

Part III: Amistades Futuras

Table of Contents-

- A. SER and Personal Attributes I (non-gendered adjectives only), p. 306**
- B. SER and Personal Attributes II- Agreement, p. 325**
- C. Los Colores and Agreement, p. 346**
- D. Clothing, Agreement and Review of Indefinite Articles, p. 360**
- E. Introduction to -AR verbs with Clothing, p. 375**
- F. Present Tense -AR Verbs: The Complete List, p. 395**
- G. The Extended Family: more practice with age & adjectives, p. 418**
- H. ¿Qué te gusta comer?: Food, GUSTAR, Introduction to Demonstrative Adjectives, p. 439**
- I. ¡Buen Provecho!: Restaurant Terms and Verbs, p. 459**
- J. Ser versus Estar and States of Being, p. 473**

A. SER and Personal Attributes I (non-gendered adjectives only)

These mini-lessons should be taught on consecutive days. In Lesson 1, students review the conjugations of *ser* and learn when to use it. In Lesson 2, students are given vocabulary to describe personal attributes, and they explore the basics of noun-adjective agreement. In Lesson 3, students construct sentences with *ser* and predicate adjectives. Please note that another attribute adjective lesson (SER and Personal Attributes II) is included later in this unit, covering gender-agreement with adjectives. It contains many additional games and extension activities to work on adjective skills in general, including more on the skills they are learning here.

Prep: 15 minutes

Materials: stopwatch or a clock with a second hand, copies of Student Resource Pages, poster of forms of *SER*, poster of uses of *SER*

Target Vocabulary and Concepts:

amable	friendly, nice	feliz	happy	popular	popular
alegre	happy	fuerte	strong	regular	normal, so-so, OK
débil	weak	grande	big	¿verdad?	isn't that so? right?
diferente	different	impaciente	impatient	¿no?	isn't that so? right?
difícil	difficult	impresionante	impressive	también	also
elegante	elegant	inteligente	intelligent	no	no, not, don't, etc.
enorme	enormous	interesante	interesting	no + ni...ni	neither...nor
excelente	excellent	joven	young	al contrario	on the contrary
fácil	easy	paciente	patient	ambos/as	both

- Students will understand that *ser* is used in the following situations: **Description, Origen, Characteristics (Physical/Personality), Time, Occupation, Relationship/Possession.** (Use the acronym "DOCTOR" as a memory clue.)
- Students will review the correct conjugation of *ser*.
- Students will be able to make adjectives agree in number with the noun they describe.
- Students will understand that many adjectives are gender-specific and must agree.

ser- to be

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

Uses of SER

Description
Origen
Characteristics (Physical/Personality)
Time
Occupation
Relationship/Possession

Lesson One Procedure:

1. After checking with students to see if they remember the meaning of the verb *ser*, you can review the conjugation of the verb with them using a poster visual aid or writing them on the board.
2. Review as a class and chant out the forms as you point to them on the chart (*soy, eres, es, somos, sois, son*)
3. SER forms race: Arrange the class in a circle. The goal is for the class to race in a continuous conjugation and see how quickly they can get through the whole group. The first person will say, "yo soy," the next will say "tú eres," the next can say one of the third person singular forms "es," etc. When person 6 says the "son" conjugation, the next person picks up with "yo soy" until it has run through the class. Play a couple times! Record the class best time and keep it on-file. You can play this game as a quick filler and keep the best score on record. Different class periods may compete, or you might offer a prize to the class if they can get below a specific time with no mistakes.
4. Next, explain that students will be learning more about when to use this verb. Let them know that it is a special verb, because it is one of **two** verbs in Spanish that means "to be."
5. Explain that **generally**, when used to describe the characteristics of something, you will use *ser* if those characteristics are pretty permanent. For example, descriptions like intelligent, interesting, young, thin, weak, and old are either pretty permanent or very slow-changing, so they will usually use *ser*. Other uses exist, however, and students will be learning about those today.
6. Fill in the blanks on the chart printed with the student resource song. Be sure to elaborate a little on each point as necessary. Show the chart you created as well and display it in the classroom for a visual aid.

Lesson 2 Procedure:

1. Warm up by chanting out the forms of *ser*. Challenge students to chant it in different voices: scary voices, squeaky voices, whispers, underwater voices, and whatever else you can dream up!
2. Let the students know that the focus for today is to help them learn how to describe things using adjectives. Check to be sure students understand what adjectives are: words that modify (describe) nouns. Adjectives may specify how many, what kind, or which particular noun you are talking about.
3. Go over the vocabulary on the student resource page and give students the English translations.
4. Point out that none of these particular adjectives will change to reflect masculine or feminine nouns. Look at the endings with students and point out how commonly these words end in *-l* or *-e*, two non-gendered endings.
5. Assist students with the missing information on the grammar points *Pistas 1* and *2*.
6. In class or as homework, have them complete the sentence translations 1-5 in the *iPráctica!* section of the Student Resource Page 3 and check answers together. (A key for you is included in the materials for this lesson.)
7. For additional practice, have students give oral descriptions of teachers in the school using the adjectives in this lesson. Remind them to only say appropriate things about their teachers.
8. Finally, wrap up this lesson with a reinforcement activity of your choice from the list below.

Suggested Tarea: Numerous practice sheets are included.

Reinforcement Activities:

Dice toss: Divide your class into small groups of about 4 students. You will need one pair of red-green dice for each group. Write six previously-studied nouns or noun pairs (*el cuaderno y el libro, la escuela, las estudiantes, etc.*) on the board in red and number them from one to six. Make sure to include a variety of singular and plural nouns. Then, put a second list up in green, this one consisting of six previously-studied adjectives, all in singular form (*verde, grande, inteligente, etc.*) In their groups, students will take turns rolling the dice. The number shown on the red die corresponds to the noun with that number in the red list. The number on the green die corresponds to the adjective with the number on the green list. The student's task is to pair them up so they agree, changing the adjective as necessary. For example, if s/he gets a 2, which is *la escuela*, and a 1, which is *verde* the student should say, "*la escuela verde*." If s/he is correct, s/he gets the number of points shown on the dice. Some of the adjectives may make for funny pairings with some of the nouns, which is great.

Teacher Tip 1: Assign a group judge to correct answers in the group and decide if points ought to be awarded. Your judges need to understand agreement very well. To determine who the judges will be, give them a simple 10-question quick on adjective/noun agreement pairs before starting. Correct in the quiz class. Give any student who gets 100% the opportunity to be a team judge.

Make sure you give your judges a little something extra for helping such as a sticker, an extra credit point, or any classroom privilege you want to extend.

Teacher Tip 2: This game has almost infinite variations. You can use it for practicing verb conjugations (one die for the subjects, one for what verb will be conjugated), adjective agreement, and more. You can even change the version described above so that rather than doing simple adjectival phrases, students must connect the correct adjective form to the subject using the correct form of *ser*.

Quick draw: This game is equal parts entertainment and skill. It works best once students have acquired a fairly substantial adjective vocabulary bank. You will need to create sets of adjective cards for each group ahead of time. (It's a good idea to make the sets different colors so that they don't get mixed up.) Cards should have an adjective on them, and they should be a mix of singular and plural. Create one set of noun cards for yourself. (These should not be proper nouns or pronouns.) To play, give each group a set of adjective cards. You will then pull a noun card and read it to the students, and each group will have to choose the adjective that best suits that noun as quickly as possible. After they have used a card, they should give it to you to put in the discard pile. (This is where the different colors come in handy for resorting at the end.) To score: every group gets one point for displaying an adjective card that agrees in number with the noun read, EXCEPT the last group to show a card. You can also give a bonus point to the group(s) who had the most accurate card, as well as to the group(s) that had the funniest or most creative match.

Lesson 3 Materials:

- Eye-catching pictures for students to examine: Pick out pictures from the internet, from an art book, or from magazines. You might make copies, or you might use PowerPoint or the Smart Board to project images for the students.
- small paperclips: one for each student
- copies of the game board, one copy per 2 students (the game board is sized so that there will be two copies per sheet)

Lesson 3 Procedure:

1. Start class by showing the eye-catching pictures to your students and talking about them in Spanish, focusing on *ser* and predicate adjectives. For example, while describing the picture, you might make comments about the subjects such as: *¡Ella es fuerte! Su camisa es roja. Ella es amable pero impaciente. Sus amigos son interesantes.*
2. At this point, you should also be demonstrating usage of the vocabulary in the last column: *ni...ni, no, ambos, también, etc.* After a few examples, see if students are willing to try describing the characters themselves.

3. Explain to students that they will be getting more practice with adjectives, but that today they will be working with complete sentences instead of isolated phrases.
4. With a partner, students will make two game cards like the ones included in this unit, titled, "Super Spin." Copy this page onto cardstock or thicker paper so students have an easier time spinning.
5. In the first circle, the students will write one subject in each pie slice. You may make your own list, but here are some suggestions:
 - mamá y papá
 - mis hermanas y yo
 - Rodolfo
 - tú
 - el maestro
 - mis amigos
 - usted
 - yo
6. In the second circle, students will write any eight of the adjectives which you choose from this lesson.
7. After the boards are created, let the games begin! Students will take turns spinning. To spin, students will set a paperclip on the gameboard and hold it in place at the center of the circle with the sharp end of a pen or pencil, then flick it with their fingernails.
8. After spinning both circles, the student whose turn it is must make a complete sentence using the correct form of *ser* to connect the subject and the adjective on which the paperclips landed.
9. Students will keep track of the sentences they are creating by writing them down on the paper provided, and they will hand them in at the end of the class so that you can review them and check for comprehension. **Make sure to model the process thoroughly for students before they begin.**
10. Partway through the game, you may switch to negation; all sentences constructed should be negative sentences, *e.g.*, "Él no es popular."

Reinforcement Activities: Many games from Lesson 2 can be modified to fit this lesson as well.

You may elaborate on the **SuperSpin** game to practice additional skills. Have your pairs combine to form groups of four. With two sets of game boards (a total of 4 circles) for each group, you have the possibility of having students play for 5 minutes doing "ni...ni" practice using two adjectives or two subjects, "ambos" practice using two subjects, and more. You set the rules based on what they need to practice that time slot.

Cut and Run: Write out enough different sentences on sentence strips or index cards (one word of the sentence per card) so that each pair of students in your class would have a sentence. (Make a couple additional sentences to prevent backup and traffic problems during the game.) If you write the sentences on sentence strips, cut them apart by the word. **Note:** Code each sentence set with a number visible to

the students and make sure to write the number on the back of the words as well. To play, set the sentences at different "stations" around the room. You will assign a starting station for each pair of students. They must travel around to all stations in order. With their partners, students will go to the different stations, try to reassemble the sentences as quickly as possible so they make sense, and then record their sentences on a piece of paper to hand in at the end of the period. Once they are done with one sentence, they will travel to the next station. Sentence samples should emphasize the vocabulary in the final column of the vocabulary table. For example: "Al contrario, yo no soy elegante." "Los estudiantes son inteligentes pero impacientes," "Tú no eres ni fuerte ni débil." This game also works in groups of three.

Extension/Assessment Opportunities:

- The sentence sheet that accompanies SuperSpin can be corrected and used as a grade.
- A quiz is included with the materials for this lesson. Be sure you have given students plenty of practice with all the vocabulary, especially making sentences with the last column.

Student Resource Page for SER and attribute adjectives

Fill in the chart with the forms of SER below:

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Use the acronym "DOCTOR" to help remember the uses of SER:

Uses of SER
Description Origen Characteristics (Personality) Time Occupation Relationship/Possession

Examples: Fill in the uses below.

1. D _____: Yo soy alto y rubio.

2. O _____: Usted es de Costa Rica.

3. C _____: Nosotros somos amables.

4. T _____: Son las cuatro.

5. O _____: Ella es maestra.

6. R _____: María es mi hermana.

Student Resource Page for SER and attribute adjectives, ct'd

Escucha tu maestro/a and fill in the translation for the words below. Make sure you pay attention to get the grammar hints.

amable		feliz		popular	
alegre		fuerte		regular	
débil		grande		¿verdad?	
diferente		impaciente		¿no?	
difícil		impresionante		también	
elegante		inteligente		no	
enorme		interesante		no + ni...ni	
excelente		joven		al contrario	
fácil		paciente		ambos/as	

Spanish is a language of agreement. You already know that subjects need to go with the correct verb form (yo must go with *soy*, not *eres*) and that articles have to agree in gender and number with their nouns (*el maestro*, *las maestras*). Now, let's talk about adjectives.

Pista 1: Adjectives are words that modify or describe a noun. In English, adjectives usually come before the noun they modify. **In Spanish, adjectives usually come after the noun they modify.**

A: "the big notebook" becomes...

...*el* _____ (literally, "the notebook big")

B: "the excellent book" becomes...

...*el* _____ (literally, "the book excellent")

Student Resource Page for SER and attribute adjectives, ct'd

Pista 2: Another important thing to note is that nouns in Spanish have both gender and number. If nouns have gender and number, so must adjectives.

C: "the red paper" is *el papel rojo* BUT...
... "the red backpack" is *la mochila roj*_____

D: "the young boy" is *el muchacho joven* BUT...
... "the young boys" is *los muchachos joven*_____

E: "Isabel is intelligent" is *Isabel es inteligente* BUT...
... "Isabel and Hugo are intelligent" is *Isabel y Hugo son inteligente*_____.

When adjectives don't end in an **o** or an **a**, what is the most common ending (from your list)? _____

Other common endings from the list include _____.

¡PRÁCTICA! Translate each of the following phrases into Spanish.

Remember:

- adjectives go **after** nouns in Spanish
- adjectives must **agree in number** with the nouns they modify

1. the impatient kids _____

2. the strong student _____

3. the easy homework _____

4. the friendly teacher _____

5. the popular book _____

KEY for ¿Cómo soy yo? ¿Cómo eres tú?:**Student Resource Page for ser and attribute adjectives- Page 3**

Pista 2: Another important thing to note is that nouns in Spanish have both gender and number. If nouns have gender and number, so must adjectives.

- C: "the red paper" is *el papel rojo* BUT...
... "the red backpack" is *la mochila roja* **a**_____
- D: "the young boy" is *el muchacho joven* BUT...
... "the young boys" is *los muchachos jovenes* **es**_____
- E: "Isabel is intelligent" is *Isabel es inteligente* BUT...
... "Isabel and Hugo are intelligent" is *Isabel y Hugo son inteligentes* **s**_____.

Today we are focusing on only one of these rules: making adjectives and nouns agree in number. None of the adjectives we're looking at reflect gender. They're unique! When adjectives don't end in an o or an a, what is the most common ending (from your list)? **e**_____ Other common endings from the list include **l, n, z, r**.

Try out the practice translations below.

¡PRÁCTICA! Translate each of the following phrases into Spanish. **Remember:**

- adjectives go **after** nouns in Spanish
- adjectives must **agree in number** with the nouns they modify

1. the impatient kids los muchachos impacientes
2. the strong student el/la estudiante fuerte
3. the easy homework la tarea fácil
4. the friendly teacher la maestro/el maestro amable
5. the popular book el libro popular

Práctica I: Flashcards. Cut apart cards and write the Spanish meanings on the reverse side with perfect spelling.

friendly, nice	happy	on the contrary	elegant	both
enormous	weak	different	difficult	strong
impatient	happy	young	big	interesting
impressive	easy	intelligent	excellent	patient
Isn't that so? / Right? (write both ways)	also	no/not/don't	neither...nor	normal, so-so, okay

Práctica II: Usos de SER and Agreement

Nombre: _____

Part I: Fill in the chart with the forms of SER.

