

**Day 3 Target Vocabulary**

<i>mi and mis</i>	my	<i>la leche</i>	the milk
<i>chistosos(as)</i>	funny	<i>el arroz</i>	the rice
<i>buenos(as)</i>	good	<i>los frijoles</i>	the beans
<i>malos(as)</i>	bad	<i>cuarto</i>	quarter/15 minutes
<i>inteligentes</i>	intelligent	<i>media</i>	half/30 minutes
<i>¿Quiénes en la clase son (plural adjective)?</i>	Who in the class is/are(plural adjective)?	y	and/plus
<i>las bebidas</i>	the drinks	<i>menos</i>	minus
<i>el agua</i>	the water	<i>casi</i>	Almost

- 1. 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 *¿Cuántos años tienes?* Encourage them to answer, "*Tengo \_\_\_\_\_ años.*" 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.
- 2. 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 what *bien*, *mal*, *más o menos* means. You can also ask the class to recall what *muy bien* and *muy mal* 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*, thumbs down and sad face for *mal*, 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. If there are any students who say *mal*, you may ask *¿Qué pasa?* - What's happening?, and help them have a conversation. I.e. they say I'm tired, have them repeat "*Estoy cansado(a)*". Remember to continue incorporating the feelings chart to practice new responses to *¿Cómo estás?* Or *¿Cómo te sientes?*
- 3. MERIENDA (Snack and Culture time):** Ask your students *¿Tienen hambre?* As you touch your belly and make a circular gesture. Encourage them to respond "*¡Sí. Tengo hambre!*" with the same gesture. 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.

*Did you know that chocolate has its origins in Mexico?*

*Chocolate is made from cocoa beans (seeds of the cacao plant). The seeds from the cacao pods and left exposed to light and sun-dried for two weeks under the hot sun, then roasted and blended into cocoa powder which can be used to make chocolate. The shape of the cacao pod looks similar to a football, and it grows straight out from the branches.*

*The Mayans and the Aztecs, early indigenous groups in Mexico, considered the cacao seeds precious. They made a drink with it and called it 'chocolate!'. The drink was considered the 'food of Gods'. Montezuma, the Aztec emperor, consumed 50 goblets of chocolate every day\*.*

*Chocolate was once considered more valuable than gold dust. The Mayans and the Aztecs used cacao seeds as currency for trade (which is like paying for goods in chocolate!). The drink made from cacao seeds was considered the 'food of Gods'. Chocolate was once considered more valuable than gold dust.*

*¿Te gusta el chocolate? Can you imagine buying something at the store and paying with chocolate coins?*

4. CONVERSATION: Review *¿Quién en tu familia es (inteligente, chistoso, chistosa, bonito, bonita, interesante, moreno, morena, rubio, rubia)?*

\*Conversation Review Activity: Write a list of adjectives on the board or note cards. Write the dialogue phrases

Q: *¿Quién en tu familia es \_\_\_\_\_?*

A: *Mi (family member) es (adjective)*

Have students sit in a circle. Assign partners. Start the review by modeling the dialogue with a voluntario and go back and forth so you both have the opportunity to ask the question and reply to the question. Ask each student to take 4-5 minutes to practice the Q & A with their partner. After time is up, ask some of your students to share the answer from their partners with the class.

5. REVIEW & INTRODUCE time phrases by explaining them in English and comparing them. For example: 1:15 p.m. (*Es la una y cuarto.*), 12:30 a.m. (*Son las doce y media de la mañana.*), 2:50p.m (*Son las tres menos 10 de la tarde.* Or *Son casi las tres.*)

**Review from last week:**

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

\*Activity: Time Race: Draw two clocks without hands on the board or bring two paper plates clocks from the craft activity from last week. Divide the class into two teams. The teams will line up and students will take turns racing to the board or clocks to draw or place the clock hands in the correct position as you call out times in Spanish. The first contestant to draw the correct answer wins a point for their team.\*As an alternative for groups with younger students, you may ask students to write down the time on the board instead of drawing the hands on the clock.

