

Day 5 Target Vocabulary

<i>flacos(as)</i>	skinny	<i>la naranja</i>	the orange
<i>delgados(as)</i>	thin	<i>el plátano</i>	the banana
<i>gordos(as)</i>	fat	<i>la banana</i>	the banana
<i>largos(as)</i>	long (length)	<i>las fresas</i>	the strawberries
<i>cortos(as)</i>	short (length)	<i>la hamburguesa (con queso)</i>	the hamburger (with cheese)
<i>interesantes</i>	interesting	<i>las papas fritas</i>	the fries
<i>la gaseosa</i>	the soda	<i>la limonada</i>	the lemonade
<i>el refresco</i>	the soda		

- 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 estás?* Encourage them to answer, "*Estoy bien/mal/mas o menos.*" 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.

After the song, have the class sit in the circle formation and review simple emotions with gestures. *feliz* - happy, *triste* - sad, *cansado (a)*- tired, *emocionado (a)*- excited means. Show visuals to show the emotions or simply have the class act them out. Ask a couple of partners to demonstrate this dialogue in front of class:

Q: *¿Cómo estas?*
A: *Estoy _____ .*

Give *aplausos* to your volunteers after their demonstration. For additional practice, have students form two lines and answer how he or she is feeling by using this simple dialogue with the student in front of them. Have one of the lines move down and continue practicing for 5-7 minutes.
- 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 draws near.

**Notas Culturales:* Bring a world map for this cultural lesson. Help students find Spain, Costa Rica, México and Ecuador after you mention them today.

La Siesta

La siesta is the Spanish word for nap. In some Spanish speaking countries naps are serious business! Some stores even close in the afternoon from 2 to 4 p.m. so employees can rest. The concept of la siesta gained a lot of its popularity in Spain. The name siesta is derived from the Latin: hora sexta, meaning the sixth hour. (Traditionally, the day's hours began at dawn, so the sixth hour would be noon - a great time for a nap.). Other countries where siestas are popular are Costa Rica, México and Ecuador. Siestas are a good idea when you live in hot weather. Napping is a great way to stay out of the sun during the hottest part of the day.

The daily schedule for schools in Spain varies by town and region. However, most children go to primary (elementary) schools from 9am to noon, with a long lunch break of up to three hours before going back to school from 3- 5pm. During this time it is customary to go home and to eat with their families. (This holds true in many small towns in other countries where siestas are common as well.) Lunch or as it is called in Spain, la comida, is the biggest meal of the day. A typical comida that a family may have at home could be:

- Soup
- Fresh fish/seafood, meat like chicken or lamb, fried potatoes
- Green salad or vegetables
- dessert or fresh fruit

There is always bread, *pan*, served on the table as well.

Ask your students, would you like to have a siesta time built in your day? Do you like staying at school for lunch or would you like to go home for *comida* like they do in Spain?

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.

It is important that you are either introducing or reviewing a new conversational phrase each week. For this week, prior to conversation practice singing The Mesarena song with gestures to review months of the year (see intranet). Then give students 3-5 minutes to go around asking classmates "¿Cuándo es tu cumpleaños?" and use the answer "Mi cumpleaños es _____" to reply to their

classmates. The goal is for them to ask as many classmates as possible. After 3-5 minutes. Write the months of the year on the board and ask students to come up and write a classmate's name next to their birthday month to see if they can recall some of their classmates' birthdays.

5. REVIEW the verb SER conjugations

*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

6. INTRODUCE new food vocabulary by bringing pictures or real food/fruits (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.

*Activity: Grocery Bag Game : You may use pictures or fruits for this activity.

Pretend you are visiting the market with your class. Set the fruit or pictures of fruit on a table and review them in Spanish before starting this game. Divide the class into two teams and form two lines. Give each team grocery bag. If you are able, use real or plastic fruits to make the activity really come alive. When you call out a fruit in Spanish, the players at the front of line must race to find the correct image of fruit and put it in the grocery bag. Whoever gets the correct fruit in the bag first scores a point for his or her team. The players then go to the back of the line. Keep playing until each student has had a turn or you have named all of the fruits. After the game is complete, reinforce learning again by pulling each fruit out of the bag and asking the class to say the name of the fruit in Spanish. Be sure to continue praising the students.

*Activity: Manzana Caliente/Hot Potato Variation

Teachers have the students gather in a circle on the floor and explain you are going to play a game of *Manzana Caliente/Hot Apple*. This game is just like Hot Potato, but renamed to encourage use of the today's vocabulary. Put on Spanish music. Hand a student an apple and have the students start passing it around the circle. When the music stops, whoever is holding the apple has to answer a vocabulary question. For example: *¿Qué significa fresa? ¿Cómo se dice lemonade en español? ¿Cómo se dice frutas en inglés?* Any student who gets the word wrong will move to sit in the middle of the

circle. Keep playing until just two students remain or you have surpassed the 5-7 minutes allotted for the activity.

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: Mata la Mosca - Write the various vocabulary words on the board or for mixed ages and younger classes, post the *visual* flashcards/pictures. 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 a word or phrase in English. The first student to "swat" the correct word or picture in Spanish, 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 the images in the center of the circle.

*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.

*Activity: Mi Familia - For this activity you will need blank paper and washable markers or crayons. Give students 5-7 minutes to draw a family portrait. Ask them to use 3-4 adjectives from the ones reviewed earlier and add them to their picture. Write "*Somos_____*" and the list of adjectives on the board for students to pick. Collect the art work and bring them back next week for students to describe their family. If you have younger students, pair them with an "*amigo mayor*" for this activity or provide labels with the adjectives written on them.

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

If you have extra time...

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.