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Part II: Fill in the chart with uses and forms of SER in the sentences below.

Uses of SER and examples	
D _____	→ Vosotros _____ morenos y bajos.
O _____	→ Ana y yo _____ mexicanos.
C _____	→ Tú _____ muy inteligente.
T _____	→ _____ las cinco de la mañana.
O _____	→ Mi madre _____ doctora.
R _____	→ Javier y Marta _____ mis padres.

Part III: Translate into Spanish.

- the impatient student (female) _____
- the enormous book _____
- the happy teacher (male) _____
- the difficult class _____
- the big pencil _____

Part IV: Make the following phrases plural. ¡Cuidado! Don't forget the rules for making adjective plural! (Hint: * = irregular)

- La maestra popular _____
- El estudiante joven _____
- La clase alegre _____
- El muchacho débil _____
- La chica feliz* _____

Nombre: _____

PRÁCTICA III: adjective/noun agreement

The phrases below are in singular form. On the space next to each phrase, **write the plural form**.

1. la muchacha inteligente _____
2. el libro difícil _____
3. la tarea fácil _____
4. el hermano débil _____
5. la estudiante amable _____

The phrases below are in plural form. On the space next to each phrase, **write the singular form**.

6. los papeles interesantes _____
7. las madres alegres _____
8. las fiestas elegantes _____
9. los sacapuntas grandes _____
10. las clases impresionantes _____

Now, write the translation in English for each **phrase from questions 1-10 above**.

1. the intelligent girls _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Práctica IV: Agreement y SER

Nombre: _____

Part I: Fill in the chart of SER below:

SER =	
yo _____	nosotros _____
tú _____	vosotros _____
él } ella } usted }	ellos } ellas } ustedes }

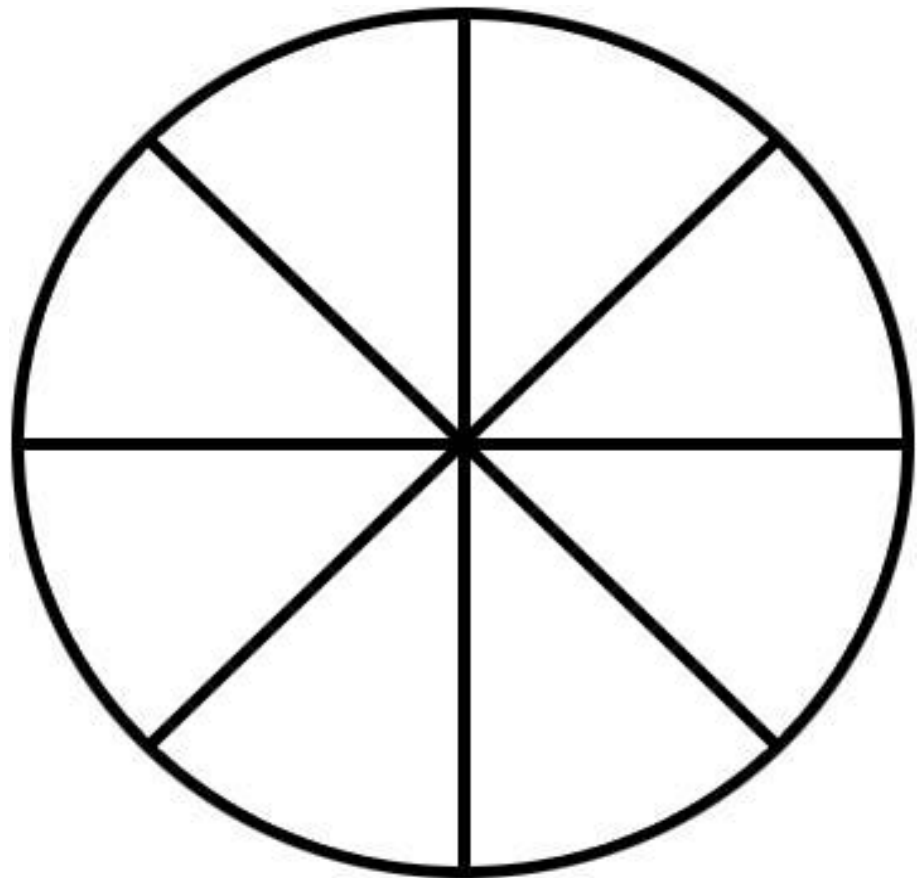
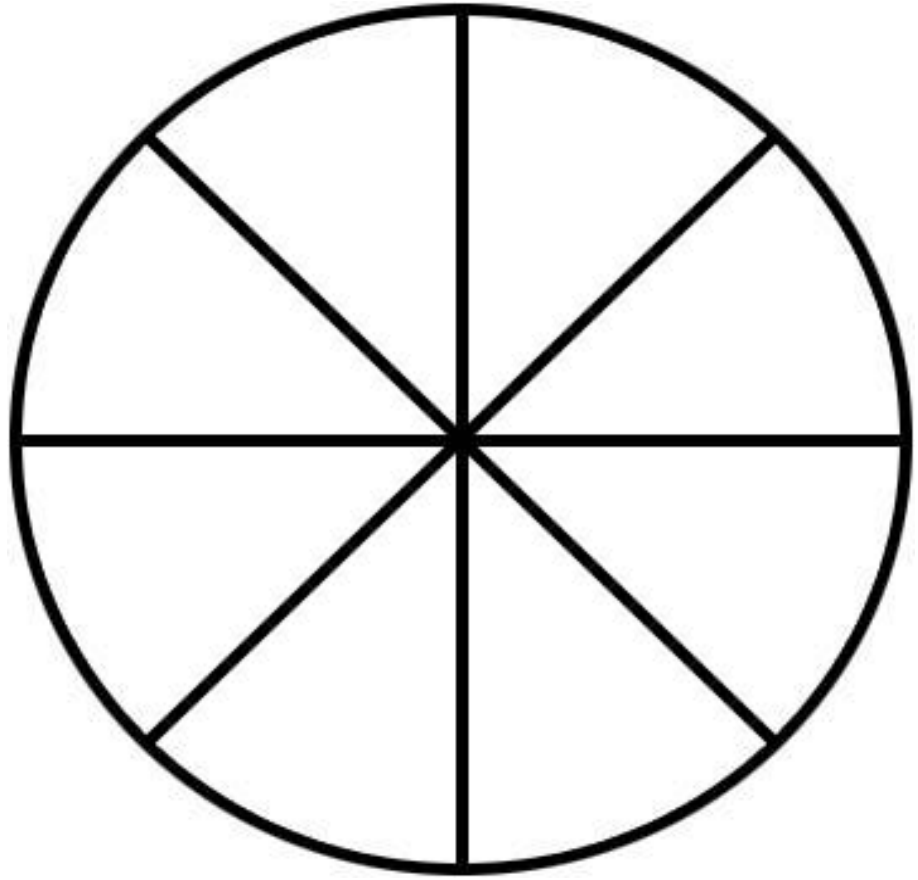
Part II: Translate into English.

- Luisa es ambros fuerte y popular. _____
- La prueba es muy fácil ¿verdad? _____
- La clase no es ni interesante ni difícil. _____
- Tú eres muy joven, ¿no? _____
- Al contrario, yo no soy feliz. _____
- Las escuelas no son ni grande ni elegante. _____

Part III: Use the correct form of SER and the correct form of the adjective (singular or plural).

- We are not very nice. _____
- Ana is both intelligent and impressive. _____
- Maria and Juan are impatient. _____
- The homework is not difficult nor easy. _____
- I am not strong nor weak. _____
- The school is enormous. _____

Super Spin!



Super Spin!

Nombres: _____ y _____

On the lines below, record the sentences you and your partner make during the game.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Práctica V: Agreement y SER

Nombre: _____

Part I: Fill in the chart of SER below:

SER =	
yo _____	nosotros _____
tú _____	vosotros _____
él } ella } usted }	ellos } ellas } ustedes }

Part II: Translate into English.

- Alejandro es joven y popular. _____
- Yo no soy feliz. _____
- La prueba no es ni enorme ni difícil. _____
- Tú eres ambos fuerte y alegre ¿verdad? _____
- Al contrario, la clase es muy fácil. _____
- Las escuelas no son ni grande ni elegante. _____

Part III: Use the correct form of *ser* and the correct form of the adjective (singular or plural).

- Adán is interesting. _____
- Maribel and Juana are intelligent. _____
- The homework is difficult. _____
- We are not strong. _____
- The school is both big and impressive. _____
- I am not weak nor impatient. _____

Nombre: _____

Examen: *Ser y los adjetivos*

1. What does the verb *ser* mean? _____
2. Adjectives in Spanish will usually come _____ the noun.
3. Adjectives must agree in _____ and _____ with the nouns they modify/describe.
4. Complete the table below with the conjugations for *ser*. (6)

yo	
tú	
él/ella/usted	
nosotros	
vosotros	
ellos/ellas/ustedes	

Translate each of the following sentences. (15)

1. The student is happy. _____
2. We (fem) are impatient. _____
3. The brothers are interesting. _____
4. The classes are excellent. _____
5. You (informal) are young. _____

¡Crédito Extra! Translate the following sentences into English. (worth one pt. each)

- Adela no es ni amable ni paciente. _____
- El libro *Harry Potter* es ambos interesante y grande.

Nombre: _____

KEY Examen: Ser y los adjetivos

1. What does the verb *ser* mean? To be
2. Adjectives in Spanish will usually come after the noun.
3. Adjectives must agree in gender and number with the nouns they modify/describe.
4. Complete the table below with the conjugations for *ser*.

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

Translate each of the following sentences. (15)

1. The student is happy. El/la estudiante es feliz.
2. We (fem) are impatient. Nosotras somos impacientes.
3. The brothers are interesting. Los hermanos son interesantes.
4. The classes are excellent. Las clases son excelentes.
5. You (informal) are young. Tú eres joven.

¡Crédito Extra! Translate the following sentences into English. (worth one pt. each)

- Adela no es ni amable ni paciente. Adela is neither friendly nor patient.
- El libro *Harry Potter* es ambos interesante y grande. The book *Harry Potter* is both interesting and big.

B. SER and Personal Attributes II- Agreement

The first mini-lesson reviews *ser* and provides vocabulary to describe personal attributes, building off the basics of noun-adjective agreement in the first three "¿Cómo soy yo? ¿Cómo eres tú?" mini-lessons. Because of the extensive vocabulary list, numerous reinforcement activities are provided to adequately support students in their mastery of this content. A second mini-lesson is included which helps students learn basic negations.

Prep: 10 minutes for Lesson One, 10 minutes for Lesson Two

Materials for Mini-Lesson One: copies of student resource pages, blank paper for Famous People Activity with people written on top and 'no' written on one side

Target Vocabulary and Concepts:

aburrido/a	boring	serio/a	serious	gordo/a	fat
antipático/a	mean, unfriendly	simpático/a	nice	guapo/a	good-looking/handsome (men or women)
bueno/a	good	tímido/a	shy, timid	hermoso/a	beautiful
chistoso/a	funny	tonto/a	foolish, dumb	lindo/a	pretty
desorganizado/a	disorganized	trabajador/a	hard-working	mediano/a	medium or average height
divertido/a	fun	tranquilo/a	calm	moreno/a	dark-skinned or dark-haired
extrovertido/a	outgoing	alto/a	tall	pelirrojo/a	red-headed
flojo/a	lazy	atlético/a	athletic	pequeño/a	small
generoso/a	generous	bajo/a	short	rubio/a güero/a	blond or pale (güero : Mexico)
listo/a	clever, bright	bonito/a	pretty	viejo/a	old
malo/a	bad	delgado/a	thin	¿Cómo es?	What is s/he like?
nervioso/a	nervous	feo/a	ugly	muy	very
organizado/a	organized	flaco/a	skinny	un poco	a little

- Students will understand that *ser* is used to give both physical descriptions and descriptions of personality.
- Students will correctly conjugate *ser* in a variety of sentences.
- Students will be able to make adjectives agree in number and gender with the nouns they describe.

Mini-Lesson One Procedure:

1. Start the class with a review of the *SER* song. Tell students that they will be working with two of the uses of *ser* today: physical descriptions and personality.
2. Go over the vocabulary list with students so they can write in the translations. For a fun twist, mime the meaning for as many words as possible and let the students guess the meaning.
3. Make sure to cover the *Pistas* on the student resource page and practice making adjectives agree with nouns. A Teacher Key to the student resource pages has been provided in the materials for this lesson.
4. **Famous Person Activity:** Think of 5 or 6 classic/pop culture/famous/well-known people that all students would know such as: Santa Clause, Harry Potter, the principal of the school, the Smurfs, the tooth fairy, Disney characters, the entire 6th, 7th or 8th grade class at their school, famous sports stars, famous singers of their generation, etc.
5. Write one famous person or group of people on the top of each piece of paper and split the paper into two parts with the word "NO" on the top of one side.
6. Place the students into the same number of groups as the papers you created.
7. Students need to work in their groups and use the list of adjectives they have to describe the person listed on the paper on one side and words that do NOT describe that person on under the word "No."
8. Every few minutes, rotate the papers so all groups get a chance to add to the list for each famous person.
9. Encourage groups to make grammatical corrections to the list before adding on.
10. Read through the lists aloud to the class after all groups have added to all papers.
11. Address any common agreement errors that occurred.
12. Assign flashcards after Day 1 so that they can be used throughout this lesson to practice the large amount of vocabulary.

Mini-Lesson Two: Saying NO

This lesson uses some vocabulary students first saw in the original "¿Cómo soy yo? ¿Cómo eres tú?" lesson such as tag questions and the negative structures.

Materials and Prep for Lesson Two:

- Before class begins, write a number of simple sentences on the board in front of the room. Make sure to leave space between each word.
- Also create several small cards (index cards work fine) with the words "no" and "ni" on them, as well as cards that say, "¿verdad?" and "¿no?" Create enough for several sentences at a time.
- Teacher tip: Many old boards have metal backing so that magnets stick to the surface. If you are lucky enough to have such a chalkboard, just stick magnets on the back of your cards. If you are not, tape will do just fine.
- Make copies of the Student Resource Pages.

Lesson Two Procedure:

1. Go over the "Just say no" tips and practice on the Student Resource Page, filling in more details for students as necessary.
2. Challenge a number of students to come up to the front and negate a given sentence using the cards you prepared.
3. After the students have altered the sentences, discuss their choices as a class. Are words in the correct place? Does the sentence make sense? How could you build off the statements in conversation at this point? (Example: Explain how "Ellos no son morenos." could be added to with, "Al contrario, ellos son rubios.")
4. For an assessment, have your students individually or in groups write a list of the new sentences and one example of another sentence that builds off each existing sentence.
5. A *Nota Cultural* on nicknames and physical descriptions is after this section in the student resource pages. Read it together and discuss with your students. For example: How might someone who didn't know about the *apodos* react if they were called "la gorda?" Do you think it's possible to notice something about someone's physical body without assigning a good or bad value to it? Why or why not?
6. From here, follow-up with the reinforcement activities.

