

## Day 1 Target Vocabulary

<i>altos(as)</i>	tall (height)	<i>medianoche</i>	midnight
<i>bajos(as)</i>	short (height)	<i>mediodía</i>	noon
<i>grandes</i>	big	<i>¿De dónde + conjugation of ser?</i>	Where is ____ from?
<i>pequeños(as)</i>	small	<i>nosotros(as) somos</i>	we are
<i>de la mañana</i>	in the morning	<i>ellos(as) son</i>	they are
<i>de la tarde</i>	in the afternoon	<i>ustedes son</i>	you all are
<i>de la noche</i>	in the evening	<i>vosotros(as) sois</i>	y'all are (Spain)

## Review singular SER (to be)

<i>yo soy</i>	I am	<i>él /ella es</i>	he/she is
<i>tú eres</i>	you are	<i>usted/ud. Es</i>	you (formal) are

- 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*. Hand the students their simple label nametags during attendance so you can refer to each student by name throughout the class. Introduce yourself and 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.
- GREETING SONG:** Have the entire class stand and teach your designated Greeting Song along with gestures. This will be the song you will sing before the start of every class.

\*Activity: Have the students come back to the circle and have them stand while you teach the song *Hola mis amigos* which can be found on Futura's Vimeo channel. Here is the link to learn it prior to class: <https://vimeo.com/293020648>. After the song, review what *bien*, *mal*, *más o menos* means. You can also bring a feelings chart (see intranet) and ask the class to recall what *felíz* and *triste* 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* or *felíz*, thumbs down and sad face for *mal* or *triste*, 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:**

Ask your class if anyone has ever heard the term *y'all* that is often used in the Southern U.S. to mean "you all? Explain that there something similar phrase in Spanish "vosotros." This is an informal way of saying *Ustedes*, all of you. Spain is the Spanish speaking country that primarily uses "vosotros." Hold up a map and see if anyone can find Spain on it.

*Here's an example of the difference: ¿Estáis comiendo una hamburguesa?*

*(Are y'all eating a hamburger?) instead of ¿Están comiendo una hamburguesa? (Are all of you eating a hamburger?) People in Spain are more likely to use this informal way of speaking to younger people.*

*We are not going to learn vosotros in this class, but it is nice to know what it is in case you ever travel to Spain! Speaking of Spain and burgers, who here has ever been to McDonalds? Did you know there is McDonalds in Spain too? If you have a phone or an Ipad you can bring up the menu*

*<https://www.mcdonalds.es/productos/complementos>*

*and show how it is in Spanish. Otherwise, you can explain, bilingually, how some things are the same and some things are different. In addition to fries, you can also order patatas bravas, which are traditional Spanish potatoes or you can order gazpacho, which is a common cold soup served in Spain. You can also still find hamburguesas y hamburguesas con queso! There are Happy Meals - cajita feliz, in Spanish, but one option is a croqueta de jamón. This again is a traditional dish in Spain. Would you want to try something new if you went there?*

**Notes:**

Morning classes will not need a snack.

Bring a simple, healthy snack in case the students forget, such as raisins or pretzels. Be aware of allergies listed on the roster. Make sure to check with your supervisor before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. Allow five to seven minutes for snack and culture time. Give thirty second count down as that time draws near. If some students are not finished with their snacks, ask them to put them in their backpacks for later.

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. Review the conversation lessons from past levels by asking for two volunteers to come up to the front of the room. Preparation: Write Spanish questions on separate pieces of paper. Example questions: *¿Cómo te llamas?, ¿Cómo estás?, ¿De dónde eres?, ¿Cuántos años tienes?, ¿Cuándo es tu cumpleaños?, ¿Cuál es tu comida favorita?* Put these questions into a hat or bag. Have one student pick a *pregunta* from the hat. He or she will then ask the other student the question in Spanish. The other student will respond accordingly also in Spanish. Be sure to bring a

cheat sheet to set in the middle with the answers to these questions as they will be review from prior classes and some students may need help remembering. Include full answers on your cheat sheet. I.e. *Me llamo\_\_\_\_\_; Estoy bien/mal/mas o menos; Yo soy de\_\_\_\_\_ ; Tengo \_\_\_\_\_años; Mi cumpleaños es\_\_\_\_\_.* Note: As the weeks progress, you can make this conversation more challenging by writing the questions in English so that the student would need to translate the question before asking. Have the rest of the class take turns coming to the front of the room practicing the conversation elements by drawing different questions out of the hat. You can have props like finger puppets or actual puppets to liven this exercise up.

