

Day 8 Target Vocabulary

<i>padres</i>	parents	<i>Me gusta</i>	I like (or it is pleasing to me)
<i>malo(a)</i>	bad	<i>Te gusta</i>	You like (or it is pleasing to you)
<i>bueno(a)</i>	good	<i>Le gusta</i>	He/She likes (or it is pleasing to__)
<i>fuerte</i>	strong	<i>¿Qué te gusta?</i>	What do you like?
<i>débil</i>	weak		
<i>loco(a)</i>	crazy		

- 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 estas?* Encourage them to answer, "*Estoy bien/mal/más o menos.*" 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 Have the entire class stand and sing your designated Greeting Song along with gestures.

After the song, have students go around asking three or more *amigos(as)*:

Q: *¿Te gusta la escuela?*
A: *Me gusta/ No me gusta/ Más o menos.*

After 3-5 minutes of going around asking *amigos*, have students sit in a circle and ask them to share what their *amigos(as)* said. Hopefully most answered "*me gusta la escuela!*". If you have a smaller group, you may encourage more conversation by asking more questions (e.g. Why do you like/dislike school?). Remember to keep this activity to 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:*

The Chicken Bus in Guatemala - Print or display the cultural images for day 8 found on the intranet to show students as you share this *nota cultural*.

Hold up a picture of a chicken bus and say, "*camionetas de pollos*" and have the class repeat after you. Explain that "*camionetas de pollos*" are chicken buses and they are a common means of transportation in Central America, especially Guatemala. If you visit Guatemala, you can ride a chicken bus around the city of Antigua or even from Antigua to Guatemala City, for example. Imagine an old school bus from the U.S. this is painted with bright color and sometimes has lights and often even has its own name. Passengers get on the bus carrying just about anything-including animals! That is the reason they are called chicken buses.

Camionetas de pollos son muy baratos. Chicken buses are very inexpensive. Therefore, many people, from locals to backpackers, ride them. The buses are often packed to the brim with people-sometimes an entire family of four will sit in one seat and there are many times people standing in the aisles. Sometimes a gentleman who is helping the driver will hang off the back by the ladder and help tie parcels to the roof and then run over the top of the bus to get back in the front door! There are no designated bus stops. When someone needs to get on the bus, they stand by the side of the road and wave at the bus driver as the bus approaches. When someone needs to get off the bus, they shout to the driver to stop so they can get off.

Vendors sometimes come on board trying to sell ice-cream, candies, fresh fruit, fried plantains, water, soft drinks (just in case you are hungry or thirsty), and even books, pencils and pens. The ticket man will find his way through all the people to collect money for the ride. Riding the *camioneta* makes an incredible cultural experience. Source: <https://myadventuresacrosstheworld.com/those-crazy-chicken-buses/>

If you have an ability to, show your students this video and ask them to *levanta la mano* and share observations. *¿Qué te gusta de la camioneta?* What did you like? Perhaps the colors of the buses, the smiling faces, some of the things on the vendors' trays...

<https://www.kathmanduandbeyond.com/chicken-bus-central-america/>

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: Have students sit or stand in a circle. Bring a ball to throw around. Explain that you may ask "¿Cuántos hermanos tienes?*" when you are inquiring about *hermanos* and *hermanas*, but you will be specific and use *hermanos* or *hermanas* for this activity.

Throw the ball to the volunteer and ask "*¿Cuántos hermanos tienes?*" or "*¿Cuántas hermanas tienes?*" or "*¿Cuántos hermanos y hermanas tienes?*" The student with the ball will answer "*Tengo_____hermanos*" or "*Tengo_____hermanas*". Make sure students are listening and paying attention to the word *hermano/hermana* to answer for masculine or feminine accordingly. Have students throw (or roll) the ball to another student and ask the recipient. Play until everyone gets an opportunity to practice the phrases.