Reinforcement Activities:

Opuestos Attract: Explain that in this game, students can't talk. Secretly assign each student an adjective (either by telling them privately or having them draw from a hat), using the antonym pairs from the Antonym Art activity described in the Extension Opportunities. On your cue, students are to get up from their seats and act out their adjective to the best of their ability as they move around the classroom and try to find their partners. Once they find their partner, they should sit down without talking. Finally, when all students are sitting, ask them to come up to the front of the room in pairs. Each student will announce the adjective s/he had and the class will judge whether or not they make an antonym pair.

Classics such as *lotería*, *Hombre Invisible*, and *palabra secreta* also work well.

Jeopardy: This game is great for a review before taking a test, but it is fun anytime! Put up a Jeopardy board at the front of the room with 5 categories across and 5 rows down. You may simply draw one on the chalkboard or, if you want to invest in something more permanent, you might make a general board using envelopes for the squares so that you can slip questions right inside each time you use it. Your categories should go across the top, and the envelopes going down should have a point award (traditional Jeopardy boards go from \$100-500 for the regular round and \$200-\$1000 later in the game). For reviewing the skills in the adjective lessons, you might make categories like the ones listed here:

- **Ser, because I care:** statements about the *ser* song and conjugations. Ex: "This is the tune to which we sing the *ser* song." Answer: "What is Jingle Bells?" Ex2: "This is the form of *ser* that we need for *tú y yo*." Answer: "¿Qué es *somos*?"
- **Complete Antonymity:** gets students to name the antonym of an adjective provided in Spanish. Ex: "This word's opposite is *flaco*." Answer: "¿Qué es *gordo*?"
- **Spanish Spoken Here:** gives an English word and asks students to give the Spanish. Ex: "The English for this word is 'outgoing.'" Answer: "¿Qué es *extrovertido*?"
- **¿Cómo es?:** a picture category. The teacher shows a picture clue, and the student must give one adjective to describe it. Answer: "¿Qué es ..."
- **Can't we all just get along?:** noun-adjective agreement. A noun and an adjective are given, and the student must make them agree. Ex: "libros/aburrido" Answer: "¿Qué es *libros aburridos*?"
- **Tag! You're it!:** practice with tag questions such as *¿verdad?* and *¿no?* A statement is given in the affirmative or negative and students must form the tag question that could have prompted the answer. Ex: "Carlos y Wilmer son chistosos." Answer: "¿Qué es 'Carlos y Wilmer son chistosos, ¿no?'"
- **Just say no.:** practice with negation. Students are given a sentence and must create a negative statement. Ex: "Carlos es chistoso y listo." Answer: "¿Qué es 'Carlos no es ni chistoso ni listo.'"

You might divide the class in two groups to play and give each person on the winning team a couple extra credit points, or you might encourage all-class teamwork by telling them that if they score above a certain point level, you will award all of them with a prize of your choice. Note: You can simplify this game by not requiring students to say the word, "que" before their answers.

Juego de Opuestos (Adjectives) (10-15 minutes)

Materials: Index cards each with one adjective from a list that goes with SER; tape

Tape an adjective card on each student's back without them knowing what it says. Direct students to mingle around the classroom and help fellow students figure out what the card on their back says by using opposites. For example, Sally walks up to Jimmy and has to say, "No eres tímido" because he has "extrovertido" on his back. Sally may also say, "el opuesto de tímido" etc. A teacher can simply conduct this for five minutes without anyone confirming or denying a correct response until the very end, at which

time the teacher goes around the room and asks each student to guess which adjective they have and say why ("People kept saying not tímido, so I think extrovertido..."). The student can then look at their adjective to find out if they were right. Build off this lesson by then surveying the class: "¿Es verdad que Jimmy es extrovertido, clase?" and they reply/vote sí o no.

Memoria: In advance, prepare enough sets of cards to divide your class into groups of about 4 students. Use the flashcards created in this unit to create the sets of cards. Alternatively, you might have your students make the cards themselves. You may play Memoria using antonyms, or you might use Spanish and English pairs. Ideally, you will want a set of about 20-24 squares, for a total of 10-12 pairs. Students play like traditional *Memory*: students take turns flipping two cards and trying to get a match. The student who has the most matches when all the cards are gone, wins.

Dice toss: In this game, students practice making nouns agree with adjectives. You will need to divide your class into small groups of about 4 students per group, and you will need one pair of red-green dice for each group. Write six previously-studied nouns or noun pairs (*las hermanas, los muchachos, la estudiante, mi amigo, etc.*—no pronouns) on the board in red and number them from one to six. Make sure to include a variety of singular and plural nouns. Then, put a second list up in green, this one consisting of six adjectives, all in singular masculine form (*flojo, moreno, tranquilo, nervioso, listo, etc.*) In their groups, students will take turns rolling the dice. The number shown on the red die corresponds to the noun with that number in the red list. The number on the green die corresponds to the adjective with the number on the green list. The student's task is to pair them up so they agree, changing the adjective as necessary. For example, if s/he gets a 2, which is *los muchachos*, and a 1, which is *flojo* the student should say, "*los muchachos flojos*." If s/he is correct, s/he gets the number of points shown on the dice.

Teacher Tip 1: Assign a group judge to correct answers in the group and decide if points should be awarded. Your judges need to understand agreement very well. To determine who your group judges will be, give them a simple 10-question quiz on adjective-noun agreement pairs before starting. Correct in the quiz class. Give any student who gets 100% the opportunity to be a team judge. Make sure you give your judges a little something extra for helping such as a sticker, an extra credit point, or any classroom privilege you want to extend.

Quick draw: This game is equal parts entertainment and skill. It works best once students have acquired a fairly substantial adjective vocabulary bank. You will need to create sets of adjective cards for each group ahead of time. (It's a good idea to make the sets different colors so that they don't get mixed up.) Cards should have an adjective on them, and they should be a mix of masculine, feminine, singular, and plural. Create one set of noun cards for yourself...these may include proper nouns, but it works better without pronouns. To play, give each group a set of adjective cards. You will then pull a noun card and read it to the students, and each group will have to choose the adjective that best suits that noun as quickly as

possible. After they have used a card, they should give it to you to put in the discard pile. (This is where the different colors come in handy for re-sorting at the end.) To score: every group gets one point for displaying an adjective card that agrees in gender and number with the noun read, EXCEPT the last group to show a card. You can also give a bonus point to the group(s) who had the most accurate card, as well as to the group(s) that had the funniest or most creative match. A good deal of the fun for students in this game is figuring out how to tickle your funny bone!

Extension/Assessment Opportunities:

Antonym Art: Challenge students to work in pairs to create Antonym Art. (If needed, remind them that antonyms are words that are opposite or nearly opposite in meaning.) Their task? Find a way of representing the vocabulary pair you give them that actually reflects its meaning. For example, the *alto/bajo* pair might write the word *ALTO* in tall, skinny uppercase letters featuring skyscrapers, basketball players, mountains and bird flying at the tops of the letters. Meanwhile, the word *bajo* could be written in stubby lower-case letters, huddled under a table or hidden in a patch of grass while mushrooms and grass loom overhead. Make a sample pair ahead of time to show students. Consider using posterboard or an unusual cut or weight of paper, as this makes a great classroom project to display on the wall or on bulletin boards and show to families. As with all student work, however, make sure you get permission from your students before displaying their work. Some vocabulary pairs you can use: *alto/bajo, listo/tonto, joven/viejo, hermoso/feo, simpatico/antipático, divertido/aburrido, organizado/desorganizado, flaco/gordo, rubio/moreno, nervioso/tranquilo, tímido/extrovertido, fuerte/débil, enorme/pequeño, fácil/difícil*. A sample grading scale for this assignment is included in the materials for this unit. If you choose to use it, you may distribute it to students when you assign the project and have them turn it in along with the completed project.

Tell Me a Tale: In this project, students will make a simple children's book that uses adjectives. Your students will be even more excited about this project if they can share their finished books with a group of younger children. You can ask the younger grades at your school to become book buddies or to visit for one day to see the finished books. Some possible themes for the book are outlined below, and a sample student project checklist and teacher grading tool are included in the resources for this unit. Please note that you may need to customize both forms to suit your specific needs.

Teacher Tip 1: Students typically get really excited about this project and want to use a great deal more vocabulary and more complicated sentences than they currently know how to make. Encourage them to stick with things they know how to say by explaining that very simple, repetitive books are the best for beginning readers. Share a couple simple famous children's books as examples, such as Eric Carle's books, Margaret Wise Brown's *Goodnight Moon*, or *No, David!* by David Shannon. It is also helpful to show students a sample book you have made.

Teacher Tip 2: Make this project as professional as possible to get students invested. Explain and require different book elements such as listing both the author and illustrator on the cover and making a copyright information/publishing page.

Teacher Tip 3: Allow for students who do not feel artistic to create a project of which they are proud by showing the child-like illustrations often used in children's books, and/or by allowing students to use photographs, clipart, and downloaded pictures to illustrate their projects.

Teacher Tip 4: Here are some suggestions for book themes. You may allow students to choose from several options, or you might require all students to do one type of book.

- **Color and adjectives:** "Amarillo es alegre." "Azul es tranquilo." This type of book can encourage wonderful illustrations, including adding interesting textured pieces to the pictures such as a ribbed blue ribbon making a calm ocean and sparkly gold glitter for yellow.
- **Mi familia:** On each page, a family member is introduced and described. Students may use pictures of their own family, or they can invent a family as interesting or wacky as they choose. "El es Francisco," with a picture of Francisco. "Francisco es desorganizado..." with a bedroom filled with piles of clothes and old slices of pizza hanging out of dresser drawers, and, on the next page, "...pero también es amable," with a close-on a hugely grinning face. The next page would be devoted to the next family member.
- **Primer día de escuela:** This book could describe the contents of a backpack using the verbs *tener* and *hay*, as well as adjectives describing the school supplies and the people going to school. (One could have an organized backpack and one a disorganized pack, for example.)
- **iYO!** This book is all about the person making it! It can describe him or her using different adjectives and relying on illustrations to give more specific information. "Soy atlética." comes alive when paired with an assortment of pictures of the author sliding into home, spiking a volleyball, and tearing down a soccer field.

Oral Comprehension Assessments: You may choose to have students share their books orally with the class. Due to time constraints, you may spread this out over a week or two. If you need more student assessments, particularly of oral comprehension, use that opportunity to give students a short quiz at the end of each class on the books that were read that day. The quiz should consist of 5 simple questions designed to check general comprehension. This will help students stay more engaged as their classmates are reading.

Nombre: _____

Student Resource Page: SER and attribute adjectives II- Agreement

Escucha tu maestro/a and fill in the translation for the words below. Then, make sure you pay attention to get the grammar hints.

aburrido/a		serio/a		gordo/a	
antipático/a		simpático/a		guapo/a	
bueno/a		tímido/a		hermoso/a	
chistoso/a		tonto/a		lindo/a	
desorganizado/a		trabajador/a		mediano/a	
divertido/a		tranquilo/a		moreno/a	
extrovertido/a		alto/a		pelirrojo/a	
flojo/a		atlético/a		pequeño/a	
generoso/a		bajo/a		rubio/a	
listo/a		bonito/a		viejo/a	
malo/a		delgado/a		¿Cómo es?	
nervioso/a		feo/a		muy	
organizado/a		flaco/a		un poco	

Nombre: _____

Student Resource Page for SER and attribute adjectives II-Agreement, ct'd

Pista 1: **A**djectives go **A**FTER! In English, adjectives usually come before the noun they modify. In Spanish, adjectives usually come after the noun they modify.

fun class
 clase divertida

Pista 2: **A**djectives **A**gree! Remember that nouns in Spanish have both gender and number and the adjectives that modify them must agree.

amigo simpático
 amiga simpática
 amigos simpáticos
 amigas simpáticas

Now, try out the practice translations below.

PRÁCTICA: Translate each of the following phrases into Spanish. **Remember:**

- adjectives go **after** nouns in Spanish
- adjectives must **agree in number and gender** with the nouns they modify

1. the thin books _____
2. the blond boys _____
3. the nervous teacher (m) _____
4. the clever student (f) _____
5. the lazy students (f) _____

Now try using **SER**- soy, eres, es, somos, sois, son

6. Adán **is** red-headed. _____
7. Maribel and Juana **are** very funny. _____
8. The school **is** organized. _____
9. We (masc.) **are** old. _____
10. The kids **are** calm. _____

Nombre: _____

Student Resource Page for SER and attribute adjectives- Agreement, ct'd

How to Say NO in Spanish (Lesson 2)

While describing people and things often means saying what they **are**, sometimes it means saying what they are **not**.

Guillermo es alto, ¿verdad?—Guillermo is tall, isn't that so?

*Guillermo **no** es alto.—Guillermo is not tall.*

iOJO! **NO** goes in front of the verb

Saying ¡No!

1. Lourdes is nice, right? _____
Lourdes is **not** nice. _____
2. Dulce is shy, isn't that right? _____
Dulce is **not** shy. _____
3. José María is outgoing, isn't that so? _____
José María is **not** outgoing. _____
4. Félix and Juan are dark-haired, right? _____
Félix and Juan are **not** dark-haired. _____

Ambos/También:

Ejemplos:

Berenice es alta y atlética.—Berenice is tall and athletic.

*Berenice es alta y **también** atlética.—Berenice is tall and also athletic.*

***Ambas** Berenice y Cristina son altas y atléticas.—Both Bernice and Cristina are tall and athletic.*

1. **Both** Paula and I (f) are friendly and outgoing.

2. Dolores and Marco are **both** thin and blonde.

3. Mrs. Ramos is intelligent and **also** fun.

Nombre: _____

Student Resource Page for ser and attribute adjectives- Agreement, ct'd

How to Say NO in Spanish, ct'd. (Lesson 2)

To negate multiple characteristics, use the *no + ni...ni* structure.

Ejemplos:

Berenice **no es ni alta ni** atlética. -Berenice is neither tall nor athletic.

Eduardo **no es ni alto ni bajo**. Eduardo **es mediano**. -Eduardo is neither tall nor short. He is average.

1. You (m) are neither fat nor thin. _____
2. They (m) are neither mean nor boring. _____
3. She is neither disorganized nor lazy. _____

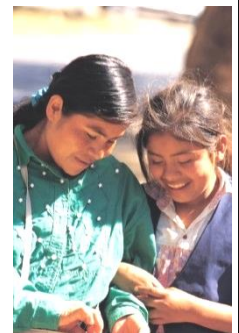


Nota Cultural: Apodos

Apodos are nicknames, and many travelers learn quickly that *apodos* are often given freely in many Spanish-speaking countries, including Mexico. One thing that can sometimes surprise outsiders is that an *apodo* often focuses on a physical feature of the person being described, even though it isn't intended to be mean-spirited. For example, a skinny girl might be known as *la flaca* while a bigger guy might be *el gordo* and someone else could be called *la morena* because of her dark skin, even if these people are only slightly different from those around them. Sometimes, people also add "ito" or "ita" to the end of *apodos*. Such as, "flacita" or "gordito." This also singnafies a term of endearment.

