

Day 5 Target Vocabulary

<i>el refrigerador</i>	the refrigerator	<i>loco(a)</i>	crazy
<i>la cama</i>	the bed	<i>para mí</i>	for me
<i>la televisión</i>	the t.v.	<i>para tí</i>	for you
<i>el horno</i>	the oven	<i>¿Dónde está_ (article) (object)?</i>	Where is ___?
<i>la computadora</i>	the computer	<i>Está en (article) (room)</i>	It is in ___?

- 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 *¿Cuántos años tienes?* Encourage them to answer, "(Yo) tengo _____ años." 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, along with the Star System and attention getter before starting class.
- 2. 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.
- 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: Print Day 5 Cultural Images from intranet to show students.

Mangú is considered the official breakfast of the Dominican Republic. Mangú is made with green mashed plantains, boiled as you would boil potatoes for mashed potatoes, then combined with creamy butter or silky olive oil and served with a side of eggs fried over easy, salami and fried cheese. Many people add pickled red onions to top it off.

Back in 1916 when American soldiers were stationed in the Dominican Republic, the soldiers would go into town to get food from the locals. One day, one of the soldiers was offered mashed plantains and he was hesitant to try the dish, but when he tasted it he said "Man this is good", but the locals whose main language was Spanish didn't understand what he meant right away. The soldier kept pointing at the mashed plantains and repeating "man good!". Since that moment, Dominicans started calling the mashed plantains "*mangú*".

Mangú keeps you fueled for an entire day. It also makes for a great weekend brunch. It's easy to make at home, too. Try *mangú* for a taste of island life.

Ask students some of the following questions to spark conversation: Would you try *mangú* for breakfast? Have you ever bought plantains from the grocery store? What do you think about the way this dish got its name? How is *mangú* different from a traditional American breakfast?

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 draws near

4. REVIEW La Casa vocabulary by holding up the corresponding flashcards: *la casa* - the house, *cocina* - kitchen, *sala* - living room, *cuarto* - room, *mi (casa, cuarto)* - my, *puerta* - door, *ventana* - window, *baño* - bathroom, *cuarto* - room, *piso* - floor, *sofá* - couch, *¿es* - (it), *¿Cuántos hay?* - how many are there? Draw a house on the board or bring in a picture of a house. 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.
*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.
5. INTRODUCE more La Casa vocabulary: *refrigerador* - refrigerator, *cama* - bed, *televisión* - t.v., *horno* - oven, *computadora* - computer, by holding up pictures or objects. Have the students repeat every word orally after you.
*Activity: Bingo - Use 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 that you have created and written on the board. Have the bingo boards created ahead of time for the younger students with pictures of house or adjectives vocabulary in the squares. Five in a row or four corners can win the game. You can use color paper or Skittles as markers to review the colors. Make sure to have the winners read off their answers in Spanish.

*Activity: Luz Roja, Luz Verde for older students: Have all students stand in a row facing you with a large distance between you and them. Hand each student a piece of paper and marker for them to write answers. When you call out a question, they will write their answer (without looking at others) on the paper and hold it up for you. For example if you ask, "¿Qué significa 'el horno'? What does *el horno* mean?" The students should write "the oven" and hold it up. If they get the answer correct, they get to "drive one block," taking a step forward towards you. If they are not correct, they stay in the same spot. The object of the game is for the students to race to reach you. Continue playing by calling out new questions for the students. When the first student (or group of students) reaches you give the entire class "un aplauso" for their hard work. The winners can also receive stickers.

*Variation for the younger students or mixed age classes: Divide the class into two teams. Have the students on the teams stand next to each other in a row facing you with a large distance between you and them. When you call out a question, one player from each team will compete to call out the answer the fastest. For example, "¿Qué es *el piso*? What is *el piso*?" The team with the fastest correct answer gets to take one step forward. Continue playing by having a new player from each team compete as you call out a new question. The team who reaches you first wins. Be sure to review each answer as it is given with the whole class repeating.

6. INTRODUCE phrases: ¿Dónde está (article) (object)? - where is ___? Está en (article) (room) - it is in ___?. Explain the meaning of today's phrases in English. Remind students the importance of ¿Dónde está ___? When trying to find an object or place (e.g. asking for directions) Use examples: ¿Dónde está la cama? Está en el cuarto. ¿Dónde está el sofá? Está en la sala.

*Activity: ¿Dónde está ?- Have two sets of picture flashcards representing the vocabulary from today's class and the previous classes on a table or posted on the board. Divide the class into two teams and have them line up a distance from the images. One player from each team will compete at a time. When you call out "¿Dónde está (a vocabulary item in Spanish)?", the students will race to pick up the matching picture image. The student who grabs the picture gets the chance to answer "Está en (article) (room)". If the student is able to answer correctly, he/she gets a point for the team. If not, the other student gets a chance to steal. After the answer is given, encourage the whole class to repeat after you while holding up the image. Continue playing with the next students from each team competing.

*Activity: La Casa de Mis Sueños Have students add on to their drawings of *La Casa de Mis Sueños*. Encourage them to include more objects from the new vocabulary words. 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!). 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.

7. INTRODUCE phrases *para mí* - for me, *para tí* - for you, using examples. To demonstrate the phrase, call a volunteer and ask the class to imagine you are organizing a house. Assign *la sala* and *el cuarto* to your volunteer, and *el cuarto* and *la cocina* to yourself. Use flashcards of the following objects from the vocabulary to distribute between you and your volunteer: *refrigerador*- refrigerator, *cama*- bed, *televisión*- t.v., *horno*- oven, *computadora* - computer, *sofá*- couch__es. As you distribute the flashcards/pictures to go in the appropriate room, say, *para mí* - for me, *para tí* - for you. You may use a list on the board instead of pictures. Review the phrases a second time, by asking your volunteer to distribute the cards this time. Point out that mí refers to me and tí refers to you.

*Activity: Bolas de papel - Give each student a piece of paper. Ask students to write a sentence in Spanish using a vocabulary word + an adjective (which can be a color), for example *la casa grande*, *el sofa rojo*, *la computadora nueva*, *el refrigerador gris*, etc. Have students crumple their piece of paper into a ball and throw it in the middle of the circle. Ask each student to grab a ball of paper. Take turns reading the sentence they got. If they like the item in the sentence, they can keep their piece of paper by saying *para mí*, if they don't like the item, color or adjective, they can gift the sentence to another student by saying *para tí* and handing it to another student. That student can now open their paper ball and decide which item to keep and which item to give away, but they must read the sentences and follow by _____ *para mí* , _____ *para tí* used appropriately.

*Variation for the younger students or mixed age classes: At the beginning of the activity ask students to pair with a younger student and give them enough time to draw a picture corresponding to their sentences.

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 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:

Charades (Suitable for all ages) - 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.