

**Day 6 Target Vocabulary**

|                    |                |                          |              |
|--------------------|----------------|--------------------------|--------------|
| <i>caros(as)</i>   | expensive      | <i>el tomate</i>         | the tomato   |
| <i>baratos(as)</i> | cheap          | <i>la ensalada</i>       | the salad    |
| <i>viejos(as)</i>  | old            | <i>el queso</i>          | the cheese   |
| <i>nuevo(as)</i>   | new            | <i>el sándwich</i>       | the sandwich |
| <i>Populares</i>   | popular        | <i>la lechuga</i>        | the lettuce  |
| <i>la sandía</i>   | the watermelon | <i>el pan</i>            | the bread    |
| <i>el melón</i>    | the melon      | <i>el perro caliente</i> | the hot dog  |

- 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 *¿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.
- 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 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 estás?*  
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.
- 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 draws near.

*\*Notas Culturales:* Print or show pictures of *El Mercado* on your laptop.

### *El Mercado*

Show the images provided on the intranet and ask students "what is *el mercado*?". Proceed to explain that *mercado* is an open-air "store" where vendors (individual people) sell all kinds of things to make money. In addition to fruits, there are vegetables, meat, clothes, housewares and sometimes even live animals! Pass the picture around. Ask the students what they think is different about *el mercado* and our grocery stores in the United States. Ask if they can think of something similar in the United States. (The farmers' market is a good example to give.) Go on to explain that at the market the vendors don't usually have a set price for items like in the grocery store. The vendor typically says one price and then the person who wants to buy the item says a lower price. They keep going back and forth until they agree on a price. This is called bartering. Ask students if they think supermarkets also exist in Mexico. Explain that the grocery stores with which students are familiar do exist in large cities, but that rural areas and small towns will depend much more on *mercados* and some convenience stores.

Teacher tip: Bring in something you bought at a market, talk about what country you got it in, how much it costs, if you bartered, why it is special and any pictures to go with it.

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, write on the board all of the adjectives you have reviewed in class with new ones for today. For a complete list of adjectives for Level 6 consult your curriculum guide (section III). Have the class review the adjectives by repeating some of them after you and asking them what the word means in English.

*\*Activity:* Have students sit or stand in a circle. Bring a ball to throw around. Select a volunteer for a practice round. Throw the ball to the volunteer and ask "*¿Quiénes en tu familia son (adjective)?*". The student with the ball will answer "*Mi (family members) son (adjective)*". Have students throw the ball to another student and ask the recipient, "*¿Quiénes en tu familia son (adjective)?*" Again, the student with the ball will answer "*Mi (family members) son (adjective)*". Play until everyone gets an opportunity to practice the phrases and adjectives. *\*Optional:* teach students a new word "*nadie*" which means no one. This would be appropriate if a student asks a question which doesn't apply to the partner's family. For example: "*¿Quiénes en tu familia son bajos?*" The student can reply "*nadie en mi familia*" or "*nadie en mi familia es bajo*" (notice grammar- for the full sentence reply, the verb and adjective switch to singular, which students learned in Level V).

5. REVIEW 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. Check for understanding by going around the circle and asking students *¿Cómo se dice \_(vocabulary word in English)\_ en español?*

\*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).

5. 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. Check for understanding by pointing to the objects or pictures and asking students to

\*Activity: Grocery Bag Game (continued from last week to add new vocabulary words) : 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: Salad Bar -(adapted pin the tail on the donkey)- You will need pictures and a bandana or soft scarf to use as blindfold. You may also want to quickly review *abajo*, *arriba*, *derecha*, *izquierda* by using gestures and having the students repeat after you before this game.

Draw a big plate on the board and ask students to line up. Hand each student a picture of a fruit or vegetable. Have the first student in line close their eyes, blindfold them and give them a couple of spins. Ask the rest of the group to help the student get to the board and place the fruit/vegetable on the plate by guiding the student only with their words in Spanish (*si*, *no*, *dos pasos*, *tres pasos*, *abajo*, *arriba*, etc). After their turn the student opens their eyes and has to name their fruit/vegetable in Spanish plus they get to see how close they were with placing their picture on the plate!

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: 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: Hangman - Review the list of adjectives to see if students recall the words. This will only work for the older students who can read. Remember to review before the game.

\*For younger students - Instead of hangman, you may play the Memory game. You will need two sets of flashcards or two identical clipart images of each vocabulary word. Set the flashcards facing down. Have students take turns flipping the cards. But! Students will have to say the corresponding word in Spanish when they flip their first card in order to get the chance to flip a second one for a match. Give plenty of praise if your students make a match! Remember: Have the group repeat the vocabulary word after each individual turn.

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...**

Luz Roja, Luz Verde: Divide the class into two teams. Have the students on the teams stand next to each other in a row facing you with a large distance between you and them. When you call out a question, one player from each team will compete to call out the answer the fastest. For example, "¿Cómo se dice expensive in Spanish? How do you say expensive in Spanish?" The team with the fastest correct answer gets to take one step forward. Continue playing until a player from one of the teams reaches you. The team who reaches first wins. Be sure to use all of the vocabulary students have learned and to review each answer as it is given with the whole class repeating.