snack and culture time. Give thirty second count down as that time draws near. If some students are not finished with their snacks, ask them to put them in their backpacks for later.

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. Review the conversation lessons from past levels by asking for two volunteers to come up to the front of the room. Preparation: Write Spanish questions on separate pieces of paper. Example questions: *¿Cómo te llamas?*, *¿Cómo estás?*, *¿De dónde eres?*, *¿Cuántos años tienes?*, *¿Cuándo es tu cumpleaños?* Put these questions into a hat or bag. Have one student pick a *pregunta* from the hat. He or she will then ask the other student the question in Spanish. The other student will respond accordingly also in Spanish. Be sure to bring a cheat sheet to set in the middle with the answers to these questions as they will be review from prior classes and some students may need help remembering. Include full answers on your cheat sheet. E.g. *Me llamo_____*; *Estoy bien/mal/mas o menos*; *Yo soy de_____*; *Tengo _____años*; *Mi cumpleaños es_____*. Note: As the weeks progress, you can make this conversation more challenging by writing the questions in English so that the student would need to translate the question before asking. Have the rest of the

class take turns coming to the front of the room practicing the conversation elements by drawing different questions out of the hat. You can have props like finger puppets or actual puppets to liven this exercise up.

*Activity: Have the students form two lines facing each other. Have students practice an introduction conversation with the person across from them asking, "¿Cómo te llamas?", answering, "Me llamo ____", and then shaking hands when they say *mucho gusto*. Have one line move, so that everyone has an opportunity to meet each other. This will also be a good way for you and the other students to remember the each other's names. Every week you can add to this conversation to make it more complex.

5. REVIEW the family members: Have students sit in a circle. Some students may recall the vocabulary *la mamá* - mom, *el papá*- dad, *el/la hermano(a)*, *el/la abuelo(a)*, *el/la tío(a)*, *el/la primo(a)* from prior classes. Bring a picture of your family to share with students. Tell them a little more about yourself and where you are from. Alternatively, you may find a picture of a family online and label the family members *mamá*, *papá*, *hermano... etc.*

*Activity: Entrevista: Play several rounds of hot potato incorporating questions in Spanish. Bring a ball or a *micrófono* to pass around while Spanish music is playing. Stop the music as you will. The student who has the object in their hands when you stop the music gets to answer a question from the teacher (ask the question first in Spanish, then in English). Questions: *¿Cómo se llama tu mamá/papá?*, *¿Cuántos hermanos(as) tienes?*, *¿Cómo se llama tu abuela?*, *¿Cómo se llama tu primo favorito?* The intent of the activity is for students to pay attention and listen to the family members you are asking them about, but these questions can be more complex therefore you will most likely need to translate the full sentence to English. Use as many gestures as possible before translating the question and put a lot of emphasis on your pronunciation for the family member you are asking about. Help your students formulate the answer in Spanish. Try to go around as many times as possible in 5-7 minutes so all students get a turn.

6. INTRODUCE singular pronouns: Singular : *yo* - I , *tú* - you. Bring sticky notes to first demonstrate what *yo* and *tú* means by visually assigning them to students. Remind students the difference between formal and informal for "you." (*notas culturales*). See if they remember this concept by calling out phrases or sentences and asking them to identify whether they should use *tú* or *usted*. If you want to make this more interactive/lively, you can have two teams set up and each team has both words on a piece of paper. Whichever team holds up the answer fastest, scores a point.

"Hola, mi hermano." _____

"Buenas tardes, Señor Sanchez." _____

"Emilio, ¿Dónde estás?" _____

Señor Patata es el padre de mi amigo. _____

"Hasta la vista." _____

7. INTRODUCE adjectives with flash cards or pictures from magazines or found online: *alto(a)* - tall , *bajo(a)*- short (height), *moreno(a)*- brunette, *rubio(a)* - blonde, *inteligente* - intelligent, *simpático(a)* - nice. Review the pictures and prompt students to repeat the adjectives in Spanish after you. Emphasize the o ending for masculine subjects and a ending for feminine subjects, e.g. alto vs alta. Keep the pictures handy for future classes to use them for sentences with the verb SER as students get more comfortable.

*Activity: Guess Who? In preparation for this activity you will need 5-6 pictures of popular celebrities (e.g. current sport figures, the president, current actors or actresses/singers, popular Disney characters) cut out from magazines or found online. You will also need the adjectives you just reviewed written on the board for students. Divide your students into groups of 2-3 students. Each group will get a picture of a celebrity and a blank piece of paper. Make sure students don't see the pictures handed to the other teams, just their own. Have the students pick a work area away from other teams and give the teams 2-3 minutes to write some of the adjectives in Spanish, describing their celebrity. In addition to adjectives, the teams can add one important fact about the celebrity which can be in English for now, e.g. plays basketball for Lakers team..., makes funny movies, is a doll. (Extra points for the team up front if they add any other facts in Spanish!) Next, each team will pick a person to tell the class the adjectives they came up with for their celebrities. The person must read their adjectives in Spanish to the class. Students from other teams try to guess the celebrity. Student who guesses first earns a point for their team.

8. INTRODUCE *¿De dónde eres?*: Start with explaining the phrase and what it means and then clapping it out. Have a volunteer come up to the front. You and the student can demonstrate the question and answer. Return to the circle and go around asking *¿De dónde eres?* and answering in *Soy de _____* in Spanish using a maraca or rolling a ball.

*Activity: Bring a world map which can be printed online. Sit in a circle or stand around a table if available. Have students find their place of birth and their parents' place of birth if they can. Go around the circle practicing, *Yo soy de _____* .

*Activity: Divide students into groups of 3 students. Pass around a globe or a map. Each group will select a student who needs to close their eyes and point to a country, while spinning the globe. Wherever they land is where they are going to be from that day! (Have anyone who lands on the ocean re-spin.) Then have each student draw a picture of himself or herself as if they were living in that country. Emphasize using your imagination! Then have each team come to the front of the room and present their picture. Have them say, "*Me llamo _____.*" "*Soy de _____.*" You can then briefly discuss how accurate their fake names and identities were!

10. 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. Hand out the

parent introduction letters, 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:

- Play Bingo using a basic grid with empty boxes about 5 by 5. Feel free to use the Bingo template found on the intranet. Have an *espacio libre* in the middle. Let the older students write in the Spanish words they choose from a selected list of vocabulary from today's class that you have created and written on the board. Have the bingo boards created ahead of time for the younger students with pictures of the transportation or places in the squares. Five in a row or four corners can win the game. You can use M&Ms or Skittles as markers to review the colors. Make sure to have the winners read off their answers in Spanish.

Remember to review your first day checklist prior to your first class! Have FUN!