

Day 3 Target Vocabulary

<i>la casa</i>	the house	<i>feo(a)</i>	ugly
<i>barato(a)</i>	cheap/inexpensive	<i>sala</i>	living room
<i>caro(a)</i>	expensive	<i>cocina</i>	kitchen
<i>bonito(a)</i>	pretty	<i>cuarto</i>	room
<i>guapo(a)</i>	good looking	<i>mi</i>	my

- 1. 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*. Review the Classroom Responsibilities and the Star System. Demonstrate your attention getter for today and explain how you will be using it in class.
- 2. GREETING SONG:** Have the entire class stand and teach your designated Greeting Song along with gestures.

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.
- 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.

*Be aware of allergies listed on the roster. Count down as time draws near.

**Notas Culturales:* Print *Barrio* cultural images from intranet or bring pictures of different houses in Latin America. Also, have a map readily available to show the students.

In many Spanish speaking countries, the word "barrio" means neighborhood.

On a map show where the Dominican Republic is and have the students say the country name in Spanish. Explain that in the Dominican Republic, the word *barrio* often refers to older parts of the

city and/or popular areas with simple houses. In the Dominican Republic, places where fancy and more modern houses are located are often called *urbanización* or *ensanches*. Santo Domingo is the capital city of the Dominican Republic and the oldest Spanish settlement in the Americas. Old *barrios* in the Dominican Republic have Spanish flair, meaning they look similar to places in Spain. *Show example.*

Ask students some of the following questions to spark conversation: What looks interesting to you about the houses in the Dominican Republic? What makes them similar or different? Who has been to a house in a Spanish speaking country?; What colors do they see in the pictures?; Can you describe the houses using the words we have been learning (*grande, pequeña, vieja, nueva*)?

Please refer to the notes from the Day 1 lesson plan for reminders on snack protocol.

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.

*Conversation Review Activity: Use finger puppets or actual puppets to demonstrate a short conversation between friends.

Lina: Hola Paco, ¿Cómo estas?

Paco: ¡Muy bien! ¿Y tú?

Lina: Estoy bien, gracias.

Paco: Lina, ¿Cuál es tu color favorito?

Lina: Mi color favorito es azul. ¿Cuál es tu color favorito?

Paco: ¡Azul es mi color favorito también!

Have students practice the conversation phrase with the person to their right asking, "*¿Cuál es tu color favorito?*", answering "*Mi color favorito es ____*", then the partner gets a turn to answer the same question. Have any pair of students with the same favorite color volunteer for a skit to repeat the conversation between the puppets. You can also roll or pass a ball to practice this question/answer pattern.

5. **REVIEW** 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, *él/ella es* - he/she is

*Activity: Sing verb conjugations **SER** rap - Review [Ser Conjugation Rap](#); [YouTube](#) by [Cyber Profe](#).

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

6. REVIEW 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: Gemelos - Complete the sentence - The following sentences are about *gemelos*. That is the Spanish word for "twins." These twins are exactly alike, except one is a girl and the other is a boy. Read the sentences out loud and pick a student to change the adjective in italics to the correct form so that it agrees with the second twin. Ex: Juan es alto y Juanita es _____. (*alta*).

Notes: You can write these sentences one at a time on the board to complete together. Alternatively, you could also have two teams and as you write the sentence have the students race to write the correct answer down on a piece of paper. You can also complete this exercise orally.

1. *Josefa* es alta y *José* es _____.
2. *Mimo* es moreno y *Mimi* es _____.
3. *Diana* es rubia y *Daniel* es _____.
4. *Pedro* es inteligente y *Perica* es _____.
5. *Paloma* es antipática y *Paco* es _____.
6. *Guadalupe* es vieja y *Jorge* es _____.
7. *Fernando* es rubio y *Francisca* es _____.
8. *Alma* es simpática y *Angel* es _____.
9. *Elena* es morena y *Julio* es _____.
9. El bebé Antonio es pequeño y la bebé Susana es _____.

7. INTRODUCE the following adjectives with flash cards or pictures and by using gestures: *barato* - cheap, *caro(a)* - expensive, *bonito(a)*- pretty , *guapo(a)* -good looking, *feo(a)*- ugly. Have the students repeat the adjectives in Spanish after you. Emphasize the 'o' ending for masculine subjects and 'a' ending for feminine subjects. Keep the pictures handy for future classes to use them for sentences with the verb SER as students get more comfortable.

*Activity: The Price is Right Race - Bring a newspaper/grocery ad and a bell or actual physical objects. Have students form two teams and line up facing the other team. Each team picks a player to go against another player from the opposite team. Mention an item on the ad. For example: bananas. The first set of players has to race to the bell. The first player to reach the bell names a price for

bananas, for example, 50 cents. The player from the other team consults with their team and calls out *más barato* - cheaper or *más caro* - more expensive. The player who gets the closest answer to the real price earns a point for their team. (You may want to review numbers quickly before starting this activity.)

*Activity: Opuestos - Write today's adjectives and the adjectives reviewed in class 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 *bonita* would have to find *feo*. Play several rounds of the game by collecting and handing out different cards to students for each round.

8. INTRODUCE La Casa vocabulary: *la casa* - the house, *cocina* - kitchen, *sala* - living room, *cuarto* - room, *mi (casa, cuarto)* - my. Draw a house on the board or bring in a picture of a house and label the parts of the house.

* Activity: Musical chairs- Make note cards with new and review vocabulary words, including house vocabulary. Hold on to the note cards. 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 draw a card and must try to translate the word to English correctly. Play as many rounds as possible until everyone gets a turn.

*Activity: La Casa de Mis Sueños Have the students imagine their dream houses and then draw them on large pieces of paper. After they complete these, you can have each student do an oral "show and tell" of their house. For example, "*Mi casa es grande. La sala es verde. La cocina es nueva.*" (Make sure you set a time limit for the drawing. Keep these for the last class!

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 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