

## Day 6 Target Vocabulary

<i>aburrido(a)</i>	boring	<i>joven</i>	young
<i>interesante</i>	interesting	<i>mayor</i>	older
<i>delgado(a)</i>	thin	<i>¿Quién en tu familia es (adjective)?</i>	Who in your family is _____?
<i>gordo(a)</i>	fat	<i>Mi (family member) es (adjective).</i>	My _____ is _____.
<i>chistoso(a)</i>	funny		

- INTRODUCTION:** Play Spanish music 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. Take attendance and have the students say *presente*. Review the Classroom Responsibilities, along with the Star System and attention getter before starting class.
- GREETING SONG:** Have the entire class stand and sing your designated Greeting Song along with gestures. After the song, have the class sit in the circle formation and review simple emotions with gestures. *feliz* - happy, *triste* - sad, *cansado (a)*- tired, *emocionado (a)*- excited means. Show visuals to show the emotions or simply have the class act them out. Ask a couple of partners to demonstrate this dialogue in front of class:

Q: *¿Cómo estas?*  
A: *Estoy \_\_\_\_\_* .

Give *aplausos* to your volunteers after their demonstration. For additional practice, have students form two lines and answer how he or she is feeling by using this simple dialogue with the student in front of them. Have one of the lines move down and continue practicing for 5-7 minutes.
- 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:*

Whale watching in Samaná, Dominican Republic. *Ballenas jorobadas* - Humpback whale watching in the Samaná Bay is one of the most incredible things to do in the Dominican Republic. Thousands of Humpback whales from polar regions of the North Atlantic migrate to Samaná Bay each year from

January to March to birth their calves (baby whales) in warm waters. Humpback whales are incredibly playful creatures. Humpback whales jump out of the water and splash down with full force, or flail their huge tail, or peek their heads out while people observe. What do you think? Are the whales watching the people, too? Who is watching who? How big are the whales compared to the boats? Would you like to go whale watching?

Pick one of these videos to share with the class:

Online search for : Whale Watching in Samana by Bus | Punta Cana Tours

<https://www.youtube.com/watch?v=2J-8Sv-w5w>

Online search for: Whale Watching with Kim Beddall | Go Dominican Republic

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

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: It is important that you are either introducing or reviewing a new conversational phrase each week. For this week, prior to conversation practice singing The Mesarena song with gestures to review months of the year (see intranet). Then give students 3-5 minutes to go around asking classmates "¿Cuándo es tu cumpleaños?" and use the answer "Mi cumpleaños es \_\_\_\_\_" to reply to their classmates. The goal is for them to ask as many classmates as possible. After 3-5 minutes. Write the months of the year on the board and ask students to come up and write a classmate's name next to their birthday month to see if they can recall some of their classmates' birthdays. Take a moment to explain and point out which students are *mayor que* - older than.
  
4. REVIEW the following adjectives with flash cards or pictures and by using gestures: *alto(a)* - tall , *bajo(a)*- short (height), *moreno(a)*- brunette, *rubio(a)* - blonde, *inteligente* - intelligent, *simpático(a)* *antipático(a)*- mean, *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 to use them for sentences with the verb SER.  
\*Activity: Mata la Mosca - (All ages) 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) - For this activity you will need blank paper and washable markers or crayons. Give students 5-7 minutes to draw a self-portrait. Ask them to use 3-4 adjectives from the ones reviewed earlier and add them to their picture. Write "Yo soy \_\_\_\_\_" and the list of

adjectives on the board for students to pick. Collect the self-portraits and bring them back next week for students to describe themselves to classmates as one of the activities for week 7. If you have younger students, pair them with an "amigo mayor" for this activity or provide labels with the adjectives written on them for them to paste onto their portrait. Save this artwork to send home the last day of class!

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 previously reviewed in class - 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](http://www.cyber-profe.com)

6. INTRODUCE the adjectives *aburrido(a)*- boring, *interesante* - interesting, *gordo(a)*- fat, *delgado(a)*- thin, *chistoso(a)*- funny, *joven* - young, *mayor*- older.

with flash cards or pictures and by using gestures.

\**gordo(a)*- fat - make sure to ask students to use this adjective carefully! May be a good one to use only when describing objects or pets, as a person or friend may find it offensive.

\*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 *delgada* would have to find *gordo*. Play several rounds of the game by collecting and handing out different cards to students for each round.

\*Activity: Roll the dice - Bring a dice with adjectives written in Spanish on each side. 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 sentences using a family member. Ie: *Mi mamá es inteligente*; *Mi primo es alto*. Use plenty of praise as students come up with sentences. \*If a dice is not available, you may write adjectives and toss them into a hat, pass around the circle and have students pick adjectives out of the hat to use in a sentence.

7. INTRODUCE today's phrases *¿Quién en tu familia es (adjective)?*- Who in your family is \_\_\_\_\_? . *Mi (family member) es (adjective)* - My \_\_\_\_\_ is \_\_\_\_\_. Write the phrases on the board or two pieces of paper to use later on during the corresponding activity. Have students sit in a circle. Bring a picture of your family or a famous family (I.e.: the Royal Family, the Adams Family, The Incredibles, a famous family from Hollywood or a kids' show or cartoons) and a puppet. First, ask your students to point to/identify *¿Quién es la mamá?, ¿Quién es el papá?, ¿Quién es la hermana?*. Then, tell students you have an "amigo curioso" - inquisitive friend, pointing to your puppet, who met a child of this family and they had the following conversation (act out the conversation with the puppet):

*Amigo: ¡Hola! ¡Qué bonita familia tienes!*

*Child: Gracias. ¡Me gusta mi familia!*

*Amigo: Oye, y ¿Quién en tu familia es chistoso?*

*Child: Mi papá/hermano es chistoso.*

*Amigo: Y ¿Quién en tu familia es delgada?*

*Child: Mi mamá/hermana es delgada*

*Amigo: Y, ¿Quién en tu familia es aburrido?*

*Child: Mi hermano es aburrido*

*Amigo: Y, ¿Quién en tu familia es mayor?*

*Amigo: Mejor vamos y te presento a mi familia.*

\*Activity: Q & A- Have students sit or stand in a circle. Bring a ball to throw around. Select a volunteer for a practice round. Throw the ball to the volunteer and ask "*¿Quién en tu familia es (adjective)?*". The student with the ball will answer "*Mi (family member) es (adjective)*". Have students throw the ball to another student and ask the recipient, *¿Quién en tu familia es (adjective)?*. Again, the student with the ball will answer "*Mi (family member) es (adjective)*". Play until everyone gets an opportunity to practice the phrases and adjectives.

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