

Day 4 Target Vocabulary

<i>aburridos(as)</i>	boring	<i>la manzana</i>	the apple
<i>simpáticos(as)</i>	nice	<i>los vegetales</i>	the vegetables
<i>antipáticos(as)</i>	mean	<i>las verduras</i>	the greens (vegetables)
<i>jovenes</i>	young	<i>las legumbres</i>	the vegetables (legumes)
<i>mayores</i>	old/elder	<i>la zanahoria</i>	the carrot
<i>interesantes</i>	interesting	<i>¿Qué hora es?</i>	What time is it?
<i>el café</i>	the coffee	<i>¿A qué hora es?</i>	At what time?
<i>el té</i>	the tea	<i>¿A qué hora es la clase de_____?</i>	At what time is _____class?
<i>las frutas</i>	the fruit	<i>¿A qué hora es el partido de_____?</i>	At what time is the _____game?

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 *¿Cuál es tu color favorito?* Encourage them to answer, "Mi color favorito es _____." 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. E.g. they say I'm tired, have them repeat "*Estoy cansado(a)*".
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 "*Si. 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 draws near.

**Notas Culturales*: Print cultural images from the intranet (or show on your laptop). There is also an additional take home activity that you may print and hand out at the end of the cultural lesson.

Bring a map or a globe, find Puerto Rico, and point it out to your students.

Did you know that Puerto Rico is not an independent country, but a U.S. territory? The culture is a mixture of Spanish, African and Taíno (a people native to the island) traditions. Puerto Ricans are United States citizens and have a representative in the U.S. House of Representatives, but they cannot vote in U.S. elections. Puerto Rico also has two official languages: inglés y español.

Another interesting fact:

Did you know that Puerto Rico's national animal is a frog?

The *coquí* is a small tree frog native of Puerto Rico. The word for frog in Spanish is *Sapo* (have your class repeat this word after you)

The *coquí* is a very special frog. When it sings it sounds like the frog says "co-kee", "co-kee". From anywhere in the island, it's common to hear the male frog's call during the late afternoon and night. The *coquí* is different from other species of frogs as it doesn't have webbed feet. The *coquí* is often considered the national symbol of Puerto Rico as the frog is resilient and has a loud voice, just like the tiny island of Puerto Rico!

Time to hear the sound!

"Coqui in Puerto Rico's Rainforest" (available in youtube)

<https://www.youtube.com/watch?v=XvQauzehY8>

(Play this for 5 seconds)

Books to check out from the library:

- "Everywhere Coquis!" by Nancy Hooper
- "Freddie the Frog and the Invisible Coqui" by Sharon Burch
- "Coquí (Hola! Hello!)" by Valery Ortiz

4. CONVERSATION:

*Conversation Review Activity: Maraca shake- It is important that you are either introducing or reviewing a new conversational phrase each week. A fun way to do this is to bring in a maraca and have your students sit in a circle. Introduce the question and then the answer. Example: Q: "¿Cuántos años tiene tu hermano(a)?" A: "Él/Ella tiene _____ años". Have the students pass around the maraca, asking and answering the basic question. The repetition will ensure that the students really remember the phrases. (Variation: You can also pass a ball or a stuffed animal and you can and should vary the questions.) This exercise encourages the students to both ask and answer questions. {Can become a partner conversation for older students.}

5. REVIEW & INTRODUCE telling time.

For review, have students identify times after you say them in Spanish.

Introduce *¿A qué hora es?* by replaying this conversation between two *hermanos*. Have two students read the conversation and see if the class can translate each sentence orally. Help as needed.

Juan: Tengo hambre. ¿A qué hora es la cena?

I'm hungry. What time is the dinner?

Juliana: La cena es a las cinco de la tarde.

Dinner is at 5:00 p.m.

Juan: Vamos a ver el partido de fútbol en la televisión.

Let's watch the soccer game on T.V.

Juliana: ¿A qué hora es el partido de fútbol?

What time is the soccer game?

Juan: El partido de fútbol es a las tres y media.

The soccer game is at 3:30

Juliana: Yo tengo que ir a mi clase de baile.

I have to go to my dance class

Juan: ¿A qué hora es la clase de baile?

What time is dance class?

Juliana: La clase de baile es a las cuatro de la tarde.

The dance class is at 4:00 p.m.

*Checking for retention: Another way to reinforce telling time is to divide your class into two teams and check if they can write down different times correctly as you say them out loud. Provide paper or have students write the times on the board. Make it fun! See which team can the most time phrases right.

*Activity: Horario: Bring the puppet or stuffed animal that you brought to class before. Hand out the drawings your students had started last week. Continue to draw a schedule for the puppet, now including times for classes and other activities that students may think of. (such as going to a game, school classes during the day, etc...).

Help students draw activities in chronological order, and ask them to put times next to each activity. Make sure to limit drawing time to 5-7 minutes.

*Activity: El Horario de Mi Amigo: Ask students to present their schedules to class. Take turns and plan on continuing presentations next week. After each presentation, take *¿A qué hora es _____?* questions from the students listening to the presentation. Have extra sticker rewards for students who participate by asking questions. Praise each student after their presentation.

6. INTRODUCE new food vocabulary by bringing pictures or real food (to show only *be aware of allergies or food restrictions). Pronounce each word as you show the picture or item. Have students repeat the words after you. Break the words in syllables and repeat again. Point to an object or picture and check if students can identify using the correct vocabulary word. Do this several times.

*Activity: Musical chairs- Use pictures or items with new and review food vocabulary. Hold on to the pictures. 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 come up and retrieve a picture/item and must try to translate the word to English correctly. Play as many rounds as possible until everyone gets a turn. Alternatively, you may play the game without pictures or items and ask students *¿Cómo se dice _____ en inglés? (vice-versa), when they remain standing.*

*Activity: Hangman - Play Hangman with food vocabulary/new 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 alternative team game such as Pictionary or Charades.

7. INTRODUCE adjectives from today's vocabulary. Students learned these adjectives in the singular form in Level V. You will want to make sure that they recall the meaning of the adjectives by using flashcards (or by bringing pictures from magazines or newspapers, if flashcards are not available) and having students repeat the words after you, then pointing to a picture and asking 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.

Now, emphasize adding an s at the end when making adjectives plural.

*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 *simpáticas* would have to find *antipáticas*. 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 "ellos son" or "nosotros somos"?

<u>Sentence</u>	<u>Answer</u>
<i>Mis tías son morenas.</i>	<i>Ellas son</i>
<i>Mis amigos y yo somos inteligentes.</i>	<i>Nosotros somos</i>
<i>Mi abuela y mi abuelo son mayores.</i>	<i>Ellos son</i>
<i>Somos rubios.</i>	<i>Nosotros somos</i>
<i>Tus mascotas son buenas.</i>	<i>Ellas son</i>
<i>Tus hermanos son simpáticas.</i>	<i>Ellos son</i>
<i>Tu y tu amigo son chistosos.</i>	<i>Ellos son</i>

8. **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 for if there is more time:

Teléfono (telephone game)- Divide your class into two equal teams on opposite sides of the room, sitting in a line. The teacher then whispers a vocabulary word or phrase into the first child's ear of both teams. The children have to whisper the word to person behind them until it reaches the end of the telephone line. Wait until both teams have a chance to get to the end of the line and then the teacher asks what word they heard. Have the whole class then repeat it for reinforcement. Take turns letting kids be the start and/or end of the telephone line.

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 objects



or pictures to ask the student in front of the line "¿Dónde está (food vocabulary)?". The student must point to the correct picture/ object 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.