\*Activity: Have the students form two lines facing each other. Have students practice an introduction conversation with the person across from them asking, "¿Cómo te llamas?", answering, "Me llamo\_\_\_\_", and then shaking hands when they say *mucho gusto*. Have one line move, so that everyone has an opportunity to meet each other. This will also be a good way for you and the other students to remember the each other's names. Every week you can add to this conversation to make it more complex.

5. REVIEW singular pronouns: Singular : yo - I , tú - you, él/ella - he/she, usted - he/she, reminding the students the difference between formal and informal for "you." See if they remember this concept by calling out phrases or sentences and asking them to identify whether they should use tú or usted. If you want to make this more interactive/lively, you can have two teams set up and each team has both words on a piece of paper. Whichever team holds up the answer fastest, scores a point.

"Hola, mi hermano." \_\_\_\_\_

"Buenas tardes, Señor Sanchez." \_\_\_\_\_

"Emilio, ¿Dónde estás?" \_\_\_\_\_

Señor Patata es el padre de mi amigo. \_\_\_\_\_

"Hasta la vista." \_\_\_\_\_

6. REVIEW the singular pronouns + verb SER by writing conjugations on the board (or pre-written index cards) and explaining in English:

singular: *yo soy* - I am, *tú eres* - you are , *él/ella/usted es* - you (masculine)/you (feminine)/ you (formal) are

\*Activity: ...What? ¿Qué?- Have the class stand in a circle. Review the singular pronouns + conjugations out loud as a group one more time (everyone repeats at once after you). Have the first student to your right say "yo soy" to the student next to him, the second student will then ask, *¿Qué?*, and the first student will say "yo soy" again, the second student says to the next student "yo soy" and the student answers *¿Qué?*, the second students asks the first *¿Qué?* , and then they repeat "yo soy", "yo soy", again. Now the third student asks *¿Qué?*, all the way to the beginning of the circle with the response reaching the third person again "yo soy"...complete a round around the circle

and start again with "tú eres", then "él es (or ella es)", until you get around the circle. To add excitement, explain at the beginning of the game that you will time the group as they get more practice, and that your goal is to beat the time it takes to go around the circle with each conjugation. Treat the first try to go around the circle with "yo soy" as practice, helping the students stay on task as needed. It's tricky to remember to ask *¿Qué?* every time before moving down the line which adds laughs. For the second conjugation/second time around the circle, time how long it takes to get around the circle. For the third conjugation, (*él/ella/ ud.*) time the group to see if they can beat their own speed record from before.

7. INTRODUCE plural pronouns by writing on the board (or pre-written index cards) and describing the concept in English:  
Plural (more than one): *nosotros* - us, *ustedes* - you (plural), *ellos (as)* - you (group - masculine or feminine)  
\*Activity: I'm talking to YOU...jueguito- Divide your class into two teams. Have the pronouns on the board (or index cards). Call one person from each team up to the board and have him/her put his/her hands behind their back and face away from the board. Read a sentence in English for students to race to point to the right pronoun in Spanish. Whoever hits the correct word first, scores a point for their team. For sentences and game rules refer to I'm talking to YOU...jueguito from Level VI curriculum guide, page 11.
8. INTRODUCE the conjugation of the verb SER and plural form by describing the concept in English. Example: The verb means to be and you change the verb each time you want to write a new sentence. Ask the students if they know what the subject of a sentence is and give them the examples- I (yo) and so on. Give them the translation of a sentence I am/*yo soy*. For classes where not all students can read, make sure to review this lesson orally or with pictures of who the subjects are. For the students that can read and write, it would be best to write the sentences on the board as examples and have a poster of the conjugation chart. Note: You can also have the conjugation chart in the curriculum guide printed for each student to fill in and then keep out each week to use and reference for games and activities. Once they understand the basic concept of the verb conjugation, you can have them chant the Spanish conjugations to SER. For example *soy, eres, es, somos, son*. By putting a rhythm to the conjugations it will help the students to remember them.  
\*Activity: Play Conjugation Vóleibol to get the students moving. Divide the class into two lines and have them sit facing each other. Each line is a team. Flip a coin to see which team will start. One person from that team will need to say a subject pronoun. Example: The first person says *ella*. This player then rolls the ball to the other line. The team member that catches the ball must give the corresponding conjugation. Example: *es*. If the player answers correctly, that team scores a point and the player says a new subject pronoun and roles it to a new person. On the other hand, if the

