

Day 2 Target Vocabulary

él	he	Colors Review	
ella	she	rojo(a)	red
usted	you formal	amarillo(a)	yellow
él/ella es	he/she is	azul	blue
usted es	you (formal) are	verde	green
grande	big	anaranjado	orange
pequeño(a)	small	violeta	purple
antipático(a)	mean	negro	black
viejo(a)	old	blanco	white
nuevo(a)	new	rosa/rosado	pink

- 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 *¿Cómo te llamas?* Encourage them to answer, "Me llamo _____." 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. Review the Classroom Responsibilities and the Star System. Demonstrate your attention getter for today and explain how you will be using it in class.
- GREETING SONG:** Have the entire class stand and teach your designated Greeting Song along with gestures that you taught last week. As previously mentioned, this will be the song you will sing before the start of every class.

After the song, have the class sit in the circle formation and 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.
- 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. Please refer to the notes from the Day 1 lesson plan for reminders on snack protocol.

*Be aware of allergies listed on the roster. count down as that time drawers near.

**Notas Culturales: Raise your hand if you have heard of the Amazon! La Selva Amazónica is the Amazon jungle or rainforest. The countries that have the Amazon are Brazil, Colombia, Peru, Ecuador, Bolivia, Venezuela, Guyana, Suriname and (French Guiana). Point these out on the map. Show the students which of those countries are Spanish speaking countries. Many of the people and cultures of the Amazon also speak indigenous languages instead of or in addition to Spanish, and their way of living is often very different than people living in the cities. For example in Venezuela, there are twenty-six different indigenous groups! One is called the Yanomami who live deep in the Amazon jungle. The Yanomami live in shabonos, which are villages made with wood, palm leaves and straw. The word "Yanomami" means "human being". The most common food they eat is *el plátano*, or plantain. Has anyone tried a plantain? They are delicious! Children stay very close to their mothers when they are young, but often start hunting with their fathers at age 8. When with their mothers they may look for termite nests or grubs to roast later for food. Isn't it *maravilloso* that cultures live off the land like the Yanomami of Venezuela? Show the pictures.*

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?* 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.

Conversation Review Activity: Have the students form two lines facing each other. Have students practice a conversation phrase with the person across from them asking, "¿De dónde eres?*", answering "*Soy de___*", then adding "*¿Y tú, de dónde eres?*". Have one line move, so that everyone has an opportunity to meet each other. Every week you can add to this conversation to make it more complex. Print off the Document called Level V Conversation, so you can see what the goal will be for a mini conversation.

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

Review singular: *yo soy* - I am, *tú eres* - you are, *usted es* - you (masculine)/you (feminine)/ you (formal) are

Introduce: *él/ella es*

*Activity: Sing verb conjugations to the tune of "Oh My Darling, Clementine"

Yo Soy
 Yo Soy
 Tú eres
 El es
 Ella es
 Usted es
 Todos son el verbo SER

*Activity: El Pañuelo - Divide students into two teams. Have the teams form two lines and stand face to face to each other. You will stand towards the front of the two lines holding up a scarf or bandana. Read a sentence out loud (examples below) and have one student from each team race to the scarf/bandana (go down the line or call out names of a student competing from each team). The first student to get the scarf/bandana gets a chance to answer what the correct pronoun + verb SER would be for the sentence you just read.

Sentence	Answer
<i>Mi papá es simpático.</i>	<i>Él es</i>
<i>Mi mamá es morena.</i>	<i>Ella es</i>
<i>El/La maestro(a) de español es inteligente.</i>	<i>Usted es</i>
<i>Mi abuelo es bajo</i>	<i>Él es</i>
<i>Soy inteligente</i>	<i>Yo soy</i>
<i>Eres rubio</i>	<i>Tú eres</i>

*Activity: Four corners - Select one student to be "it". That person closes his or her eyes while the rest of the students go to one of the four corners in the classroom. Label the four corners *yo soy*, *tú eres*, *usted es*, *él/ella es*. When all students are settled in a corner, "it" calls out a corner, for example *ella es*. All the students who chose that corner can save their turn if they can say a sentence corresponding to the pronoun + verb SER, for example, *Marta es alta*. Students who can't come up with a sentence will have to do a challenge of the teacher's choice before the next turn. Assign challenges such as asking student to try rubbing their belly and stomach at the same time, spelling a word backwards, saying a tongue twister (*trabalenguas*) with you in Spanish, not blinking for 10 seconds).

