

Day 10 Vocabulary & Key Phrases Review

Conjugation of SER:

yo soy, tú eres, usted/ él/ella es, nosotros somos, ellos/ellas son, ustedes son, vosotros sois.

Adjectives:

altos/bajos, buenos/malos, aburridos/interesantes, simpáticos/antipáticos, grandes/pequeños, inteligentes, delgados/gordos, morenos/rubios, caros/baratos, nuevos/viejos, jóvenes/mayores, bonitos/feos, fuertes/débiles, largos/cortos, populares, chistosos, flacos, guapos.

Food Vocabulary:

el desayuno, la merienda, las bebidas, la leche, las frutas, la naranja, la piña, los vegetales, las verduras, las legumbres, las papas, la lechuga, los frijoles, el arroz, el queso, el huevo, el perro caliente, la hamburguesa, el pollo, la carne de res, el almuerzo, los antojitos, el agua, el té, la manzana, las uvas, las fresas, el tomate, las zanahorias, el sándwich, la ensalada, el pan, los panqueques, las quesadillas, el pavo, el puerco, la limonada, el café, la sandía, las cerezas, el melón, el maíz, la sopa, los totopos, las papas fritas, la pizza, los tacos, el jamón, el bistec, la gaseosa, el refresco, la banana, el plátano, la pera, el postre, el helado, el pastel, la torta, el flan, los dulces, las galletas, el plato, la cuchara, el cuchillo, el tenedor, la taza, la servilleta.

Time Phrases:

es la una, son las ____, medianoche, mediodía, de la mañana, de la tarde, de la noche, cuarto, media, y, menos, ¿Qué hora es?, ¿A qué hora es?, ¿A qué hora es la clase de ____? ¿A qué hora es el partido de ____?

Other Phrases:

Mi, mis, ¿De dónde + conjugation of ser? ¿Quiénes en la clase son + plural adjective?

1. INTRODUCTION:

Play Spanish music or video of a Spanish dance 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. As students approach the circle ask *¿Te gustan las fiestas?* Encourage them to answer, "*sí me gustan/no me gustan/ más o menos.*" and to dance to the music with amigos (as) as everyone arrives. Take attendance and have the students say *presente*. Review the Classroom Responsibilities. Review the Star System and encourage students to keep all of their stars during review games for class rewards at the end (certificates for having completed Level VI!). Demonstrate the attention getter for today.

2. GREETING SONG: Have the entire class stand and sing your designated Greeting Song along with gestures. After the song, have students go around and ask three friends *¿Cómo estás?* The students

can answer and show two thumbs up for *muy bien*, and two thumbs down for *muy mal*. The whole class resumes the song.

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, they should quietly eat their snack. Feel free to review *Notas Culturales* from the curriculum guide or lesson plans for weeks 1-9 (bring the images to pass around!). Ask students to tell you about their favorite *nota cultural*.

This may be a great class to share experiences that you have from traveling to, or living in Spanish speaking countries, including bringing pictures and objects to show your students. Bring chips and salsa or *pan dulce* to share with students. Remember any food allergies and food restrictions for your school!

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

*Activity: Sing verb conjugations SER rap - Review [Ser Conjugation Rap; YouTube](#) by [Cyber Profe](#). If you have a laptop, you can show the video as you sing. 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: Hot Potato - Bring a ball or object to pass around. Have students sit in a circle. Play music and pass the object around. Stop the music at will. When the music stops whoever has the ball has to answer a question in Spanish. You may ask "How do you say (vocabulary word or phrase) in Spanish?". Give lots of praise if the student answers correctly or encourage the student to ask for *ayuda* if necessary.

4. REVIEW Food Vocabulary: Ask students to recall Spanish words for *La Comida*. Write the words on the board and ask students for the meaning in English. Have the students repeat every word orally after you.

*Activity: [El Restaurante](#) - Bring a tablecloth and four place settings. Bring multiple props for students to dress up as members of a family (i.e. scarf for mom, hat for dad, reading glasses for

grandma, etc) Also bring printed menus found online (*preferably in Spanish*). Divide your students into two or three teams. Explain to students that you are going to pretend to be a family going to a restaurant. Select students to be the restaurant guests, a server, and a host. Have each team put together a skit to present to the rest of the class. Before starting the activity, jot down and review common sentences which may be used at a restaurant. Give teams 5 minutes to plan. Presentations will be about 3-4 minutes each. Make sure to go around as students are planning. Their skit should have a greeting as they arrive at the restaurant, a request for a table (say how many people), requests for drinks after server asks, requests for foods, family talk at the table (ie. *Me gusta la comida, ¿A qué hora es el partido_____?, etc*) and a goodbye at the end. All in Spanish! It may be fun to record students and share some of the videos with them during the last 10 minutes of class.

*Activity: You can also use this time to have the students create a restaurant menu for their own restaurant. Be sure to emphasize the vocabulary words. Tell them to choose their favorite foods from the vocabulary they have learned so far. They should draw the foods and label them in Spanish. If there is time, they should also write something about that food. The students can come up with a fun name for their restaurant. If you do this activity, be sure to save the students' papers to take home at the end of class today.

6. REVIEW Adjectives by holding up pictures or flashcards for students to identify the adjective in English/Spanish. Make a list of all of the adjectives on the board. For a quick review, ask students to raise their hand and tell you the meaning of some of the adjectives on the board before moving on to activities. Have all students repeat adjectives after every individual participation.

*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: Opuestos - Write 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.

7. REVIEW time phrases by having the students sit in a circle and going around with a toy microphone asking students to answer your time questions (i.e. *¿A qué hora es la cena?, ¿A qué hora es la clase de español? ¿A qué hora es el partido de fútbol?*)

*Activity: Time Race: Draw two clocks without hands on the board or bring two paper plates clocks. 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.

8. **CLOSING:** This is a good time to show recognition for your students. During the last 15 minutes of class! Have an awards ceremony and hand out certificates to students for completing Level VI. Have all students give *aplausos* as their classmates get called to the front. Remember to also hand out any projects done during class (in the interest of time you may set the projects on a table for students to retrieve theirs). Let the students dance Spanish music after your award ceremony.

Sing the Adiós Amigos song to the tune of Frere Jacques (lyrics below) or another closing song 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. Wish students and their guardians a good summer.

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

Activities if there is more time:

- Ask students about a favorite activity easy to set up so you can play one last time before the break! You may suggest musical chairs, pictionary, red rover, luz roja luz verde, etc. taking into account the materials you have available. For simple activities, the goal of the games can be the same every time; answering vocabulary questions when a player is in the hot seat or gets a turn (e.g. "¿Como se dice *older en español?*").