player doesn't answer correctly, the throwing team has the opportunity to steal the point away by answering correctly.

\*Activity: Huevos Revueltos- Have two sets of index cards with the basic subjects (*yo, tú, él, ella, usted, nosotros, and ustedes*) on them along with two sets of matching verb SER conjugations. Hand the cards out to the students. The students keep their cards secret and start walking around the room while you play music. When you stop the music, the students must find their matching partner(s) without talking. Have students read their matches out loud and translate the meaning. Change cards and start again. Note: *él, ella, usted*, for example, will all match with the conjugation *es*. Extra challenge: Have the students introduce themselves in Spanish before checking the verb conjugations for extra practice.

\*Alternative activity (younger groups): Have two sets of note cards with the basic subjects (*yo, tu, él, ella, usted, nosotros, and ustedes*) along with two sets of matching verb conjugations. Divide the students up into two teams. Have the class work together to match up the subjects with the verb conjugations. Once they get the hang of it, mix up the cards again. Divide the class into two teams. Have the teams race to match all of the cards up correctly. The fastest correct team wins!

\*If you have non-readers use an auditory alternative: Have students line up and take 10 steps back. Instruct them to pay attention to the phrases you will read. If the phrase you read has the correct subject-verb pair, students will take a leap forward. If the phrase is incorrect, students remain in place and only the student who tells you the correct conjugation gets to take a leap. I.e. You read "usted son", students can raise their hand and you will pick a student to tell you the correct verb pair for *usted*. The student who makes it to the front of the room first, wins!

9. INTRODUCE plural adjectives with flash cards or pictures from magazines or found online: *altos (as)* - tall (height) *bajos (as)*- short (height) *grandes*- big *pequeños(as)*- small, *morenas*- brunettes, *rubias* - blondes. Review the pictures and prompt students to repeat the adjectives in Spanish after you. Keep the pictures handy for future classes to use them for sentences with the verb SER as students get more comfortable.

\*Activity: Around the World - Gather your flashcards/pictures and have the students sit in seats or in a u shape on the floor. Choose one student to start the game. He or she then stands by the first student/desk. Hold up a flashcard/picture. The first student to say the word correctly in Spanish moves to the next chair/student to challenge him or her. The student sits down wherever he or she is "beat" and the winner continues on the game. The game can continue until someone gets "around the world"—all the way back where s/he started or when 5-7 minutes have passed.

\*Activity: Stick figures- Alternatively if no flashcards or individual pictures are available, you may hand each student a piece of paper and colored pencils/crayons then have students draw the representation of the adjectives as simple stick figures as you call them out. Give the students a minute to draw, then put their drawings up for you to see as they complete them.

