

Day 4 Target Vocabulary

<i>puerta(s)</i>	door(s)	<i>sofa(s)</i>	couch(es)
<i>ventana(s)</i>	window(s)	<i>barato(a)</i>	cheap, inexpensive
<i>baño(s)</i>	bathroom(s)	<i>__es</i>	-(it) is
<i>piso</i>	floor	<i>¿Cuántos hay?</i>	How many are there?

- 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 *¿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 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. If there are any students who say *mal*, you may ask *¿Qué pasa?* - What's happening?, and help them have a conversation. E.g. they say I'm tired, have them repeat "*estoy cansado(a)*".
- 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 drawers near.

**Notas Culturales:*

Have you ever seen one of those big pirate ships when you were on vacation? (Show a picture) Have you heard of the movie *Pirates of the Caribbean*? Did you know that in the 17th century there were

real pirates in the Caribbean near many Spanish speaking countries? (Show map) *Pirata* is how you say pirate in Spanish. *Repitan por favor, pirata.*

Pirates were not a fun theme in the Caribbean back then! The real pirates of the Caribbean roamed the seas attacking Spanish ships loaded with gold or other goods from the Caribbean islands as the ships were on their way back to Europe or to other Islands. Pirates committed all sorts of crimes while at sea, but robbery is what made them famous! Pirates didn't always keep all of their loot. They would sell stolen goods for a fraction of their price to merchants.

Do you think piratas del caribe were inteligentes? Why or why not?

3. **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: Maraca shake- It is important that you are either introducing or reviewing a new conversational phrase each week. A fun way to do this is to bring in a maraca and have your students sit in a circle. Introduce the question and then the answer. Example: Q: ¿Cuántos años tienes? A: Tengo _____ años. ¿Y tú? Have the students pass around the maraca, asking and answering the basic question. The repetition will ensure that the students really remember the phrases. (Variation: You can also pass a ball or a stuffed animal and you can and should vary the questions.) This exercise encourages the students to both ask and answer questions. {Can become a partner conversation for older students.}

4. **REVIEW** adjectives + parts of the house with flash cards or pictures from magazines or found online by having the students sit in a circle. Lay out all of the images in the middle of the circle and call a vocabulary word in Spanish. Ask for volunteers to point to the image of the vocab word you call and then have the entire class repeat it out loud together. This is a good activity to determine if the students remember the vocabulary.
ADJECTIVES: *grande-* big, *pequeño(a)-* small, *viejo(a)-* old, *nuevo(a) -* new, *barato -* cheap, *caro(a) -* expensive, *bonito(a)-* pretty , *feo(a)-* ugly
COLORS (ADJECTIVES): *amarillo, rojo, verde, azul, blanco,*
THE HOUSE: *la casa -* the house, *cocina -* kitchen, *sala -* living room, *cuarto -*room, *mi (casa, cuarto) -* my
 *Activity: Make me a sentence (the race version!) - Write scattered adjectives and parts of the house, verb SER on the board. Divide the class into two teams. Give each team a blank piece of paper but place it on a table to the other side of the room. Set up a 3 minute timer and have players from each team take turns to come up with as many sentences as possible that they must go write on their paper to the other side of the room. For safety's sake, make sure that there are only two students racing to the sheet of paper at any given point in time. After 3 minutes, collect the two pieces of paper. Have a player from each team read a sentence from their sheet of paper explaining what it

means in English, for example, *la casa grande, el cuarto azul, la sala nueva, mi casa barata*. Go down the line asking each student to read a sentence out loud from their team's paper. The team gets a point for each correct sentence, and another point for translating the sentence accurately.

*Activity: La Casa de Mis Sueños - If you started this activity next week, make sure to bring students' drawings back to continue.

Have the students imagine their dream houses and then draw them on large pieces of paper. After they complete these including labeling them, 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 so that it does not go over seven minutes. Keep these for the last class!

5. INTRODUCE new singular *la casa* vocabulary: *puerta*- door, *ventana*, - window, *baño*- bathroom, *cuarto* -room, *piso* - floor, *sofa*- couch__*es* - (it) is by pointing to the real things in the classroom and holding up pictures. Have the students repeat every word orally after you.

Next, explain how in most cases for plural nouns you add an -s at the end of the nouns/words. Go through each individual word and say the plural version together.

Draw a house on the board and label the parts of the house.

Also, in Spanish you do not need to use a word for "it". For example. If someone asked you if the house was big your response does not need a noun. For example; *¿Es la casa grande? Sí es grande*. See how the answer did not include house or it? In English we would say, "Yes it's big or Yes the house is big." In Spanish the literal translation here is yes, big.

*Activity: A Cantar - Teach students the following popular Spanish song:

Pollito chicken
Gallina hen
Lápiz pencil
Y pluma pen
Ventana window
Puerta door
Maestra teacher
Y piso floor

Here is the melody for the song, also available on the intranet

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

*Activity: Musical chairs- Make note cards with new and review vocabulary words and phrases, 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.

6. **INTRODUCE** *¿Cuántos hay?*: Explain to 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?. Explain how to build the questions *¿Cuántos (as)+ noun +hay?*

*Activity: *¿Cuántos hay?* - Bring a small jar (closed) of Skittles or pasta and pass around the circle along with a sheet of paper. Ask students to take a guess - *¿Cuántos hay?* - how many are there?. Have students jot down their guess and their name next to it. Bring the jar and the sheet of paper next week and let the students know the correct number of Skittles or pasta in the container. The closest guess gets a rewarded according to your reward system.

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 picks a vocabulary word and asks the player across from them "¿Cuántos (as) (ventanas, puertas, cuartos, baños) +hay?*". The other player answers "*Hay (number + word)*". Players can think of their own houses when answering the question or make a number in their heads.

8. **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. 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 Hangman with new vocabulary words. This will only work for the older students who can read. Remember to review before the game. If you have younger students, you may pick an alternate activity such as Pictionary using new vocabulary words.
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