Two important things to remember:

1. An *apodo* isn't an insult unless the person's tone makes it clear that it is supposed to be.
2. If you are given an *apodo*, you probably have reason to celebrate! It means you're developing a group of friends that is comfortable with you.



What nickname would you give yourself in Spanish? What adjectives apply to you?

KEY AND EXTRA NOTES FOR TEACHERS

Cómo soy yo? ¿Cómo eres tú? Take II:

Student Resource Page for ser and attribute adjectives, ct'd

Spanish is a language of agreement. You already know that subjects need to go with the correct verb form (yo must go with *soy*, not *eres*) and that articles have to agree in gender and number with their nouns (*el maestro*, *las maestras*). You've recently started looking at how adjectives fit into all this...so let's start with a quick review of what you already know.

Pista 1: **A**djectives go **A**FTER! In English, adjectives usually come before the noun they modify. In Spanish, adjectives usually come after the noun they modify.

fun class
clase divertida

Pista 2: **A**djectives **A**gree! Remember that nouns in Spanish have both gender and number and the adjectives that modify them must agree.

amigo simpático
amiga simpática
amigos simpáticos
amigas simpáticas

Now, try out the practice translations below.

PRÁCTICA: Translate each of the following phrases into Spanish. **Remember:**

- adjectives go **after** nouns in Spanish
- adjectives must **agree in number and gender** with the nouns they modify

- | | |
|--------------------------------------|--|
| 1. the thin books | <u>los libros delgados</u> |
| 2. the blond boys | <u>los niños/muchachos rubios</u> |
| 3. the nervous teacher (masc.) | <u>el maestro nervioso</u> |
| 4. the clever student (f) | <u>la estudiante lista</u> |
| 5. the lazy students (f) | <u>las estudiantes flojas</u> |
| 6. Adán is red-headed. | <u>Adán es pelirrojo.</u> |
| 7. Maribel and Juana are very funny. | <u>Maribel y Juana son muy chistosas.</u> |
| 8. The school is organized. | <u>La escuela es organizada.</u> |
| 9. We (m) are old. | <u>Nosotros somos viejos.</u> |
| 10. The kids are calm. | <u>Los muchachos/niños son tranquilos.</u> |

KEY WITH TEACHER NOTES ADDED ¿Cómo soy yo? ¿Cómo eres tú? Take II:

Student Resource Page for ser and attribute adjectives, ct'd

How to Say NO in Spanish (Lesson 2)

While describing people and things often means saying what they **are**, sometimes it means saying what they are **not**.

Guillermo es alto, ¿verdad?—Guillermo is tall, isn't that so?

Guillermo no es alto.—Guillermo is not tall.

¡OJO! See how the **no** goes in front of the verb? That's important to keep in mind. In some ways, you can think of it like the upside down question marks and exclamation points in Spanish: Spanish tries to let you know when something important is coming ahead of time, and putting the **no** first is a way to do that.

No is a flexible word in Spanish. It is used in a variety of negative constructions, such as tag questions, where it's "tagged" on to the end. Try out some different constructions, then check your answers with your *maestro/a*.

1. Lourdes is nice, right? Lourdes es simpática, ¿verdad/no?
Lourdes is not nice. Lourdes no es simpática.
2. Dulce is shy, right? Dulce es tímida, ¿verdad/no?
Dulce is not shy. Dulce no es tímida.
3. José María is outgoing, isn't that so? José María es extrovertido, ¿verdad/no?
José María is not outgoing. José María no es extrovertido.
4. Félix and Jesús are dark-haired., right? Félix y Juan son morenos, ¿verdad/no?
Félix and Jesús are not dark-haired. Félix y Juan no son morenos.

To make more complicated sentences, we can string adjectives together, and we can also negate many things at once. To connect similar thoughts, use words like *y*, *ambos*, and *también*.

Berenice es alta y atlética.—Berenice is tall and athletic.

Berenice es alta y también atlética.—Berenice is tall and also athletic.

Ambas Berenice y Cristina son altas y atléticas.—Both Bernice and Cristina are tall and athletic.

1. Both Paula and I (f) are friendly and outgoing. Ambas Paula y yo somos amables y extrovertidas.
2. Dolores and Marco are both thin and blonde. Dolores y Marco son ambos delgados y rubios.
3. Mrs. Ramos is intelligent and also fun. La Sra. Ramos es inteligente y también divertida.

KEY for ¿Cómo soy yo? ¿Cómo eres tú? Take II:

Student Resource Page for ser and attribute adjectives, ct'd

How to Say iNO! in Spanish, ct'd. (Lesson 2)

To negate multiple characteristics, use the *no + ni...ni* structure.

Berenice no es ni alta ni atlética. -Berenice is neither tall nor athletic.

Eduardo no es ni alto ni bajo. Eduardo es mediano. -Eduardo is neither tall nor short. He is average.

Try out a few translations, then check your work!

1. You are neither fat nor thin. Tú no eres ni gordo ni delgado.
2. They (m) are neither mean nor boring. Ellos no son ni antipáticos ni aburridos.
3. She is neither disorganized nor lazy. Ella no es ni desorganizada ni floja.

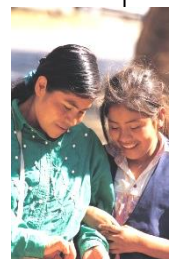


Nota Cultural: Apodos

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Two important things to remember:

1. An *apodo* isn't an insult unless the person's tone makes it clear that it is supposed to be.
2. If you are given an *apodo*, you probably have reason to celebrate! It means you're developing a group of friends that is comfortable with you.



What nickname would you give yourself in Spanish? What adjectives apply to you?

Práctica I: Flashcards- Cut apart cards and write Spanish on back with perfect spelling.

boring	mean	lazy	clever, bright	blonde or pale
old	What is he/she like?	disorganized	organized	nice
dark-skinned or dark-haired	funny	outgoing	fun	serious
athletic	calm	hardworking	foolish, dumb	red-headed
short	thin	skinny	pretty (both words)	tall
ugly	fat	good-looking/ handsome	medium/ average height	small

Estudiante: _____

Assessment of Antonym Art

- 1 2 3 4 5 The word itself is drawn in a way that helps show its meaning; it doesn't just have a picture that goes with it.
- 1 2 3 4 5 The art is appropriately creative and colorful.
- 1 2 3 4 5 The word is spelled correctly, including any accents.
- 1 2 3 4 5 The project is neat and professional.
- 1 2 3 4 5 The word makes good use of the space on the paper.

Comments: _____

TOTAL: ____/25

PORCENTAJE: ____%

Estudiante: _____

Assessment of Antonym Art

- 1 2 3 4 5 The word itself is drawn in a way that helps show its meaning; it doesn't just have a picture that goes with it.
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- 1 2 3 4 5 The project is neat and professional.
- 1 2 3 4 5 The word makes good use of the space on the paper.

Comments: _____

TOTAL: ____/25

PORCENTAJE: ____%

Práctica II: Agreement

Nombre: _____

Make the adjectives agree with the person/people listed in each section.

1. Ana es...

- a. pretty _____
- b. generous _____
- c. intelligent _____
- d. funny _____

2. Luis y Carlos son...

- a. lazy _____
- b. fun _____
- c. mean _____
- d. short _____

3. Vosotras sois...

- a. red-headed _____
- b. organized _____
- c. medium-height _____
- d. interesting _____

4. Juanita y Juan no son...

- a. nice _____
- b. timid _____
- c. hard-working _____
- d. old _____



Práctica III: Agreement, Negativos y SER

Nombre: _____

Part I: Escribe en español. (Write in Spanish.)

- | | |
|----------------------|-----------------|
| 1. dark-haired _____ | 5. thin _____ |
| 2. fat _____ | 6. clever _____ |
| 3. unfriendly _____ | 7. fun _____ |
| 4. bad _____ | 8. pretty _____ |

Part II: Traduce en inglés. (Translate to English.)

1. Al contrario, Pablo es muy antipático y flojo. _____
2. Andrea y Lulú son altas y flacas, ¿verdad? _____
3. Mi amiga no es ni extrovertida ni cómica. _____
4. Mis gatos no son delgados. Son un poco gordos. _____
5. El perro es un poco tonto y muy feo. _____

Part III: Escribe en Español. (Write in Spanish.)

1. I (female) am blonde and a little short. _____
2. Anita is not disorganized nor nervous. _____
3. The girls are very athletic, right? _____
4. What is he like? He is a little boring. _____
5. On the contrary, she is both calm and beautiful. _____

Partner Activity- Adjectives

Nombre: _____

Persona A

Ask you partner the following questions. Write the answers you hear. Use the information in the box to answer your partner's questions in complete sentences. Make sure to make the adjectives agree.

Lupe - shy	los muchachos - clever/bright	los perros -ugly
Usted -good-looking	Lola y Sandra -small	Juan -red-headed

1. ¿Cómo es Andrea? _____
2. ¿Cómo es Luis y Pablo? _____
3. ¿Cómo eres tú? _____
4. ¿Cómo son las chicas? _____
5. ¿Cómo es José? _____
6. ¿Cómo sois vosotros? _____

Partner Activity- Adjectives

Nombre: _____

Persona B

Ask you partner the following questions. Write the answers you hear. Use the information in the box to answer your partner's questions in complete sentences. Make sure to make the adjectives agree.

Andrea - blond	las chicas -fun	tú -boring
Luis y Pablo -tall	José -short	vosotros - calm

1. ¿Cómo es Lupe? _____
2. ¿Cómo es Usted? _____
3. ¿Cómo son los perros? _____
4. ¿Cómo son los muchachos? _____
5. ¿Cómo es Juan? _____
6. ¿Cómo son Lola y Sandra? _____

Práctica IV: Negation, Agreement

Nombre: _____

Use the information in the boxes to create unique sentences. Not all of the adjectives need to be used but the rest of the terms need to be used at least one time. Make sure to make the adjectives agree with the subjects in the sentences.

Yo	on the contrary	timid	foolish
Silvia	neither....nor	clever	mean
Tú	both	intelligent	short
Ana y Luisa	also	interesting	dark-haired
Nosotras	a little	nervous	blond
Raquel y Felipe	very	patient	funny
Vosotros	right?	tall	small
Ustedes	no	generous	athletic
Las maestras	not	red-headed	bad
Pedro y yo	isn't that correct?	fun	good

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Tell Me a Tale: Writing a Beginning Reader Book

Nombre: _____

Author checklist

_____ I have included at least 10 complete **affirmative** sentences in my book saying what people or things **are** and at least 2 **negative** sentences saying what someone or something is **not**.

_____ I have included at least 10 **different** adjectives in my book. They are:

_____, _____, _____, _____, _____
 _____, _____, _____, _____, _____

_____ I have included at least 7 different illustrations in my book.

_____ I have included a title, author's name, and illustrator's name on the cover.

_____ I have included a publisher's page inside with the date and the place of publication.

_____ I have revised my spelling, grammar, and punctuation.

_____ I have had two other people revise my grammar, spelling, and punctuation. They have signed their names here after revising my work:

_____ I feel that this is (circle one):

some of my	good work	okay	could	in need of
best work			be better	major revisions

Teacher Evaluation for "Tell Me a Tale: Writing a Beginning Reader Book"

For each true statement, all points are earned. If the statement is not fully true, no points have been earned.

_____ Student included at least 10 complete sentences and 2 negative sentences. (5 pts)

_____ Student included at least 10 **different** adjectives. (5)

_____ Student included at least 7 different illustrations. (5)

_____ Student included a title, author and illustrator, and publisher's page. (3)

_____ Student had two other people revise grammar, spelling, and punctuation. (2)

Subtotal: _____ / 20

1 2 3 4 5 6 7 8 9 10 Student shows outstanding creativity in concept and story.

1 2 3 4 5 6 7 8 9 10 Student shows outstanding creativity and care in illustrations.

1 2 3 4 5 6 7 8 9 10 Student shows professionalism and effort above and beyond.

Subtotal: _____ / 30

TOTAL: _____ / 50

PORCENTAJE: _____%

C. Los Colores and Agreement

The first lesson and complementary activities help students learn the colors, while the second lesson helps students use them correctly as adjectives (with attention to number and gender).

Prep: 15 minutes

Materials: traveling suitcase, Student Resource Pages, any materials needed from reinforcement activities

Target Vocabulary and Concepts

rojo/a	red	blanco/a	white
anaranjado/a	orange	negro/a	black
amarillo/a	yellow	gris	gray
verde	green	marrón	dark brown
azul	blue	castaño/a, café	brown (chestnut)
morado/a	purple	rosado/a	pink

- all color words being used **as nouns** use a masculine article (Ex: *Me gusta el azul, pero prefiero el rojo.*)
- all colors being used as **adjectives** need to agree with the nouns they modify in both gender and number

Procedure for Lesson one (color vocabulary only):

1. Traveling Suitcase: Prepare a suitcase ahead of time full of realia from travels to Spanish-speaking countries, if possible. If realia is not available, print off large photographs from the internet of imagined "souvenirs."
2. Explain to the students that you have a suitcase from your travels, and that you want to show them the objects inside.
3. Present each object and describe its color in simple terms. *E.g., "El sombrero es azul y amarillo. Las maracas son verdes y rojas."*
4. When students have seen all objects in the suitcase, allow them to ask questions they may have, such as how objects are used or where they are from.
5. Explain that students will be learning color words.

6. Go over the pronunciation and translation with students, using the objects to show color rather than just translating the word for them.

Reinforcement Activities:

Los colores de la bandera: Use the full-page flag blackline master for students included in this lesson to make a coloring puzzle/activity. Depending on your class needs, you can use it as an oral comprehension or a reading comprehension activity. For the oral comprehension activity, tell the students what color each item should be and work as a class. For the reading comprehension activity, students will be free to work at an individual pace. Write a number code on the blackline master before you run student copies. For example, all green items would be labeled with the number 1, all brown items 2, all red items 3, etc. On the bottom of the sheet, you would give students the code in Spanish: 1=verde, 2=marrón, etc.

Muéstrame: Ahead of time, cut out a set of colored strips of construction paper for each student and put them in a ziplock bag. To review, give each student a bag, then prompt them to show you a specific color by saying, "Muéstrame el papel (color)." This is a good early practice technique, as it lets students learn from others.

Círculo de Colores: For this game, an oversized die works well. Making your own is easy. Get a small, square box like one in which coffee mugs are sold and cover each of the six faces with a piece of paper with dots 1-6 or numerals (tip: opposite faces should add up to seven...the one should be opposite the six, the two opposite the five, and the three opposite the four). Next, assign each number to a color in Spanish. One can be azul, two anaranjado, etc. Then, everyone gathers in a large circle. Students should be far enough apart from each other that they can spread out their arms and not quite touch fingers with their neighbors. The teacher will roll the dice, call out the color in Spanish, and all students visibly wearing that color should run to the center of the circle. Anyone who does not run when they should OR who runs when they should not have run is out. Variations: for an energetic group that needs to move, line the entire class up along the start line. When you call the color, students wearing that color run towards you on the finish line and back. (This works best outside.) Variation: instead of numbers, color each side of the die a different color. When you roll it, students should all shout together the color on which it lands before running to the center.