10. INTRODUCE time phrases by explaining them in English: List three to five times on the board. Keep the numbers simple as we will review time more in depth in future lessons. For example: 9:00 a.m., 10:00p.m., 3:00p.m. 12:00 p.m. Explain a.m. would be *de la mañana*- in the morning and p.m. would be *de la tarde*- in the afternoon. Also explain that past 4:00 p.m. we use *de la noche*- in the evening. Explain time phrases for *medianoche*- midnight, *mediodía*- noon. Before getting into activities, check students' knowledge by listing 2 or 3 times and asking them to call out the appropriate time phrase. \*Activity: Charades and time - Select a student to act out an action in front of class like preparing for school, eating dinner, going to bed or brushing their teeth. The student who will act out the phrase tells the instructor at what time they usually perform the activity for instructor to keep track. The student acts out the activity but must also communicate to group without words the time of the day they have told the instructor (e.g. may use fingers for 7 and sunrise gesture for am) . The first student to guess the activity and time can say the activity in English, but must say the corresponding time and time phrase in Spanish. This student gets the next turn to act out another activity. You may also want to review the numbers from 1-60 by having a volunteer and counting out loud with the rest of the class in increments of 5 and 10 with class before you play this game.

11. INTRODUCE *¿De dónde eres?*: Bring a world map which can be printed online. Sit in a circle or stand around a table if available. Have students find their place of birth and their parents' place of birth if they can. Go around the circle practicing, *Yo soy de \_\_\_\_\_* .After everyone has had a turn, have students repeat sentences after you using plural nouns plus the verb SER. Example *Nosotros somos de \_\_\_\_\_, Dani Y Beto son de México. Ellos son de\_\_\_\_\_.* *Ustedes son de\_\_\_\_\_*

\*Activity: Story Time - Point out Bolivia on the map. Bring finger puppets or stuffed animals. Read a short story:

*Paco: Hola amigo. Estoy perdido. ¿Me puedes ayudar?*

*Julio: ¡Oh no! no soy de aquí. Pero, ¿A dónde vas?*

*Paco: Voy a casa, soy de La Paz. ¿Tu de dónde eres?*

*Julio: Soy de Cocha Bamba.*

*Paco: ¿Eres de Cocha Bamba? Exactamente quiero ir a Cocha Bamba y tomar un autobús hasta La Paz.*

*Julio: Yo voy a visitar a mis abuelos. Ellos son de Potosi. Pero me voy mañana.*

*Paco: Vámonos juntos a Cocha Bamba!*

*Julio: ¡Sí! ¡Vámonos!*

*Paco: ¡Que bueno que tu y yo somos de Bolivia!*

Afterwards, have students answer comprehension questions. ¿De dónde es Paco?, ¿De dónde es Julio? ¿De dónde son los abuelos?, ¿De dónde son todos?, ¿Qué pasa en ésta historia?

\*Activity for older students: Divide students into groups of two/ three students. Try to pair older students who are able to read/write with younger students. Provide a blank piece of paper and pen/pencil. Run a five minute timer or play music and ask students to come up with as many sentences as possible with the answer to ¿De dónde eres? in Spanish. Once time is up call out "¡Basta!", review the sentences as a group. Translate the sentences. The group who comes up with the most sentences will pick the next activity from two or three popular activities list - musical chairs, teléfono, etc. Provide options according to students' ages and available setting. Use the activity to review the concepts practiced earlier. For example, with musical chairs, play music as students walk around chairs. The student who remains standing after music stops may answer a question in Spanish, ¿What does vosotros mean?, ¿How do you say we are in Spanish?, etc.

12. 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. Hand out the parent introduction letters, 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:**

- Play Mata La Mosca with vocabulary covered in today's class like: plural pronouns, the SER verb conjugations, plural adjectives, and time phrases. Write the items in English scattered on the board. Divide the 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 phrase on the board in Spanish. The first student to swat the correct answer scores a point for his or her team. Note: Make sure if you have a multi-grade class that every student can read. If you have younger students, you can post pictures or flashcards on the board.
- Play Bingo using 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 from today's class that you have created and written on the board. Have the bingo boards created ahead of time for the younger students with pictures of the transportation or places in the squares. Five in a row or four corners can win the



game. You can use M&Ms or Skittles as markers to review the colors. Make sure to have the winners read off their answers in Spanish.

Remember to review your first day checklist prior to your first class! Have FUN!