

Day 9 Target Vocabulary

reloj	clock	el balcón	the balcony
el garage	garage	la chimenea	The chimney
las escaleras	stairs	(Object) está en (room)	The (object) is in the (room)
el jardín	garden	Necesito (object)	I need (object)
la basura	garbage		

- 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. Also, explain the Star System in detail. Demonstrate the attention getter and explain how you will be using it in class. Feel free to teach the Responsibilities with gestures.

For a quick conversation review, ask students *¿Dónde está tu mochila?* Encourage them to answer, "*Está (abajo de/encima de/detrás) de (la mesa/la silla/la puerta/la ventana).*" You may write the sentences on the board to help students recall the appropriate sequence.
- GREETING SONG:** Have the entire class stand and sing your designated Greeting Song along with gestures.

After the song, remind students of the many possible answers they have learned for *¿Cómo estás?* by reviewing other options with gestures (happy, triste - sad, cansado (a)- tired, emocionado (a)- excited, *¡Estoy listo(a)!* - I am ready).

Have students go around asking three or more amigos(as):

Q: *¿Cómo estás?*
A: *Estoy*_____.

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 using words and gestures for *bien, mal, más o menos, cansado, feliz, etc.*
- 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:*

Day 9 Cultural Images are available online.

Tamales or Pasteles - Hold up a picture and then ask the class, "Has probado pasteles o tamales? Have you ever tried *tamales* or *pasteles*? Making *tamales* or *pasteles* can be time consuming. These two dishes are very common in Latin America especially during the holidays, when people really pamper their relatives with special dishes.

Although *tamales* and *pasteles* may look very similar and are both very delicious, there are a few differences between the two dishes.

While *tamales* are a Mexican dish, derived from the Aztec and Maya civilizations, *pasteles* recipes come from other countries such as Puerto Rico and Dominican Republic in the Caribbean. *Tamales* are made with *masa* (corn flour) and wrapped in corn husks. *Pasteles* are made with green bananas, yuca, and/or taro root and are typically wrapped in plantain leaves. Both *tamales* and *pasteles* recipes call for seasoned meat wrapped in dough and steamed or baked in either corn husks for *tamales* or plantain leaves for *pasteles*. Typical fillings in these yummy dishes are pork, cured ham, garlic, green bell pepper, onion, cilantro, olives, capers, raisins, etc. *Tamales* and *pasteles* can be both savory and sweet!

How are these dishes different from holiday dishes in the US? Why do you think some countries use corn and others use plantain for the dish?(hint: availability and popularity of ingredients).

Extras: Read an excerpt from *Too Many Tamales* by Gary Soto if you can find it from the library. You also can bring in a tamale, for example, cut into small pieces for the students to try. (Be mindful or allergies and school rules for food, of course!)

4. REVIEW La Casa vocabulary: *la casa* - the house, *cocina* - kitchen, *sala* - living room, *cuarto* -room, *puerta*- door, *ventana*, - window, *baño*- bathroom, *cuarto* -room, *piso* - floor, *sofá*- couch__es - (it), *refrigerador*- refrigerator, *cama*- bed, *televisión*- t.v., *horno*- oven, *computadora* - computer, by holding up the picture flashcards. Have the students repeat every word orally after you.

*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.

*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.

5. CONVERSATION: Review *¿Qué te gusta?* phrase from week 8.

**Conversation Review Activity:* Ask the class to form two lines and stand facing each other. Hand out *La Casa* pictures/flashcards to each student. Have students practice asking the partner in front of them *¿Qué te gusta?* for the partner to reply "*Me gusta (object from picture)*". Students will take turns initiating the conversation. Also, have students on one line move down for several rounds of practice with different partners and pictures/objects.

6. INTRODUCE more of the *La Casa* vocabulary by drawing a house and objects on the board and labeling *el reloj*- clock, *el garage*- garage, *las escaleras*- the stairs, *el jardín* - garden, *la basura* - garbage, *el balcón* -balcony, *la chimenea* - chimney, *necesito* - I need . Have the students repeat every word orally after you. Point to the images after this introduction and have the students say the corresponding words in Spanish to check for understanding and for reinforcement. Have the entire class repeat.

**Activity: Necesito...!Mata La Mosca!-*

Before starting this activity, do a quick review of the phrase "Necesito..." by using classroom objects that students are familiar with such as crayons, pencil, paper, etc using the corresponding Spanish words. Play a couple of practice rounds with two volunteers before dividing the class into teams.

For this activity, you may use the drawing of the house on the board or pictures/flashcards. 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 "Necesito....(add a word or phrase from the vocabulary)". The first student to "swat" the correct picture/part of the house 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 images in the center of the circle.

**Activity: Pictionary-* Divide the class into two teams for this game. Have one player from each team come to the board to draw a vocabulary word from today's class and previous classes. (It may be helpful to review the words that will be used in the game to limit the number of words.) Whisper the word in Spanish to the students and have them draw the word for their teammates to guess in Spanish. The first team to guess the correct word scores a point. Continue playing by calling on new players to draw and using new vocabulary words. Have the entire class repeat the vocabulary words together as the answer is given. The team with the most points after 5-7 minutes wins.

7. INTRODUCE the phrase "(object) *está en (room)*" Explain what this means in English. Show students a picture of the inside of a house with different objects in it. Practice using phrases by pointing out "*El refrigerador está en la cocina*"; "*El auto está en el garage*"; "*La cama está en el cuarto*", and

having the class repeat the phrases after you. Then ask students "¿Dónde está la cama/ la silla/ el refrigerador?" Encourage them "levanta la mano" to answer.

*Activity: La Casa Loca - Label 4 or 5 spots of the classroom *la cocina, el garage, el balcón, el baño, la sala* to be your stations. Ask your students to close their eyes and imagine a house were everything is out of place! As you explain the rules of the game, walk around your stations place

flashcards/pictures/words objects in unusual places around the house. For example, the refrigerator in the bathroom, the computer in the kitchen, the tv in the bathroom, the bed in the balcony . Divide your class into two teams. Call one person from each team up to the front and ask them "¿Dónde está la cama/ la silla/ el refrigerador?". Have the contestants race to go hunting for the item you requested. Whoever finds it first gets a point for their team. If the contestant also uses the corresponding phrase "(object) está en (room)" correctly, they get an extra point for their team .

*Activity: Salta el río- Take two sticks or strips of colored paper and place them parallel or across from each other on the ground. The sticks or strips represent the edges of "the river,". Each student will get a chance to jump across the river but first, they must answer a question in Spanish. Use your house picture to ask the student in front of the line "¿Dónde está (object)?". The student must give the correct answer "(object) está en (room)" to try to jump across. If the student misses, they go to the back of the line and you move the sticks or tape farther apart so the river gets wider. If the student lands in the river, they have to answer another question to get completely across.

8. CLOSING: Sing the Adiós Amigos song to the tune of Frere Jacques (lyrics below) or another closing song as the students are cleaning and packing up. Have the students say adiós to you in Spanish before leaving. Remind students you will play many favorite review games for your last class. Ask them to practice the vocabulary at home with their parents on the Parent Portal so they are ready for the games next week. 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