

Day 2 Target Vocabulary

<i>bonitos(as)</i>	pretty	<i>la merienda</i>	the snack
<i>guapos(as)</i>	handsome	<i>la cena</i>	the dinner
<i>feos(as)</i>	ugly	<i>los antojitos</i>	the appetizers
<i>morenos(as)</i>	dark hair/dark skin	<i>¿Qué hora es ?</i>	What time is it?
<i>rubios(as)</i>	blond/fair skin	<i>a la una</i>	at 1 o'clock
<i>divertidos(as)</i>	fun	<i>Es la una</i>	It's 1 o'clock
<i>el desayuno</i>	the breakfast	<i>a las __</i>	at __o'clock
<i>el almuerzo</i>	the lunch	<i>Son las __</i>	It's __o'clock

Review SER (to be)

<i>yo soy</i>	I am	<i>nosotros(as) somos</i>	we are
<i>tú eres</i>	you are	<i>ellos(as) son</i>	they are
<i>él /ella es</i>	he/she is	<i>ustedes son</i>	you all are
<i>usted/ud. es</i>	you (formal) are	<i>vosotros(as) sois</i>	y'all are (Spain)

- 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 te llamas?* Encourage them to answer, "Me llamo_____." 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. Review the Classroom Responsibilities and the Star System. Demonstrate your attention getter for today and explain how you will be using it in class.
- GREETING SONG:** Have the entire class stand and sing 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 other emotions from your feelings chart from day one. 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. Bring the feelings chart provided on the intranet. Students can have fun coming up with other gestures for

emotions on the chart (*enojado/a* - upset, *preocupado/a* - worried, *tímido/a* - shy, *animado/a* - upbeat, *sorprendido/a*- surprised, *chistoso/a* - funny -, *avergonzado/a*- bashful).

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. 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 drawers near.

**Notas Culturales*: Print cultural images or show on your laptop.

Have you heard about The Andes mountains?

The Andes is the longest mountain range on the Earth. It is located around the entire western coast of South America and covers a surface of 800,000 square miles. The Andes have a Southern section which includes mountains in Argentina and Chile, a Central section which includes mountains in Chile Peru and parts of Bolivia and a Northern section which includes mountains in Venezuela, Colombia and Northern Ecuador. Several major cities sit on the Andes - Bogota in Colombia, Quito in Ecuador, La Paz in Bolivia and Cuzco in Peru.

One of the most famous civilizations to ever live in The Andes were *the Incas*, who built an impressive now ancient city in Machu Picchu.

The Andes terrain comprises many different environments and climates; grasslands, forests, deserts and high altitude lakes! In Ecuador, rainforest areas are close to the snow covered Cotopaxi. The Andes is home to a wide variety of animals and birds. It is considered to be the most important region in the world for amphibians. The Vicuna and Guanaco are two species related to Llamas and Alpacas and are domesticated and kept by the locals (show pictures). The nocturnal Chinchillas live in the areas of high altitude. The Andean Condor, one of the largest birds in the Western Hemisphere also lives in the Andes.

Source: <https://www.adventurenation.com/blog/andes-mountains-interesting-facts-and-things-to-know/>

4. CONVERSATION: Review *¿Dé donde eres? Or ¿Dé donde es tu familia?*
*Conversation Review Activity: Have students sit in a circle. Bring a globe or a world map. Ask students to close their eyes and imagine that they are from a Spanish speaking country. Hold that thought! Have them write down or remember the country of their choice. Go around the circle and

take turns asking each other *¿Dónde eres? Or ¿Dónde es tu familia?*. You may start by giving an example. Have a student ask you *¿Dónde eres?* and answer *Soy de_____*. If a student asks *¿Dónde es tu familia?* The reply should be *Son de_____*. Have students point to the country or city on the map and show the rest of the class.

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

Plural: *Nosotros somos* - we are, *ustedes son* - you all are , *ellas/ellos son* - you are, *vosotros sois* - y'all are

Have students repeat these conjugations after you. Make sure to check for understanding by saying some of the plural pronouns + verb SER conjugations and asking students to raise their hand to tell you what the phrases mean after you say them.

*Activity: Sing verb conjugations SER rap - 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

*Activity: Create your own SER poem - Write ser conjugations and some adjectives on the board. Divide the class into two teams and hand each team a piece of paper and something to write with. Set up a timer and give the teams 5 minutes to come up with a song or poem using the verb ser conjugations. Remind them that they can also use adjectives. After the 5 minutes, have a volunteer from each team read the poem or song (or have the entire team sing the song out loud). Praise the teams for their creativity!

A fun addition to this activity would be to record the students (with a phone camera or laptop camera) as they present their poem or song to class, then show it to them at the start of next class for a quick review. Keep in mind that some students do not agree to photo or video release. Please refrain from recording if any student has this note on the roster. On the other hand, if you are able to record the activity, please note that pictures/videos taken in Spanish class are not to be shared outside of Spanish class without prior written consent from our Corporate Director.

6. REVIEW singular adjectives from today's vocabulary. Bring pictures from magazines or newspapers and have students repeat the words after you. Check for vocabulary retention. Place the pictures on

the floor or hang on the board. Point to a picture and ask students to identify the corresponding Spanish word. Do this several times with the different images. Have all students repeat the words after each individual turn.

*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. I.e: *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 plural adjectives from today's vocabulary. Bring pictures from magazines or newspapers and have students repeat the words after you. Emphasize adding an s at the end when making adjectives plural.

