

Day 10 Vocabulary & Key Phrases Review

Conjugation of SER:

yo soy, tú eres, usted/ él/ella es.

Adjectives:

alto/bajo, bueno/malo, aburrido/ interesante, simpático/antipático, grande/pequeño, inteligente, delgado/gordo, moreno/rubio, caro/barato, nuevo/viejo, joven/mayor, bonito/feo, fuerte/débil, loco, chistoso, flaco, guapo.

Casa Vocabulary:

sala, cocina, cuarto, baño, sofa, piso, sofa, refrigerador, cama, televisión, computadora, horno, mesa, escritorio, la lámpara, patio, escaleras, jardín, garaje, reloj, balcón, basura, chimenea.

Other phrases:

para mi, para ti, encima de, detrás de, derecha, izquierda, me gusta, te gusta, le gusta.

1. INTRODUCTION:

Play Spanish music or video of a Spanish dance 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. As students approach the circle ask *¿Te gusta bailar?* Encourage them to answer, "*sí me gustan/no me gustan/ más o menos.*" and to dance to the music with amigos (as) as everyone arrives. Take attendance and have the students say *presente*. Review the Classroom Responsibilities. Review the Star System and encourage students to keep all of their stars during review games for class rewards at the end (certificates for having completed Level V!). Demonstrate the attention getter for today.

2. GREETING SONG: Have the entire class stand and sing your designated Greeting Song along with gestures. After the song, have students go around and ask three friends *¿Cómo estás?* The students can answer and show two thumbs up for *muy bien*, and two thumbs down for *muy mal*. The whole class resumes the song.

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, they should quietly eat their snack. Feel free to review *Notas Culturales* from the curriculum guide or lesson plans for weeks 1-9 (bring the images to pass around!). Ask students to tell you about their favorite *nota cultural*.

This may be a great class to share experiences that you have from traveling to, or living in Spanish speaking countries, including bringing pictures and objects to show your students. Bring chips and

salsa or *pan dulce* to share with students. Remember any food allergies and food restrictions for your school!

4. REVIEW the singular pronouns + verb SER by writing conjugations on the board (or pre-written index cards) and explaining in English:

*Activity: Sing verb conjugations SER rap - Review [Ser Conjugation Rap; YouTube](#) by [Cyber Profe](#). If you have a laptop, you can show the video as you sing. Help the class sing the rap song adding these gestures:

Soy: point to yourself

Eres: point to someone else and look at them

Es: still pointing now look to the side (as if you are gossiping about them)

Sois: point forward with both index fingers

Somos: with both index fingers still out move them in a big circle to encompass the whole class -

Son: same as 'sois' both index fingers point to the class

Website: www.cyber-profe.com

*Activity: Hot Potato - Bring a ball or object to pass around. Have students sit in a circle. Play music and pass the object around. Stop the music at will. When the music stops whoever has the ball has to answer a question in Spanish. You may ask "How do you say (vocabulary word or phrase) in Spanish?". Give lots of praise if the student answers correctly or encourage the student to ask for *ayuda* if necessary.

4. REVIEW *La Casa* vocabulary: Ask students to recall Spanish words for *La Casa*. Write the words on the board and ask students for the meaning in English. Have the students repeat every word orally after you.

*Activity: [Charades](#) - Divide the class into two teams. Select a student to act out words or phrases from *La Casa* vocabulary and adjectives list. When a player is acting out the word or phrase, they aren't allowed to talk and may only use gestures! The teams will try to guess the word/phrase. The team who guesses scores a point. For a less competitive version of this game, skip the teams. Have players act out a word or phrase and anyone can answer without keeping track of points. The person who gets it right first is usually the next to act things out. Suggested phrases: *la casa grande, el sofa nuevo, la televisión vieja, la mesa alta, el reloj caro, la cocina pequeña, etc.*

*Activity: [La Casa de Mis Sueños](#) - Have students add on the last enhancements to their drawings of *La Casa de Mis Sueños*. Encourage them to include more objects from the vocabulary words. After they complete these, you can have half of the class do an oral "show and tell" of their house (the other half will get a chance to do a show and tell of their self-portrait). For example, "*Mi casa es grande. La sala es verde. La cocina es nueva.*" (Make sure you set a time limit for the drawing.) During

the show and tell portion, have the class ask questions "¿Dónde está (a vocabulary item in Spanish)?" to the student presenting. Students who ask questions can get extra stickers. Hand these for students to put in their backpacks and take home today.

6. REVIEW Adjectives by holding up pictures or flashcards for students to identify the adjective in English/Spanish. Make a list of all of the adjectives on the board.
 - *Activity: Mata la Mosca - Write the various vocabulary words on the board or for mixed ages and younger classes, post the *visual* flashcards/pictures. Divide your class into two teams. Call one person from each team up to the board and give each player a fly swatter. Have the contestants turn away from the board with their hands behind their backs. Call out a word or phrase in English. The first student to "swat" the correct word or picture in Spanish, scores a point for his or her team. You can vary this by having the class sit in a semi-circle on the floor and placing the images in the center of the circle.
 - * Activity: Retrato (Self-Portrait)- In prior weeks, students drew a self-portrait. The picture included 3-4 adjectives from the ones reviewed. Hand out the students' drawings and have half of the students introduce themselves and present their self portraits to the rest of the class. The key conversation phrases are "Me llamo _____", and "Yo soy _____". Also send these home today!

7. REVIEW Conversation phrase *¿Qué te gusta?* by having the students sit in a circle and going around with a toy microphone asking students *¿Qué te gusta?* Act very animated as they reply with their favorite things which could be activities, food, etc.
 - *Activity: ¿Qué te gusta? Cake Walk -For this activity you will need music and pictures or real objects, fruits, clothing items, school supplies. Do a quick review of the objects/pictures in Spanish. Select the first player who will help you start/stop the music and will also pick an object they like when the music stops. Place the objects on the floor and have students walk around the objects/pictures while your volunteer faces the other way and either counts to 20 in Spanish or stops the music at will as the other students walk around the pictures. Each time the music stops, the students will stop circulating and the class will ask the volunteer in unison "¿Qué te gusta?". The volunteer will answer, "me gusta _____ (pick a pictured object/activity)". Whoever is in front of the picture/object will have 10 seconds to reply, "te gusta _____(pictured object/activity)". Both the volunteer and the student answering get a sticker/reward for using the correct phrase and of course paying attention. Give all students opportunities to earn a reward when picking volunteers. Play as many rounds as possible in 5-7 minutes.

8. CLOSING: This is a good time to show recognition for your students. During the last 15 minutes of class! Have an awards ceremony and hand out certificates to students for completing Level V. Have all students give *aplausos* as their classmates get called to the front. Let the students dance Spanish music after your award ceremony.

Sing the Adiós Amigos song to the tune of Frere Jacques (lyrics below) or another closing song as the students are cleaning and packing up. 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. Remind guardians and students Spanish will be back after the spring.

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

Activities if there is more time:

- Ask students about a favorite activity easy to set up so you can play one last time before the break! You may suggest musical chairs, pega la cola al burro, luz roja luz verde, etc. taking into account the materials you have available. For simple activities, the goal of the games can be the same every time; answering vocabulary questions when a player is in the hot seat or gets a turn (e.g. "¿Como se dice funny en español?").