Color Escondido: Bring in a number of one kind of object that you have in a variety of colors. For example, you might bring in a variety of t-shirts, colored pencils, an assortment of balls, matchbox cars, pieces of fruit (red apple, yellow banana, orange, green apple, etc.), etc. Review colors with the students by showing them the objects and saying, "Este es (color)." Then teach them the phrase they will need to play: "Te falta el (color)." Put all your objects in a bag, then pull all of them EXCEPT ONE back out. As the students, "¿Qué falta?" and see if they can identify the missing color. Once they've become comfortable with the game, split them into groups and give them the ziplock bags with colored strips from the Muéstrame game above. In groups, one student will lay out the colors while the other students turn their backs and close their eyes. When the student in charge of the colors asks, "¿Qué falta?", the

students will quickly turn around. The first student to correctly respond with, "*Te falta (color)*" earns a point and gets to be the next one to manage the colors.

Assessment and Extension Opportunities:

There is a coloring sheet modeled off Mayan glyphs at the ball court of the Chichén Itzá ruins in México. A short explanation of Chichén Itzá is included with the coloring page. Copy the reading on the back for students to read then discuss with the class. To make the cultural information more vivid, bring in photographs, books, or images from the internet to share with students after the test to give students a better idea of what Chichén Itzá looks like.

Los colores: Student Resource Page for Colors

Nombre: _____

Escucha tu maestro/a and fill in the translation for the words below. Then, make sure you pay attention to get the grammar hints.

rojo/a		blanco/a	
anaranjado/a		negro/a	
amarillo/a		gris	
verde		marrón	
azul		castaño/a, café	
morado/a		rosado/a	

For lesson 2: Grammar Tips

Colors can be nouns, such as in "My favorite color is blue."

Mi color favorito es el azul.

❖ When used as nouns, colors will always use the article _____.

Colors may also be adjectives, such as in "I have a blue notebook."

Yo tengo un cuaderno azul.

❖ When they are adjectives, they will usually go _____ the noun.

❖ When they are adjectives, they must be made to agree in _____ and _____.

PRÁCTICA: Translate each of the following phrases into Spanish.

Watch the order, and watch for agreement. The first one has been done for you.

- two red books = dos libros rojos
- one brown chair = _____
- six green pencils = _____
- three purple pens (plumas) = _____
- eleven orange backpacks = _____
- thirteen black cats (gatos) = _____

México



Lesson Two (colors as adjectives that must agree):

This lesson should be done **after** students have worked with the personal attributes adjective lesson in this unit and understand the basic form and requirements for adjective/noun agreement.

Prep: 5 minutes

Materials: a variety of objects for which students already have vocabulary. Make sure to have a variety of colors and numbers of each item. Good objects would include classroom materials such as *cuadernos*, *lápices*, *plumas*, *libros*, *sacapuntas*, etc. Students will also need their Student Resource Pages from the first color lesson.

1. Show one set of objects (such as three red books) to the students and ask "¿De qué color es?" or "¿De qué color son?"
2. Once students answer, build off their response using the following pattern: "Sí, rojo. Son tres libros rojos."
3. Write the phrases on the board as you go: "tres libros rojos." After several examples have been written on the board, go to the first example and underline the "-os" on both "libros" and "rojos."
4. Ask students why *rojo* was transformed to *rojos*. Review the gender and number agreement rules with students.
5. Go over the remaining items on the list with them, underlining the agreement of the adjectives and nouns.
6. Students will already be familiar with the concept of adjectives agreeing in number and gender from the SER and Personal Attributes lessons.
7. Make sure to point out that the colors *verde*, *azul*, *gris*, and *marrón* do not change gender no matter what noun they modify—they only reflect singular or plural.
8. Fill out the grammar tips of the resource page (shown below) with students.

For lesson 2: Grammar Tips

Colors can be nouns, such as in "My favorite color is blue."

Mi color favorito es el azul.

- ❖ When used as nouns, colors will always use the article el.

Colors may also be adjectives, such as in "I have a blue notebook."

Yo tengo un cuaderno azul.

- ❖ When they are adjectives, they will usually go after the noun.
- ❖ When they are adjectives, they must be made to agree in gender and number.

9. Have students do the **Práctica** section of their Student Resource Page individually, and then allow them to check their answers with a classmate. Finally, go over their answers as a class.

1. two red books = dos libros rojos
2. one brown chair = una silla parda/marrón
3. six green pencils = seis lápices verdes
4. three purple pens (plumas) = tres plumas moradas
5. eleven orange backpacks = once mochilas anaranjadas
6. thirteen black cats (gatos) = trece gatos negros

Reinforcement Activities:

Espía: This is a type of "I Spy" for people. The teacher chooses a person in the classroom and describes the clothes s/he is wearing one item at a time. If the vocabulary is brand new when you conduct this activity, mime for the clothing you choose so that students understand. It helps to start with general clues and work to more specific ones. (For example, if only one person is wearing a purple shirt, that's the clue that should be given last.) When students believe they know whom is being described, they should raise their hands. The teacher will then ask "¿Quién es?" and the student will answer, "Es _____." After students have learned the clothing vocabulary in this chapter, they can take turns being the spy and having other students try to guess whom they are describing.

Veinte Preguntas: This activity is great for incorporating and reviewing a lot of vocabulary students have already mastered, such as classroom supplies, colors, and numbers. Decide on an object or person in the room. The students then ask simple questions about the mystery object you have chosen. These may be "yes/no" questions, but you can also branch out into other questions. (E.g., ¿Es azul? vs. ¿Cuántos hay en la clase?) You may need to write question prompts on the board to foster question asking.

Assessment and Extension Opportunities:

There are several practice sheets and a quiz included in the materials for this lesson.

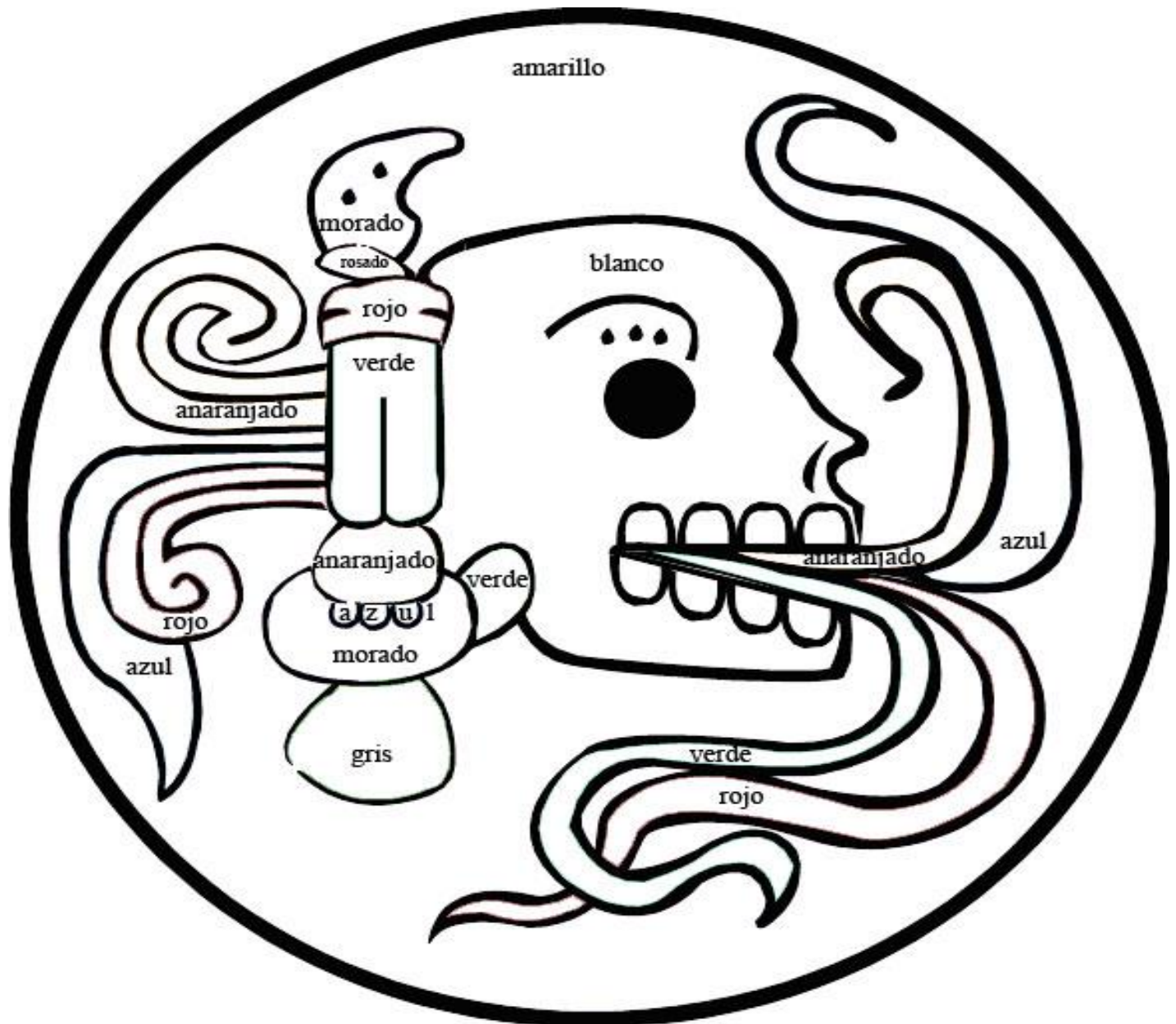
Práctica I: Flashcards- Cut apart cards and write the Spanish on the backside with perfect spelling.

red	blue	green
gray	orange	yellow
black	purple	brown (chestnut) (2 words)
pink	brown (dark)	white

Nombre: _____

Práctica II: Los colores

Carefully color the image below with the colors indicated.



Nota Cultural: Chichén Itzá

The picture you colored on the previous page is a replica of a carving from Chichén Itzá, a Mayan archaeological site in the Peninsula Yucatán in México. Chichén Itzá is one of the most famous sites for Mayan exploration. It was a thriving city from about



600 B.C. to 1000 A.D., and archaeologists have found many fascinating artifacts from that period. Some of their finds include jade pieces, a sacred well, a palace, a stage, a huge temple (shown above), and the ball court, from which the drawing on your quiz was taken.

The Mayan ball game is something about which anthropologists and archaeologists are still trying to learn more. Imagine one long green court with walls of stone running the length of it. High up on the side wall, you spy a stone circle, covered in carvings. The point of the ball game was to get the ball through the hoop, but players were not to touch the ball with their hands. In that way, it was a bit like soccer. The ball game was supposed to mimic the movement of the sun through the heavens.

One interesting detail that has researchers wondering about some of specifics of the game is the carving on the walls of the court. Among many other pictures, you can see warriors being beheaded. No one is totally sure if these were the winners of the ball game or the losers. In Mesoamerican cultures (that's Mexico and Central America), some groups practiced human sacrifice. Although it was almost always prisoners of war who were used for sacrifices, it was considered an honor to be sacrificed to the gods and some researchers believe that being sacrificed was a privilege for the winners.

Archaeologists are still learning more and more about Mesoamerican cultures, in part through working on huge restoration projects at sites like Chichén Itzá. Archaeologists take all the fallen pieces and try to reconstruct the buildings like a puzzle, except without a picture to guide them. Who knows...maybe someday you'll have the opportunity to see what they've done so far in the Yucatan Peninsula in México!

Nombre: _____

Listening Activity: Color the numbers you hear with the colors your teacher indicates.

25 38 49 60

77 100 54

81

84 28 65

90

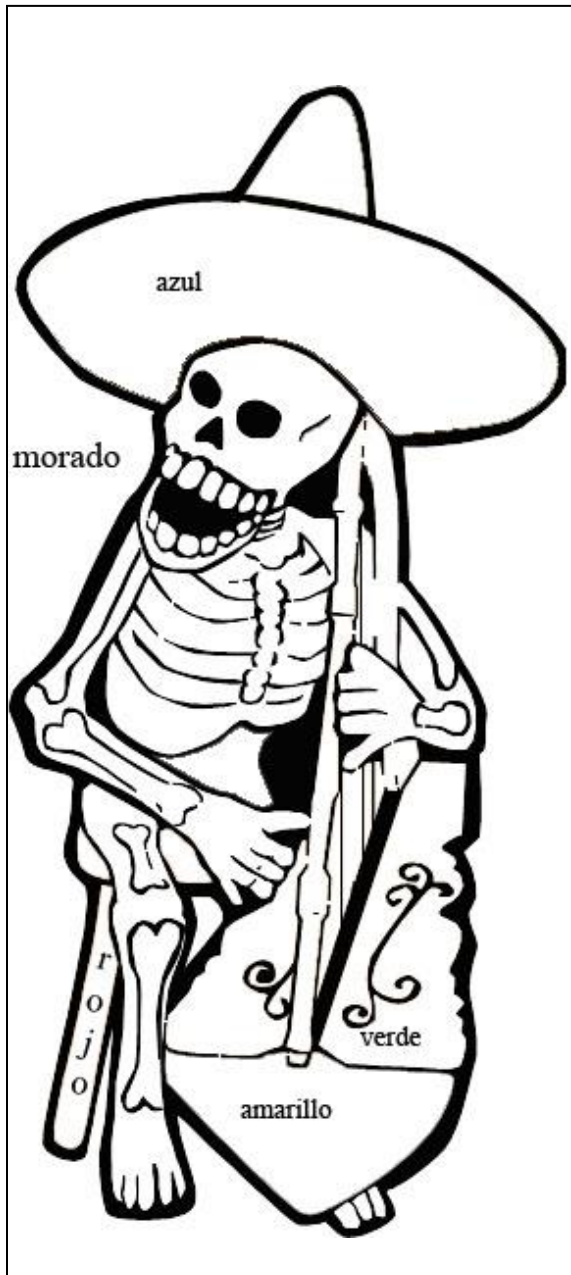
42 14

61 33 50

70

Práctica III: Los Colores and Agreement

Color the *Día de los muertos* (Day of the Dead) picture as indicated (make sure to get all 5 colors!), then complete the translations to the right.



Translate each of the following phrases from English to Spanish. Each phrase is worth four points (three for the correct words, one for correct agreement).

1. one black notebook _____
2. six blue papers _____
3. two green backpacks _____
4. eleven brown pencils _____
5. seven white student desks _____
6. one pink eraser _____
7. three red rulers _____

Total: ____/18

Porcentaje: ____%

Nombre: _____ La Prueba- Los Colores y Agreement

Traduce en español. (Translate into Spanish.) (18)

1. four blue pens _____
 2. six yellow markers _____
 3. fourteen white papers _____
 4. one black backpack _____
 5. twelve green erasers _____
 6. nine orange rulers _____
-

Total: ____/18

Porcentaje: ____%

Nombre: _____ La Prueba- Los Colores y Agreement

Traduce en español. (Translate into Spanish.) (18)

1. four blue pens _____
2. six yellow markers _____
3. fourteen white papers _____
4. one black backpack _____
5. twelve green erasers _____
6. nine orange rulers _____

KEY

Total: ____/18

Porcentaje: ____%

Nombre: _____ La Prueba- Los Colores y Agreement

Traduce en español. (Translate into Spanish.) (18)

1. four blue pens cuatro plumas/bolígrafos azules
2. six yellow markers seis rotuladores amarillos
3. fourteen white papers catorce papeles blancos
4. one black backpack una mochila negra
5. twelve green erasers doce gomas/borradores verdes
6. nine orange rulers nueve reglas anaranjadas

D. Clothing, Agreement and Review of Indefinite Articles

This lesson and the related activities work to familiarize students with basic vocabulary about clothing. It also reviews indefinite articles and gives them practice switching back and forth between definite and indefinite articles.