5. REVIEW *La Familia*: Have students make a sentence about a member of their family using the adjectives they have learned in class. Write all of the adjectives students have learned in class on post it notes and set on the board or in the middle of the circle, on the ground. Have students repeat adjectives orally as you set them on the board or the ground.
- *Activity: Make a sentence: Bring a hat and toss in paper with members of the family written on it. *Mi mamá, mi papá, mi hermano(a), mi abuelo(a), mi tío(a), mi primo(a)*. Have students line up and come up to draw a member of the family from the hat and choose a post it note with an adjective from the board. Ask them to say their sentence out loud, for example "*mi hermana es joven*", "*mi papá es chistoso*", etc. For younger students, you may read the sentence for them in Spanish and have them translate in English to see how well they remember the vocabulary.
- *Activity: Musical chairs: Bring pictures/ flashcards representing review adjectives. Ask students to help you arrange chairs to play musical chairs. Arrange chairs for each student minus one chair. Set the pictures under the chairs. Play Spanish music and have students move around the chairs. When the music stops, students must sit. The student who remains standing gets to ask someone to show them their note card and must form a sentence with the word on the notecard and a family member of their choice. Play as many rounds as possible, while keeping the activity to 5-7minutes.
6. INTRODUCE new adjectives *bueno, malo, fuerte, débil, loco*. Have students repeat adjectives after you. Explain to students that *bueno* and *malo* are unique adjectives. They do not have to trade places with the noun, but if they do not trade places with the noun, and if the noun is masculine and singular, "*bueno*" loses its "o" and becomes "*buen*." Write examples on the board, "*Juan es un buen chico y Juana es una buena chica*." Because "*chico*" is masculine and singular, "*bueno*" became "*buen*." Because "*chica*" is feminine and singular, nothing happened.
- *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 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 *buena* would have to find *mala*. Play several rounds of the game by collecting and handing out different cards to students for each round.
- *Activity: El Pañuelo - Divide students into two teams. Have the teams form two lines and stand facing 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 read. Before starting the activity, give an example by reading the first sentence for the entire class and asking them, who are we talking about? do you think is "*Él es*" or "*Ella es*"?

Sentence

Answer

<i>Mi papá es fuerte.</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>
<i>Mi hermano es un buen chico.</i>	<i>Él es</i>
<i>Tu mamá es buena.</i>	<i>Ella es</i>
<i>El muchacho es débil.</i>	<i>Él es</i>
<i>La muchacha es loca.</i>	<i>Ella es</i>

7. INTRODUCE the phrases *¿Qué te gusta?, me gusta, te gusta, le gusta* by discussing with students the phrase corresponding to the different pronouns. Write a couple of sentences on the board as an example (e.g. recall the conversation at the start of class; *a mi me gusta la escuela, a ti te gusta la escuela, a el no le gusta la escuela*), or pass around note cards with sample sentences if a board is not available.

Me: *A mi --→ Me gusta*

You: *A ti --→ Te gusta*

He/she/it : *A él/ella --→ Le gusta*

*Activity: **¿Qué te gusta? Cake Walk:** For this activity you will need music and pictures or real objects, fruits, clothing items, school supplies. You may also bring an inexpensive reward like stickers, pack of pencils or erasers from the Dollar Store (enough for all students).

Do a quick review of the objects/pictures in Spanish. Select the first player who will help you start/stop the music and will also pick an object they like when the music stops. Place the objects on the floor and have students walk around the objects/pictures while your volunteer faces the other way and either counts to 20 in Spanish or stops the music at will as the other students walk around the pictures. Each time the music stops, the students will stop circulating and the class will ask the volunteer in unison "*¿Qué te gusta?*". The volunteer will answer, "*Me gusta _____ (pick a pictured object/activity)*". Whoever is in front of the picture/object will have 10 seconds to reply, "*Te gusta _____(pictured object/activity)*". Both the volunteer and the student answering get a sticker/reward for using the correct phrase and of course paying attention. Give all students opportunities to earn a reward when picking volunteers. Play as many rounds as possible in 5-7 minutes.

*Activity: **Guácala (Yuck!)** – In preparation for this activity, you may have students watch *¿Te Gusta El Helado De Brócoli?* | *Canciones Infantiles* | *Super Simple Español* on YouTube. Have your students sit in a circle. Review food items from the song by asking the class *¿Como se dice?* and some of the food items mentioned before. Write food items on the board and tell students the objective of the game is to come up with crazy food combinations, therefore they must pay attention to what the person before them says in order to come up with crazy combinations. Go around the circle asking each student *“¿Qué te gusta?”*, use the answer given by every two students to ask the class about the food combination and whether they like it. To keep all students participating, you can ask the circle to put thumbs up or down to visually represent *“me gusta”* or *“no me gusta”*. For example, student #1 says *“Me gusta la pizza”*, student #2 says, *“Me gusta la naranja”*, then you ask the class *“¿Te gusta la pizza de naranja?”* or *“¿Les gusta la pizza de naranja?”* and the students will show thumbs up or down. If you have advanced students, give them an opportunity to be the ones to ask the class about the crazy food combinations that the class comes up with for every two students who answer.

8. CLOSING: Sing the *Adiós Amigos* song to the tune of Frere Jacques (lyrics below) or another closing song 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*

Activities if there is extra time:

- Play Hangman with vocabulary words from last week to see if students recall the 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.