-*Son las dos y veinte (2:20).*

- *Es la una y media (1:30).*

- *Son las cinco de la tarde (5:00).*

- *Es la medianoche (12:00).*

- *Es el mediodía (12:00).*

- *Son casi las nueve de la noche (the student who gets the minute hand closest to the 12, along with the hour hand between 8 and 9 wins the point).*

-*Son las tres y cuarto (3:15).*

-*Son las una y cuarenta (1:40).*

-*Es la una menos diez (12:50).*

-*Es la una menos cinco(12:55).*

\*Activity: Horario: Bring a puppet or stuffed animal. Introduce the puppet to the class (Have fun with this! I.e. Ask students to come up with a name for it). Explain to students that your amigo(a) is always running late so he needs help remembering when to do his activities. Hand each student a piece of paper and set some markers/crayons on the table. Read the story below in Spanish and English. Use gestures and emphasize time sentences. Encourage students to take notes as you read:

*Tu amigo(a) va a la escuela a las 8:30 de la mañana.*

Your amigo(a) goes to school at 8:30 a.m.

*Después de la escuela, él/ella va al autobús a las 3:35 de la tarde.*

After school, he/she must catch the bus at 3:35 p.m.

*Tu amigo juega fútbol a las 6:15 de la tarde todas las noches.*

Your amigo(a) has soccer practice at 6:15 p.m. every night.

*Él/Ella va a dormir a las 8:30 de la noche.*

He/She goes to bed at 8:30 p.m.

Ask students to draw these activities, along with some other important activities in between (such as eating lunch, dinner, taking Spanish class during the day...). Help students draw these in order, and ask them to put times next to each activity. Make sure to limit this activity to 5-7 minutes. Ask students to write their names on their drawings. Collect the drawings and you may come back to the activity in future weeks.

6. **INTRODUCE** new vocabulary words by bringing pictures or real objects (plastic bottles work well for this) *las bebidas, el agua, la leche, el arroz, los frijoles*. Pronounce each word as you show the object or picture. Have students repeat the words after you. Break the words in syllables and repeat again.  
\*Activity: ¿Qué falta?: Have students face you and review each object by asking *¿Cómo se dice\_\_\_\_\_?* Line up all of the objects or pictures. Ask the students to turn around facing away from you, and take an object/picture away. Ask students to turn around. Ask *¿Qué falta?* Remind students to *levanta la mano* to answer.  
\* Activity: Hot menu (hot potato adaptation): Bring 2- 3 menus or kids' menus with pictures (preferably in Spanish). Pass the sample menus around as you play some Spanish music. When the music stops, ask students with menus to order a drink or a meal from their choices. Play as many rounds as possible during 5-7 minutes.
  
7. **REVIEW** singular adjectives from today's vocabulary (students learned these in Level V). 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: Opuestos - Write today's adjectives and adjectives reviewed in class so far 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 *bonita* would have to find *fea*. Play several rounds of the game by collecting and handing out different cards to students for each round.  
\*Activity: Make me a sentence - Write scattered singular pronouns, verb SER conjugations and new and review adjectives on the board. Divide the class into two teams. Give each team a blank piece of paper. Set up a 3 minute timer. Have teams come up with as many sentences as possible within 3 minutes. Collect the two pieces of paper. Have the students line up with their teams, facing each other. Go down the line asking each student to read a sentence out loud from their team's paper. Ask the team for the meaning of the sentence in English, ask the entire group to confirm whether the sentence is correct. The team gets a point for each correct sentence, and another point for translating the sentence accurately.

8. 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. 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: What's in the hat?: Write plural adjectives 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 adjectives from the hat. Ask the students to form a sentence with the adjectives. Give them a plural noun to go with their adjective. I.e. "Nosotros somos inteligentes.", "Mis amigos son chistosos.", "Mis gatos son buenos.", "Los mosquitos son malos."

\*Activity: Cake walk: Set pictures of your adjectives on the floor in a circle. Play Spanish music while the students walk around the circle. When the music stops ask ¿Quiénes en la clase son\_\_\_\_\_? The person in front of the adjective you mention has to reply to your question with the plural sentence. I.e. "Somos\_\_\_\_\_"

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