Prep: 20 minutes

Materials: copies of Student Resource Pages, kid-friendly magazines or clothing ads, shopping bags full of clothing, poster or board space for indefinite articles (See Procedure for details)

Target Vocabulary and Concepts

la ropa	the clothing	el vestido	the dress
los pantalones	the pants	la blusa	the blouse
la falda	the skirt	la chaqueta*	the jacket
los pantalones cortos	the shorts	el abrigo	the winter coat/ overcoat
la camisa	the shirt	los vaqueros/los jeans	the blue jeans
la camiseta	the t-shirt	los zapatos	the shoes
la ropa interior	underclothing/under- wear	el collar	the necklace
los calcetines	the socks	los aretes/ los pendientes	the earrings (small) the earrings (dangly)
el suéter	the sweater	el anillo	the ring
la sudadera	the sweatshirt	los lentes/las gafas/los anteojos	the glasses

***Nota cultural:** In Mexico instead of chaqueta, they use the word chamarra for jacket.

Procedure:

1. Begin class with several large shopping bags bursting with clothes.
2. In Spanish, tell your class that you have been shopping and what you have bought: "*Fui de compras, y compré muchas cosas. Compré...*" Show the class each item you mention.
3. Using the visual clues and the context, students will understand much of what you are telling them. Feel free to describe the clothing as you show it to students as well—*una camisa roja, unos pantalones negros*.
4. Tell students that they will be learning vocabulary for clothes and some accessories.
5. Go over the Student Resource Pages with students and give them the English translation as you practice pronunciation of the vocabulary.
6. Give students a minute or two to make note of the cognates on the list as well as try and come up with mnemonic devices (clues) to remember the non-cognates.
7. Call on volunteers to share their clues with the class.
8. Explain to students that they will be reviewing indefinite articles today. (Indefinite articles were taught at the end of Part II, with *los animales*).
9. Check to see if they know the articles in English (a, an, the), and then make a list of those they know in Spanish. (*el, la, los, las, un, una, unos, unas*)
10. Review with the class that the articles *a/an* are called indefinite articles, because they don't tell you exactly *which* noun you are talking about—it could be one of many. It is not definite. They will be using the articles *un* and *una* to say "a/an." Review the plural form of the articles is *unos* and *unas*, which means "some."
11. Write the following on the board or make a poster to help clarify changing from definite to indefinite articles:

Changing "THE" to "A"
el → un
la → una
los → unos
las → unas
12. Hold up a few clothing items one at a time and model how to change from definite to indefinite articles. For example, hold up "the shirt"/"la camisa" and ask students how they would change it to "a shirt"/"una camisa." Go through a few more examples to include each of the articles.
13. Have students go through old magazines (make sure you screen for magazines that have inappropriate advertisements) in search of clothing pictures.
14. Divide up tasks to improve efficiency: Put a small group of students in charge of cutting pictures of pants, one in charge of t-shirts, another skirts, another shoes, etc.
15. After approximately 10 minutes of searching, students should have enough pictures to begin the activity.

16. Regroup the students into groups of about 4 and give them an assortment of the clothing pictures the class just clipped.
17. Explain to the students that together, they have the contents of the entire closet of clothes for *una familia muy grande, la familia Ochoa*.
18. Write the names of the family on the board: Óscar (el papá), Marta (la mamá), Rogelio, Pancho, y Alán (los hermanos), Claudia, Elva, y Esmeralda (las hermanas).
19. Describe the characters to your class based on your own imagination: their age, hair color, body type, etc., and help students also imagine them.
20. Give students a scenario involving one or more of the characters: *Esmeralda va a una fiesta. ¿Qué lleva? Marta y Oscar van a la iglesia (church). ¿Qué llevan?*
21. In their groups, students will quickly look through their piles of clothing pictures to come up with an outfit. Have the groups tell the class about the clothing they chose.
22. They will answer as completely as possible and using indefinite articles: "*Lleva un vestido azul y un collar y unos zapatos negros.*"
23. If you choose, you may award a point/stickers to the group that picks the best outfit for the particular character, or you may let the class vote on who picks the best outfit.
24. End by filling in the blanks on the instructions for the Práctica: Indefinite Articles page with students, and then asking them to complete the chart to practice forming indefinite articles.
25. There are two partner activities in this unit: The "Mochila" battleship game has a template included in this lesson and would work well after introducing the INDEFINITE articles for oral practice. (See the Reinforcement Activity section for detailed instructions.) The other partner activity titled, "Partner Activity-La Ropa," is later in the unit would be a great follow up to teaching color/clothing agreement. Directions are provided on the activity sheet itself.

Suggested Tarea: Several practice sheets for clothing terms are included in the materials for this lesson.

Reinforcement Activities:

Battleship- Vocab (Mochila)- (15-25 minutes) Materials- Current vocabulary list for each student with at least 20 terms (clothing vocabulary in this lesson), copies of the Mochila template for all students (included in this lesson)

This is essentially the same concept as Verb Battleship using vocabulary instead of verb forms. Have the class take out their current vocabulary list. The list will need to have 20-30 words for this to be effective. Create a sentence format on the top of the game board for students to follow as they ask and answer in Spanish. For example: "Tienes _____?" / "Sí, yo tengo _____" or "No. No tengo _____." This would work great for concrete objects like clothing. Pair your students and have them place their desks head to head if possible using a book or binder as a barrier. Their papers must stay covered for this game to be effective.

Have students draw a set number of items from their lists inside their mochila. Five to 8 items work great depending on how much time you have to play the game. The more items they draw the longer the game will take. (If students do not like or want to draw, they can simply write the words they choose inside the mochila in English.) Once the mochilas are set up with items, student pairs go back and forth using the Spanish format on the page to ask each other what is inside the other's mochila.

Students need to reference their vocabulary list and are encouraged to make a tiny mark next to the words they already asked about so they don't waste time repeating them. The student who guesses all of the other's items in the mochila first, is the winner. If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the items of Student B, Student B only try to find items of Student C, and Student C only try to find items of Student A.

Cuerpo Sketch- (10-15 minutes) Materials: Blank paper for all students, clothing and color Student Resource Pages for student reference

Variation 1- Pair students and tell an imaginary story that one of the partners is a witness to a robbery while the other is the sketch artist. Have the witness describe the robber's clothing to the sketch artist however s/he wants in Spanish. The sketch artist needs to do his/her best to draw the outfit that is described. For example, "Lleva una sudadera negra. Lleva unos zapatos azules," etc. Then have the students switch roles.

Variation 2- Complete the activity similarly to Variation 1, but without the story. Instead students are dictate an imaginary character's outfit to a partner.

Variation 3- Create groups of 3, having two students draw the character's clothing while a third student dictates. Instruct students to keep their drawings secret until the end. Have the two drawers compare their work.

Yo Veo: On the board, write the following rhyme:

Yo veo... (teacher)

¿Qué ves? (students)

Yo veo a una persona. (teacher)

¿Cómo es la persona? (students)

Explain to students that you will say the sentences and they will respond with the questions. Practice this a couple of times. When they are comfortable, start the game by answering their last question with a description of a person in the room. For example: if s/he is a boy or a girl and then describe their clothes and what color the clothes are. (Example: *Es niña. Lleva jeans y una camiseta azul.*) Once students think they know whom you are describing, they can raise their hands. Keep describing the person until a student guesses correctly. Once students are familiar with the game, allow them to describe the student while their classmates guess.

Go Fish- (10-20 minutes) Materials: Premade card sets on darker colored paper using the flashcards in this lesson with each vocabulary word in the pile twice using with 20-25 vocabulary words, one set per 3-4 students; board space.

Put the class into groups of 3 to 4 students. Give each group a card set. Have each group mix up their cards and make a "lago" on the table, and then choose 5 cards each. If they have any matches, have them lay them down on the table and choose more cards until they have 5 different cards to start with.

Create a format on the board for the students to follow, such as, "Tienes _____?" "Sí, tengo _____" OR "No, no tengo _____. Pesca." Encourage the class to ask and answer each other in Spanish using those formats with the words they are trying to match.

Students are trying to find matches for the cards in their hands by taking turns and asking each other if they have the match. If the student they ask DOES have the match, s/he must give it to the asker to lay down on the table. If s/he makes a match, they can go again. If the students asked DOES NOT have the card asked for, s/he will tell the asker to "PESCA," and choose a card from the "lago." This continues until one students gets rid of all their cards. Whoever has the most matches wins!

*The same card sets also work for MEMORY and CARAMBA (if you add 4 Caramba cards to each set).

World's Slowest Race: For this game, students line up on one wall of the classroom or if you prefer, at a starting mark outside. You stand on the opposite wall (or finish line, if outside). To begin the game, tell students that when you mention an article of clothing that they are wearing (*llevas vaqueros, llevas zapatos blancos*) or a physical characteristic that they have ("*tienes pelo castaño, tienes ojos azules, eres moreno,*") they can move forward. Depending on your group, you can have them only take one step forward, or you can specify that they can walk/run until you say "párense." Whoever reaches the opposite side first is the winner.

Clothing Conundrum: Bring in a suitcase full of clothing with enough pieces to distribute among all the students, five bandanas to be used as blindfolds, plus about five large, empty paper sacks. The clothing may be yours, or it may be children's clothing or doll's clothing (great space savers). Have the students sit in a circle, and begin passing clothing down the line. You start the piece at one point in the circle, and students pass it all the way to the end, chanting "Pasa la ropa, pasa la ropa, pasa la ropa *clap, clap, snap.*" The last person to receive the piece keeps it, and the next piece will stop with the last person who is empty-handed until eventually every student has a piece of clothing. You will go around the circle and each student will describe who s/he is holding: "*Es una camisa amarilla. Son pantalones cortos rojos.*" Finally, end by dividing the clothing evenly into paper bags and your students into five teams. In their teams, each student will take turns being blindfolded. The blindfolded student will reach into the paper bag and draw out an item of clothing. S/he will feel it and try to name the article of clothing to his/her team in Spanish. For an extra challenge, see if the blindfolded student can remember the color of the item in question.

Pictionary (5-15 minutes) Materials: Dry/Erase boards- one/group OR chalkboard space, current vocabulary lists for all students

Variation 1- (Small Group Activity) Divide the class into groups of 2-4 students. Hand out one dry/erase board set to each group. Have the group take turns choosing a term from the current vocabulary list and drawing picture clues for the rest of the group. The student drawing can choose any word from the current vocabulary list to draw. Whichever student guesses the vocabulary word and says it in Spanish gets to draw the next round. Continue as time permits.

Variation 2- (Whole Class Activity) Use the chalkboard and have one student come up to draw a current vocabulary word on the board. Teacher could point to a word on the list for the student to draw or the student could choose any word they'd like to draw. Have the class raise their hands to say the word in Spanish if they think they know the answer. Whichever student answers correctly gets to be the next drawer.

Around the World (5-10 minutes) Materials: Current clothing vocabulary list in hand for teacher's reference.

Start on one side of the room and have two students stand up. Say a term in English or in Spanish and have the students standing race to say the opposite. Practice with DEFINITE and INDEFINITE articles. For example, the teacher says, "the shirt" and the two students race to say, "la camisa." Whichever student says it correctly first moves on to the next student in the line of desks. The student who lost sits down. The winner continues to snake through the classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner. Encourage students awaiting a turn to study their notes at their desks until it is their turn. This will help keep them involved in the game. Have students turn their notes over on their desk when it is their turn to stand and compete. This is a great game for the last few minutes of class before the bell rings.

Extensions/Assessment Opportunities:

Understanding Uniforms: Make several copies of pictures of student uniforms in Mexico or another Spanish speaking country, or have students look at them online in the computer lab or on the Smart Board. Have students describe the different uniforms in writing or out loud: "Las muchachas llevan faldas azules y blusas blancas." "Los muchachos llevan camisas blancas con pantalones pardos. Tienen zapatos negros."

Clothing Drive: Combine education with community service and outreach. Organize a class or school-wide clothing drive of new and gently-used clothes. Have your students create flyers to post around school, designated collection points (such as attractively decorated boxes in your classroom, the school office, and homerooms), skits/ads to perform on the school-wide video or loudspeaker announcements, and notes to send home to families. For an extra language-building activity, create these ads bilingually. Have students create tallies and illustrated bar graphs representing the particular items collected: *zapatos*, *abrigos*, *camisas*, *pantalones*, etc., both for the classroom and for sharing the success with the school community. After the drive is complete, have the class write and send home a newspaper-style article

including photos to their families, documenting the project and thanking them for their involvement. See if the school newsletter will also run a copy of the article.

Teacher Tip 1: All activities of this type must be cleared with school administrators before you begin. Also be aware that your school may have an annual food/clothing drive, particularly if you are doing this project around the holidays, in which case you may want to partner with the teacher who usually organizes that project to see how your class can get involved. Additionally, contact the organization with which you are interested in working to see if they are accepting donations at the time, what they most need, and to get tips on running a successful drive (many such organizations have informational handouts ready and waiting).

Teacher Tip 2: Here are some ideas for organizations that could benefit from the drive. Check the internet to see if these organizations operate in your area: schools for homeless students; homeless shelters; domestic violence shelters; refugee resettlement programs and aid programs such as The International Institute of Minnesota (in St. Paul), or the International Rescue Committee (the IRC, various locations); the local Catholic diocese or other religious organization; Share Your Soles (in and around Chicago and other locations in the Midwest; donations go to a variety of nations, including several in Latin America); or Art for Humanity (you will need to ship items to D.C.; donations go to Honduras from there). If you teach in a public school, you may want to choose a charitable organization **not** run by a church group, or select one that focuses on charitable donations instead of mission work combined with charitable donations to avoid potential conflicts with families. If you are working in a parochial school, feel free to choose a religious organization aligned with your particular school.