6. REVIEW adjectives: *alto(a)* - tall, *bajo(a)*- short (height), *moreno(a)*- brunette, *rubio(a)* - blonde, *inteligente* - intelligent, *simpático(a)* -nice

*Activity: Make me a sentence - Write scattered singular pronouns, verb SER conjugations and adjectives from last class on the board. Divide the class into two teams. Give each team a blank piece

of paper. Set up a 3 minute timer. Have teams come up with as many sentences as possible within 3 minutes. Collect the two pieces of paper. Have the students line up with their teams, facing each other. Go down the line asking each student to read a sentence out loud from their team's paper. Ask the team for the meaning of the sentence in English, ask the entire group to confirm whether the sentence is correct. The team gets a point for each correct sentence, and another point for translating the sentence accurately.

*Activity: Roll the dice - Bring a dice with adjectives written in Spanish on each face. Have students take turns rolling the dice. The student rolling the dice will have to first, translate the adjective they get to English, then make a sentence using *yo soy, ella es, usted es...* and the adjective. You may also have students make sentence using a family member, e.g. *mi mamá es inteligente, mi primo es alto*. Use plenty of praise as students come up with sentences.

7. REVIEW/INTRODUCE the colors in Spanish - Ask students, did you know that all colors are adjectives? Review the colors by holding up colored construction paper and have the kids repeat the words. Then have them check in for understanding. *¿Cómo se llama este color?*, for example.

*Activity - Play Mata La Mosca with colors - Use construction paper or flashcards with colors. Divide the 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 color in Spanish. The first student to swat the correct color scores a point for his or her team.

*Activity - Veo veo (I Spy) with colors - Select a student to be "it". The "it" player will choose an object from the room and whisper the object and color to the teacher. Write these three lines on the board or a piece of paper to help students remember what to say:

Student: "Veo Veo"

Class: "¿Qué ves?",

Student: "una cosa _____ (the color of the object with the correct masculine/feminine ending) e.g. rojo or roja".

Encourage students to take turns asking questions too. "¿Es grande?", "¿Es viejo?" The student who is "it" can only respond with "si" or "no". If a student thinks he/she knows what the mystery item is, he/she can use his question to guess: "Is it the file cabinet?" When somebody guesses correctly, then he or she becomes "it." The game moves forward with the new "it" spying a different item.

8. INTRODUCE adjectives with flash cards or pictures from magazines or found online - *grande*- big, *pequeño(a)*- small, *antipático(a)*- mean, *viejo(a)*- old, *nuevo(a)* - new. 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. *nuevo* vs. *nueva*. Keep the pictures handy for future classes to use them for sentences with the verb *SER* as students get more comfortable.

*Activity: Opuestos - Write down all the adjectives the class has learned to date on index cards or post-it notes. Give each student an index card/post-it note. Play some Spanish music for 1 minute and ask students to go find their opposite keeping in mind the masculine and feminine words. For example, the student with the card *grande* would have to find *pequeño* or *pequeña*, but be careful! The student with the word *viejo* would find *nuevo* not *nueva*. Play several rounds of the game by collecting and handing out different cards to students for each round.

*Activity: Make me a sentence - PART 2 - Write scattered singular pronouns, verb *SER* conjugations and new and review adjectives on the board. Divide the class into two teams. Give each team a blank piece of paper. Set up a 3 minute timer. Have teams come up with as many sentences as possible within 3 minutes. Collect the two pieces of paper. Have the students line up with their teams, facing each other. Go down the line asking each student to read a sentence out loud from their team's paper. Ask the team for the meaning of the sentence in English, ask the entire group to confirm whether the sentence is correct. The team gets a point for each correct sentence, and another point for translating the sentence accurately.

9. 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:

- **Teléfono (telephone game)**- Divide your class into two equal teams on opposite sides of the room, sitting in a line. The teacher then whispers the same 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. Take turns letting kids be the start and/or end of the telephone line.