*Activity: What's in the hat?: Write adjectives from week one and two in small pieces of paper and toss them all into a hat. Ask students to sit in a circle. Pass the hat around and have each student draw a singular adjective from the hat. Ask the student what does the adjective mean? How do we make it plural? Remind students that they can ask others for help if they can't recall the meaning of a word. Play until each student has had a turn.

*Activity: Around the World- Gather your pictures or flashcards 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. 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.

8. INTRODUCE *¿Qué hora es ?* and new time phrases by explaining them in English and comparing them, for example: 1:00 p.m. vs. 1:10 p.m. (*es la una* vs. *son las una y diez*), 12:00a.m. vs 12:20 a.m. (*medianoche* vs. *doce y veinte de la mañana*), 3:00p.m., 12:00 p.m...

Review from last week:

a.m. - *de la mañana*- in the morning

p.m. - *de la tarde*- in the afternoon.

after 4:00 p.m. we use *de la noche*- in the evening.

Time phrases: *medianoche*- midnight, *mediodía*- noon.

Check for retention - have note cards with times written on it and ask students to identify the times. Remember to have students repeat after you or any individual turn taking.

*Activity: Mata la Mosca with times: Write times or time phrases 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 (spell out the time). 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.

*Activity: Making a Clock Craft: Have students sit in a circle. For each student you will need a paper plate for the clock, a couple of pre-cut cardstock rectangles for the clock hands, paper brad/fastener, stickers, markers.

It is best to do your own clock and have students follow step by step to complete their craft.

1. On the paper plate, draw the numbers 12, 3, 6, and 9 around the inner edges of your plate with a marker, then fill in the rest of the numbers.
 2. Place the rest of the numbers in the appropriate spaces around the inner edge of the paper clock. For young children who may have difficulty placing the numbers in the proper places around the face of the clock, you can write them on in pencil, and your child can go over the numbers with markers.
 3. Moving on to the clock's hands, bring two rectangles on a sheet of card stock. One rectangle should be long for the minute hand and the other rectangle should be shorter for the hour hand.
 4. Turn the paper plate over and mark the center of the plate with a pen, pencil, or marker.
 5. Pierce a small hole in the center of the paper plate.
 6. Pierce small holes onto clock hands.
 7. Insert the paper brad with the hands into the middle hole on top of the paper plate and pull the brad apart on the back to secure it to the paper plate. Make sure that the brad is loose enough to allow free movement of the clock hands.
 8. Have students put their creative mark on their clocks! Embellish the paper plate clock with paper flowers, buttons or whatever you feel like to give it some fun and pizzazz.
 9. Go around the circle practicing *¿Qué hora es ?*: ask students to show you on their clocks the time that you call out in Spanish.
8. INTRODUCE new vocabulary words *el desayuno* - breakfast, *el almuerzo* - lunch, *la cena* - dinner, *la merienda* - snack, *los antojitos* - the appetizers. Bring pictures from magazines or newspapers or find 2- 3 menus or kids menu with pictures (preferably in Spanish) online and print them. Review the food groups by having students repeat the words as you show them the pictures. Pass the sample menus around for students to look at. Ask students to raise their hand and recall some of the words they saw
- *Activity: Pictionary: Split the students into two teams and make sure each team has a spot on the whiteboard or a large piece of paper on which to draw. Call the first person in each team and tell them, in Spanish, which vocabulary word they are drawing. Make sure they know what the word is, then have them draw it for their team. The first team to correctly identify it in Spanish gets a point.
- *For younger children, you can be the artist while the two teams guess what you are drawing. (Requires white board, dry erase markers).
- *Activity: Musical chairs- Play musical chairs to see if students can remember vocabulary. Start with enough chairs for all students to sit minus a chair for a student to remain standing each round. Play

Spanish music and have students move around the chairs. When the music stops, students must sit. The student who remains standing gets to answer a vocabulary question (e.g. Must translate a vocabulary word to English or vice versa).

*Activity: ¿Qué hora es ?: Read the sentences below and have students tell you *¿Qué hora es ?* based on the meal you mention. Give students three time choices by writing them on the board, then asking them to *levanta la mano*, to tell you the accurate time. Use p.m, a.m, and list times that are unlikely for the meals you choose, along with listing the correct choice. For an extra challenge (or extra stickers rewards) have students translate the sentences to the best of their abilities.

- *Por la mañana tomo el desayuno.*
- *¡Pepe come merienda a todas horas! (any choice of time would be appropriate for this one)*
- *La hora favorita de mamá es la cena.*
- *A mi hermano le gustan los antojitos por la tarde.*
- *El almuerzo está en la mesa.*
- *Como la merienda en la clase de español.*
- *Mamá y papá cocinan el desayuno.*
- *El sábado almuerzo tarde.*
- *La cena está caliente.*
- *¡No comas antojitos a la medianoche!*

9. 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. 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:

- Review the numbers in Spanish from 1-60 by playing Lotería. Use a basic bingo grid with empty boxes about 5 by 5. Feel free to use the Bingo template found on the intranet but don't write bingo at the top, just numbers. Have the lottery cards created ahead of time for the younger students. Call out numbers randomly. Whoever fills all squares first wins 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.

- Play Mata La Mosca with some of the other vocabulary covered in today's class: plural pronouns, the SER verb conjugations, plural adjectives. 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.