¿Qué llevas tú?: Student Resource Page for Clothing

Nombre: _____

Listen to your *maestro/a* and fill in the English equivalent of each vocabulary word below.

la ropa		el vestido	
los pantalones		la blusa	
la falda		la chaqueta	
los pantalones cortos		el abrigo	
la camisa		los vaqueros/ los jeans	
la camiseta		los zapatos	
la ropa interior		el collar	
los calcetines		los aretes/ los pendientes	
el suéter		el anillo	
la sudadera		los lentes/las gafas/los anteojos	

REPASO:

definite articles = **THE**

indefinite articles = **A, AN**



Changing "THE" to "A" =

el→ _____

la→ _____

los→ _____

las→ _____

Práctica I: Flashcards- Cut apart cards and write the Spanish on the backside with perfect spelling.

the glasses (3 words)	the earrings (2 words)	the ring	the necklace
the shoes	the jeans (2 words)	the coat	the jacket
the sweater	the sweatshirt	the blouse	the dress
the socks	the underwear	the t-shirt	the shirt
the shorts	the skirt	the pants	the clothing

Práctica II: Indefinite Articles

Nombre: _____

Change the definite articles to indefinite articles. Skip any words with an X in the blank, as they are **non-count nouns**. Similar to English terms like: rice, clothes, and happiness.

la ropa	X	el vestido	
los pantalones	unos pantalones	la blusa	
la falda		la chaqueta	
los pantalones cortos		el abrigo	
la camisa		los vaqueros/los jeans	
la camiseta		los zapatos	
la ropa interior	X	el collar	
los calcetines		los aretes/ los pendientes	
el suéter		el anillo	
la sudadera		los lentes/las gafas/los anteojos	

¡Recuerda! - el → _____

la → _____

los → _____

las → _____

Más Práctica:

a. some earrings _____

b. a t-shirt _____

c. some sweatshirts _____

d. a ring _____

Partner Activity: **Mi Mochila** -Juego de Vocabulario

Question: ¿Tienes _____?

Answer: Sí, tengo _____/ No, no tengo _____.



Nombre: _____

Práctica III: La ropa y los artículos

¡Recuerda! - el → _____
la → _____
los → _____
las → _____

Use the correct indefinite article and noun to describe what is shown in each picture. The first one has been done for you.



1. un vestido



2. _____



3. _____



4. _____

In the spaces below, draw a picture to correctly represent each phrase shown. Pay attention to number!

unos collares

un suéter

unos zapatos

Finally, translate the sentences below into English. (Hint: tener- to have)

1. Me gusta la camisa. _____
2. Usted tiene unos zapatos blancos. _____
3. Federico no tiene pantalones cortos. _____
4. Mi hermana tiene unos vaqueros. _____
5. Te gusta el anillo. _____

Partner Activity-La Ropa

Persona A

Nombre _____

Ask and answer the following questions about the people below. Use the information in the box to answer your partner's questions using INDEFINITE articles (un, una, unos, unas) and complete sentences. Write your partner's answers in complete sentences.

Lola - a red sweatshirt	Felipe - some blue shoes	Raquel - some white shirts
Anita - a yellow necklace	Raúl - a green jacket	Lupe - some orange socks

1. ¿Qué lleva **Silvia**? _____
2. ¿Qué lleva **Sandra**? _____
3. ¿Qué lleva **Carlos**? _____
4. ¿Qué lleva **Ana Luisa**? _____
5. ¿Qué lleva **Alejandro**? _____
6. ¿Qué lleva **Lulú**? _____

Partner Activity-La Ropa

Persona B

Nombre _____

Ask and answer the following questions about the people below. Use the information in the box to answer your partner's questions using INDEFINITE articles (un, una, unos, unas) and complete sentences. Write your partner's answers in complete sentences.

Silvia - a brown t-shirt	Carlos - some purple necklaces	Alejandro - some black pants
Sandra - a pink ring	Ana Luisa - a yellow coat	Lulú - some gray skirts

1. ¿Qué lleva **Lola**? _____
2. ¿Qué lleva **Anita**? _____
3. ¿Qué lleva **Felipe**? _____
4. ¿Qué lleva **Raúl**? _____
5. ¿Qué lleva **Raquel**? _____
6. ¿Qué lleva **Lupe**? _____

Nombre: _____ Examen - La Ropa and Agreement

Part I: Change the THE to A. Rewrite the phrase using an INDEFINITE article. (5)

1. los aretes amarillos _____
2. el vestido verde _____
3. las faldas blancas _____
4. la chaqueta marrón _____
5. los vaqueros castaños _____

Part II: Translate into Spanish using DEFINITE or INDEFINITE articles and making the endings agree. (15)

1. the red shorts _____
2. some orange shoes _____
3. the blue t-shirts _____
4. some green socks _____
5. a yellow necklace _____

Part III: Use the words in parenthesis and answer in a complete sentence. Make sure the endings agree. (9)

1. ¿Qué tienes tú? (a purple dress) _____
2. ¿Qué tiene Anita? (some gray earrings) _____
3. ¿Qué tienes usted? (a black sweater) _____

Part IV: Traduce. (Translate.) (6)

1. Yo tengo un abrigo azul y unas gafas marrones. _____
2. Raúl no tiene la ropa rosada. _____

Nombre: _____ **KEY** Examen - La Ropa and Agreement**Part I: Change the THE to A. Rewrite the phrase using an INDEFINITE article. (5)**

1. los aretes amarillos unos aretes amarillos
2. el vestido verde un vestido verde
3. las faldas blancas unas faldas blancas
4. la chaqueta marrón una chaqueta marrón
5. los vaqueros castaños unos vaqueros castaños.

Part II: Translate into Spanish using DEFINITE or INDEFINITE articles and making the endings agree. (15)

1. the red shorts los pantalones cortos rojos
2. some orange shoes unos zapatos anaranjados
3. the blue t-shirts las camisetas azules
4. some green socks unos calcetines verdes
5. a yellow necklace un collar amarillo

Part III: Use the words in parenthesis and answer in a complete sentence. Make sure the endings agree. (9)

4. ¿Qué tienes tú? (a purple dress) Yo tengo un vestido morado.
5. ¿Qué tiene Anita? (some gray earrings) Anita tiene unos aretes grises.
6. ¿Qué tienes Usted? (a black sweater) Yo tengo un suéter negro.

Part IV: Traduce. (Translate.) (6)

3. Yo tengo un abrigo azul y unas gafas marrones. I have a blue coat and some brown glasses.
4. Raúl no tiene la ropa rosada. Raúl doesn't have pink clothes.

E. Introduction to -AR verbs with Clothing

This lesson teaches students verbs and questions they can use with their new clothing vocabulary. It also teaches the basic present-tense conjugation of -ar verbs.

Prep: 10 minutes

Materials: copies of Student Resource Page; chart of AR verb endings for visual aid; chart of the Conjugation steps to use for a visual aid

Target Vocabulary and Concepts

llevar	to wear	¿Qué necesitas?	What do you (inf.) need?
comprar	to buy	¿Qué necesita?	What does s/he, do you (form.) need?
necesitar	to need	la talla	the size
cambiar de ropa	to change clothes	pequeño	small
buscar	to look for	mediano	medium
mirar	to look at, to see	grande	large
¿Cómo está vestido/a?	How is he/she, are you (form.) dressed?	¿Cuánto cuesta/n?	How much is it/are they? (review)
¿Cuál talla necesita?	What size does s/he, do you (form.) need?	más grande	bigger
¿Qué ropa lleva?	What is s/he, are you (form.) wearing?	más pequeño	smaller

AR Verb Endings:

yo	-o	nosotros	-amos
tú	-as	vosotros	-áis
él/ella/usted	-a	ellos/ellas/ustedes	-an

Conjugation Chart:

iConjugation!

Step 1: Find the infinitive → mirar

Step 2: Drop the "AR" to leave the STEM → mir~~ar~~ → mir

Step 3: Add the new ending → **yo miro**

Procedure:

1. To begin, explain to students that they will be getting a key to verbs today by learning the basic conjugation of regular -ar ending verbs.
2. Explain that all verbs have an infinitive form, which in English is the "to _____" form of the verb, such as to walk, to run, to talk, to buy, to look, to study, etc.
3. Introduce the vocabulary to them by giving them the English translation of each word or phrase and practice pronunciation.
4. Next, revisit the idea of mnemonic devices with your students—using tricks or strategies to help you remember information.
5. Use the word pictures included in this unit as an overhead, poster, or other visual to show students some examples of mnemonic devices they might use to memorize vocabulary.
6. Challenge the students to come up with more mnemonic devices for the terms.
7. Finally, explain the basic conjugation pattern of -ar verbs with students.
8. Chant out the endings while pointing to the chart. (o, as, a, amos, áis, an)
9. Teach the steps for conjugating verbs. Use the chart you created for this unit for a visual aid.
10. Highlight and define the terms in the chart:
 - a. Infinitive- the verb in its entirety, "to" do something, such as "to talk" or "to see." In Spanish, the infinitive verbs end in either "ar," "er," or "ir"
 - b. Stem- the part of the infinitive that is left after removing the "ar" "er" or "ir" ending. For example, "mirar→ mir"
 - c. Conjugation- adding a new ending to the stem. In this case, "o, as, a, amos, áis, an."
11. Students will fill in the paragraph on the student resource page and doing 1-2 practice conjugation charts in class. (The remaining charts should be assigned as homework.)
12. End with practicing the verb conjugation song using the -ar verbs in question. The song is sung to the tune of "Row, Row, Row Your Boat." The example below demonstrates with the verb "buscar," but it works well for all two-syllable verbs.
 - a. Yo, yo, yo busco
 - b. Tú bu-us-cas
 - c. El, ella, y usted bu-us-ca

- d. Nosotros buscamos
- e. Vosotros buscáis
- f. Ellos, ellas, ustedes bu-us-can

Suggested Tarea: Students should complete the remaining charts on the resource page for practice. Also, a practice sheet has been included in this lesson and can be used another day.

Reinforcement Activities:

Fashion Support Team: Bring in two duffel bags or suitcases full of clothing with enough pieces to distribute among all the students. One bag should be full of tops only (sweaters, t-shirts, dress shirts, etc.), and one should be bottoms only (pants, skirts, shorts). This game works best and is most comfortable for any students who may be self-conscious about their bodies if you include clothing that is humorously and obviously inappropriate for your class—several items in double or triple XL, and a selection of clothing for toddlers or dolls. Set the suitcases up at the front of the room, and have the students sit in a semi-circle around you. Explain that they are going to be taking turns coming up and blindly drawing one top and one bottom from the bags. They will hold up the items, and the class will describe what the problem is with the clothing: *"La camisa es muy pequeña. Necesita una camisa más grande. Los pantalones son muy grandes. Necesita otra talla."* Be sensitive to students that may have body image concerns; one way to do so is to choose only student volunteers to go and draw clothing from the bags, allowing timid students to participate by describing the clothing.

Teacher Tip: Garage sales and secondhand stores are good places to find affordable materials. Many second-hand stores will give you a discount on clothing if you tell them you are a teacher. Ask if they can offer a donation for your classroom or give you a special price. (Many places such as Goodwill are required to regularly throw out clothing or sell it to companies in bulk for rags after a certain amount of time, so they are often willing to pass savings on to teachers when they can, particularly if you are looking for clothing in sizes or patterns that don't sell well.)

Battleship- Verbs (15-25 minutes) Materials- Copies of the battleship board for all students from this unit. Have the class conjugate those verbs individually to create the game board. It may be helpful to have up the AR verb endings on the board for their reference.

After all students have a complete game board, they need to pair up and move desks head to head (if possible) and create a barrier using a book or binder so their papers remain covered at all times. At this point, students need to circle or highlight the some of the conjugations they just completed to draw in their "ships" of "2 ships of 2 squares" and "1 ship of 3 squares" on their board. Using the vocabulary listed on the bottom in Spanish, students then go back and forth trying to find each other's "ships" by calling out the conjugations. For example: a student may say, "yo miro," to indicate the square corresponding with

mirar and yo. If the other student has part of their ship in that square, they would respond accordingly in Spanish with with "hit" or "miss."

The students need to keep track of their hits using one type of mark, like an "X" over the square, and their misses using another, like a small dot. The game goes back and forth until one student locates all of the others boxed off forms or "ships." If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the ships of Student B, Student B only try to find ships of Student C, and Student C only try to find ships of Student A.

Culebra del Verbo- (5-10 minutes) Materials: Timer, List of current verbs in hand for teacher reference. Before starting this game with the class, review verb endings of the type of verbs planned to use during this activity. This is a time-race game in which students are competing against themselves, trying to beat their old time. Start at one end of the room and have all students stand up. You will give the class a verb and then start the timer. They will snake down and up the rows conjugating the verb. When they make it through all 6 forms, they simply start over until the verb has snaked all the way around the room. *E.g.*, "yo abrazo, tú abrazas, ella abraza, nosotros abrazamos, vosotros abrazáis, ustedes abrazan, yo abrazo, tú abrazas, él abraza..." Challenge them with more verbs and see which verb they can conjugate the fastest. Keep track of their times, and later you can have them try to beat their record.

Dry/Erase boards (10-20 minutes) Materials: Classroom set of dry erase markers, erasers, individual white boards or white plastic plates (Dollar Tree- 30 hard microwavable white plastic plates for \$15, erasers could be washcloths cut in fourths, or even Kleenex. Many students have their own dry/erase markers, or the school could possibly purchase you a set of 30. Alternatively, math teachers often have sets of dry/erase boards that you could possibly borrow.) Current vocabulary or verb list in hand for teacher use.

Students work individually to practice concepts in a written form while teacher prompts each question and checks each students' work. For example, teacher may say a term in English or hold up a picture vocabulary card. Students then write that word or phrase in Spanish and hold up their board to have the teacher quickly scan and check them. Students **MUST** write the word correctly and be checked before moving on to the next word. If students do not know, they can use their notes (especially if the material is relatively new) or even look at a board of a classmate as long as they write it before moving on. This works very well with grammar concepts such as agreement and verb conjugation when visual practice, attention to detail and immediate feedback is essential.

With a bit a prep this can also be a partner activity where students act as teachers and have the questions and answers to quiz each other. Create a list of vocabulary words or verbs and pronouns you'd like the students to practice. Split the list into two and provide the answers next to the questions. Have the students go back and forth quizzing each other and checking the work of their classmate using the questions and answers you provide.

Boards are also very useful when playing group games like Jeopardy. Each group can use one dry/erase board set and work together to formulate an answer.

Pictionary in pairs is another great use especially with newer vocabulary lists. One student draws a word of their choice from the list, the other guesses in Spanish. Students then switch roles.

Steal the Bacon (Verb Conjugation Game) (10-15 minutes) Materials- small toy/object to act as the bacon, 2 sets of large pronoun cards with one pronoun listed on each, a few extra pronouns repeated on cards in cases of larger class sizes, space to run

Divide the class into two teams. Hand out one set of large pronoun cards to each team making sure all 10 pronouns are represented on each team. Give students on each team extra pronoun cards if there are not very many students in the class. All 10 pronouns need to be represented on each team. If there are more than 10 students on a team, repeat one of the pronoun cards so that two students on the same team have the same card. They will take turns running up when their card is elected.

Place the toy/object used as the bacon in a central area between the two teams. Call out a verb form without saying the pronoun. For example, "bailo." Students with the pronoun card, "yo" will race from either team to come and grab the "bacon" toy. The team that grabbed it first wins a point for their team. Continue to play for several rounds. Have students switch cards among their team after a few minutes to keep them challenged.

Dice game: For this game you will need a pair of red/green dice (one red die, one green die, or two dice that are otherwise distinguishable). On a chalkboard or markerboard in the front of the room, write 6 subjects in red. For example: 1. yo, 2. Pablo y Ana, 3. nosotros, 4. Sr. Aguilár, 5. Pilar, 6. tú. In green, write an -ar verb for each number, 1-6: 1. llevar, 2. comprar, 3. necesitar, 4. cambiar de ropa, 5. buscar, 6. mirar. In groups of about four students, each student will take turns rolling the dice. If s/he rolls a red 1 and a green 2, then s/he must name the **yo** form of the verb **comprar**. If s/he is correct, s/he gains the points shown on the dice—three, in this case. Then the next student goes. Award a prize to the top-scoring student in each group. Variation: When starting, you may choose to use only one verb and one die. Write the infinitive form of one verb you are using on the board in the front of the room (e.g., llevar), and write and number your subjects one to six as described above. Students will roll the single die and conjugate *llevar* for the subject whose number they roll.

Teacher Tip: This game works best with student experts serving as judges for each team of 3-4 people. To choose judges, give a 10-question quiz before starting the game. The quiz should consist of phrases to be translated and use the verbs in question, such as "we buy," "I look for," and "you wear." After all questions have been given, have students switch papers and score the quiz. Offer any students who earned 100% the chance to serve as a team judge. Be sure to offer them an incentive to doing so, such as a "Get Out of Homework Free" pass, a special privilege, or a small prize. The student experts will not play the game. Their job is to judge their classmates' answers and keep score.

Lotería/Bingo: Using the blank Lotería board provided in this book, have students write in different forms of a given verb you choose from this lesson in each column. For example, they may write forms of *comprar* in the first column: "compras, compramos, compro, compráis, compran" and forms of *llevar* in the second column, etc. (Note that there are six verb forms but only 5 squares—this is deliberate, as it raises the challenge for getting Bingo. The other key is to encourage students to put the verbs in a unique order instead of going right down the typical conjugation format of *compro, compras, compra, compramos, compráis, compran*.) You will then draw slips from a hat listing the English translation, such as "we buy." Students will mark off *compramos* on their boards using a dry bean or other marker. The first student to

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get a complete row across the board calls *Lotería*. To reinforce learning, have students read off the Spanish words comprising their win along with the English translation. You can also include other clothing from this lesson and the first clothing lesson.

Memoria: Create vocabulary cards ahead of time or have students create pairs of cards that have a Spanish word or phrase on one card and the English on its mate. Stay under 30 cards total. In groups of two to four, students will mix up cards, then spread them face down on a table. Students will take turns flipping over two cards in hopes of making a match. If they make a match, they keep the cards. The student with the most cards at the end wins the game.

Teacher Tip: You can use all clothing related vocabulary from this unit. You might also include different verb conjugation pairs in this game as well instead of exclusively infinitives. For example, *we wear/llevamos*, *she buys/ella compra*, etc.

Jeopardy: This game is great for a review before taking a test, but it's fun anytime. Put up a Jeopardy board at the front of the room with 5 categories across and 5 rows down. You may simply draw one on the chalkboard or, if you want to invest in something more permanent, you might make a general board using envelopes for the squares so that you can slip questions right inside each time you use it. Your categories should go across the top, and the envelopes going down should have a point award (traditional Jeopardy boards go from \$100-500 for the regular round and \$200-\$1000 later in the game). For reviewing the skills in the clothing and -ar verb lessons, you might make categories like the ones listed here:

- **Conjugate THIS:** statements about the general verb jingle and conjugations. Ex: "This is the tune to which we sing the verb conjugation song." Answer: "What is 'Row, Row, Row Your Boat?'" Ex2: "This is the form of *comprar* that we need for *tú y yo*." Answer: "¿Qué es *compramos*?"
- **Indefinitely:** gets students to transform a noun with a definite article into one with an indefinite article. Ex: "las camisas" Answer: "¿Qué es *unas camisas*?"
- **Spanish Spoken Here:** gives an English word and asks students to give the Spanish. Ex: "The English for this word is 'coat.'" Answer: "¿Qué es *abrigo*?"
- **¿Cómo es?:** a picture category. The teacher shows a picture clue of a clothing item in color, and the student must name the clothing item and its color. For example, a blue coat would be shown and the student would answer: "Qué es *un abrigo azul*."
- **Make it work:** another picture category. Ahead of time, gather pictures of people wearing ill-fitting clothes. In the category, the picture is shown and the student must state what the individual needs. Ex: a picture of a baby swimming in an oversized shirt Answer: "¿Qué es *necesita una camisa más pequeño*?"
- **¿Qué cosa?:** practice with questions. A statement is given in the affirmative or negative and students must form the question that could have prompted the answer. Ex: "Ana necesita unos zapatos." Answer: "¿Qué es '¿Qué necesita Ana?'" Ex 2: "Busco el tamaño 'grande'." Answer: "¿Qué tamaño buscas?"

- **¿Cuánto Cuesta?:** practice with numbers. In this category, a price appears and students must name the price in Spanish. Ex: \$3.87. Answer: "¿Qué es 'Cuesta tres dólares y ochenta y siete centavos.?"

You might divide the class in two groups to play and give each person on the winning team a couple extra credit points, or encourage teamwork by telling them that if they score above a certain point level, you will award all of them with a prize of your choice.

Extensions/Assessment Opportunities:

Skit: Have students stage a clothing-related skit. You may give different scenarios to different groups. Possible scenarios include a picky person going shopping for an outfit for a specific event, a person shopping at a *mercado* and attempting to bargain for a lower price on a handmade sweater, reporters describing a bizarre fashion show, or a family packing for a vacation. This may be a quick in-class activity, or you may make it a larger project worth a quiz grade. If you make it a larger project, be sure to develop and explain the requirements and expectations for the project thoroughly to students. It is always wise to give them the grading sheet to use right as they begin to plan.

Several practice sheets are included in this lesson and can be used as homework grades.

A quiz has been included in this lesson. It covers clothing vocabulary, definite and indefinite articles, and -ar present tense verbs

Mnemonic Devices for Vocabulary: Tricks to Help You Remember



MIRAR: to look at. To remember this one, keep in mind how it sounds like "mirror."



BUSCAR: to search/ look for. This one depends on the spelling of *buscar*: bus + car. Think of someone running late or caught in bad weather, **looking desperately** for a bus, a car, or any way to get where they are going!

OTHER TRICKS TO HELP YOU REMEMBER...

NECESITAR: to need. Do you see the same root as the word "necessary?" If it's necessary, we **need** it.



CAMBIAR: to change, which sounds like "can be ours."
We can **change** an endless number of times and anything **can be ours**.

COMPRAR: to buy. It may help to think of how you **compare** different items before you decide to **buy** one. Be careful, though! The Spanish verb for "compare" is very similar: *comparar*.



Nombre: _____

Student Resource Page for Clothing and -AR Verbs- Page 1



Listen to your *maestro/a* and fill in the English equivalent of each vocabulary word below.

llevar		¿Qué necesitas?	
comprar		¿Qué necesita?	
necesitar		la talla	
cambiar de ropa		pequeño	
buscar		mediano	
mirar		grande	
¿Cómo está vestido/a?		¿Cuánto cuesta/n? (review)	
¿Cuál talla necesita?		más grande	
¿Qué ropa lleva?		más pequeño	

Student Resource Page for Clothing and -AR Verbs, Page 2 Nombre: _____

1. Most verbs in Spanish are *regular* verbs, which follow easy patterns of conjugation.
2. Spanish verbs have three possible endings in their infinitive forms: _____, _____, _____.
3. Today, you are learning about verbs that end in -ar in their infinitive form. The infinitive form of the verb "buy" in English would be _____.
In Spanish, it is _____.

4. iConjugation!

Step 1: Find the **infinitive** → comprar

Step 2: Drop the "AR" to leave the **STEM** → compra~~r~~ → compr

Step 3: Add the new ending → **yo** compro

Write the -AR verb endings:

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Here's how that looks with an actual verb: **NECESITAR**

yo	necesito	nosotros	necesitamos
tú	necesitas	vosotros	necesitáis
él/ella/usted	necesita	ellos/ellas/ustedes	necesitan

Try it yourself with each verb listed below: **MIRAR**

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

CAMBIAR DE ROPA-_____

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

LLEVAR-_____

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

BUSCAR-_____

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

MIRAR-_____

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

KEY for Student Resource Page for Clothing and -AR Verbs-Page 2

1. Most verbs in Spanish are *regular verbs*, and they follow easy patterns of conjugation.
2. Spanish verbs have three possible endings in their infinitive forms: **-ar, -er, -ir.**
3. Today, you are learning about verbs that end in -ar in their infinitive form. (The infinitive form of the verb "buy" in English would be **to buy.** In Spanish, it is **comprar.**)
4. **iConjugation!**

Step 1: Find the **infinitive** → comprar

Step 2: Drop the "AR" to leave the **STEM** → compra → compr

Step 3: Add the new ending → **yo compro**

yo	-o	nosotros	-amos
tú	-as	vosotros	-áis
él/ella/usted	-a	ellos/ellas/ustedes	-an

Here's how that looks with an actual verb: **NECESITAR**

yo	necesito	nosotros	necesitamos
tú	necesitas	vosotros	necesitáis
él/ella/usted	necesita	ellos/ellas/ustedes	necesitan

Try it yourself with each verb listed below: **MIRAR**

yo	miro	nosotros	miramos
tú	miras	vosotros	miráis
él/ella/usted	mira	ellos/ellas/ustedes	miran

KEY for Student Resource Page for Clothing and -AR Verbs-Page 3

CAMBIAR DE ROPA- to change clothes

yo	cambio de ropa	nosotros	cambiamos de ropa
tú	cambias de ropa	vosotros	cambiáis de ropa
él/ella/usted	cambia de ropa	ellos/ellas/ustedes	cambian de ropa

LLEVAR- to wear

yo	llevo	nosotros	llevamos
tú	llevas	vosotros	lleváis
él/ella/usted	lleva	ellos/ellas/ustedes	llevan

BUSCAR- to look for

yo	busco	nosotros	buscamos
tú	buscas	vosotros	buscáis
él/ella/usted	busca	ellos/ellas/ustedes	buscan

MIRAR- to watch/look at

yo	miro	nosotros	miramos
tú	miras	vosotros	miráis
él/ella/usted	mira	ellos/ellas/ustedes	miran

Práctica I: Flashcards- Cut cards apart and write Spanish on backside with perfect spelling.

to wear	How is he/she/ you (f.) dressed?	the size	to look for
to buy	What size does he/she/you (f.) need?	to look at/to see	What is he/she/ you (f.) wearing?
What does he/she/you (f.) need?	to change clothes	What do you (informal) need?	to need
bigger	medium	smaller	large
How much is it/are they?	small	Write the AR verb endings.	What gets removed before adding the new ending?

Práctica II: La ropa y los verbos

Nombre: _____

Circle the correct translation of each verb below.

1. compramos

a. we wear

b. you all buy

c. we buy

2. cambias de ropa

a. you change clothes

b. you all look

c. I wear

3. busco

a. he looks for

b. I look for

c. they look for

4. miran

a. they wear

b. they look at

c. we look at

5. necesita

a. you (f) need

b. you (inf) need

c. you all buy



Choose the correct Spanish article-noun pairing to represent each English phrase below.

1. the necklace

a. la collar

b. el collar

c. un collar

2. a dress

a. un vestido

b. el vestido

c. los vestido

3. some shoes

a. los zapatos

b. unos zapatos

c. un zapatos

Write the correct indefinite article in front of each noun.

_____ blusa

_____ calcetines

_____ abrigo

_____ falda

_____ vaqueros

_____ lentes

_____ pantalones

_____ collar

_____ aretes

Translate the following sentences into Spanish.

1. I need a smaller coat. _____

2. She looks for some green socks. _____

3. They (m) buy the red shirts. _____

Partner Activity

Nombre: _____

Write a skit between a customer and a store clerk using the vocabulary in this unit. Try to use as much of the vocabulary as possible. Practice the skit many times and be ready to present to other groups.

Customer: _____

Clerk: _____

Customer: _____

Clerk: _____

Customer: _____

Clerk: _____

Customer: _____

Clerk: _____

Customer: _____

Clerk: _____

Practica III: AR verbs and Clothing

Nombre: _____

Choose the correct translation for each English phrase below.

1. **the clothing**

- a. la ropa b. una ropa c. un ropa

2. **a skirt**

- a. el falda b. la falda c. una falda

3. **some pants**

- a. los pantalones b. unos pantalones c. un pantalones

4. **the ring**

- a. el anillo b. un anillo c. una anillo

Conjugate the verb **llevar** in the present tense in the chart below.

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Translate each Spanish sentence below into English.

1. Paco compra calcetines morados.

2. Mi amiga lleva pantalones negros y una sudadera amarilla.

3. Tú buscas una chaqueta más grande.

4. Nosotros miramos las camisetas azules. ¿Cuánto cuestan?

Total: ____/32

Porcentaje: ____%

Nombre: _____ Examen-AR verbs/la ropa

Part I: Write the AR verb endings below. (6)

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Part II: Conjugate the verbs below, and then write the meaning in English. (10)

English meaning

- llevar/nosotros _____
- comprar/yo _____
- mirar/usted _____
- buscar/tú _____
- combiar/vosotros _____

Part III: Translate the conversation into English. (16) (Hint: aquí= here)

Store Clerk: Hola. ¿Qué necesita usted? _____

Customer: Buenas tardes. Necesito un abrigo. _____

Clerk: ¿Qué talla necesita usted? _____

Customer: Yo llevo la talla mediana. _____

Clerk: Yo busco un abrigo mediano. _____

Customer: Yo miro un abrigo mediano aquí. _____

Clerk: El abrigo cuesta cuarenta dólares. _____

Customer: Perfecto. Gracias. _____

Total: ____/32

Porcentaje: ____%

Nombre: _____ **KEY** Examen-AR verbs/la ropa

Part I: Write the AR verb endings below. (6)

yo	o	nosotros	amos
tú	as	vosotros	áis
él/ella/usted	a	ellos/ellas/ustedes	an

Part II: Conjugate the verbs below, and then write the meaning in English. (10)

English meaning

- llevar/nosotros nosotros llevamos we wear
- comprar/yo yo compro I buy
- mirar/usted usted mira you see/look at
- buscar/tú tú buscas you look for
- combiar/vosotros vosotros cambiáis you all change

Part III: Translate the conversation into English. (16) (Hint: aquí= here)

Store Clerk: Hola. ¿Qué necesita usted? Hello. What do you need?

Customer: Buenas tardes. Necesito un abrigo. Good afternoon. I need a coat.

Clerk: ¿Qué talla necesita usted? What size do you need?

Customer: Yo llevo la talla mediana. I wear the size médium. / I wear medium.

Clerk: Yo busco un abrigo mediano. I look for a medium coat.

Customer: Yo miro un abrigo mediano aquí. I see a medium coat here.

Clerk: El abrigo cuesta cuarenta dólares. The coat costs forty dollars.

Customer: Perfecto. Gracias. Perfect. Thank you.

F. Present Tense -AR Verbs: The Complete List

This unit expands on the introduction of -AR verb conjugation from the previous unit and introduces the extensive list of popular -AR verbs.

Prep: 10 minutes

Materials: copies of Student Resource Page; chart of AR verb endings for visual aid

Target Vocabulary and Concepts: Underlined verbs are review from the last unit.

abrazar	to hug	explicar	to explain
ayudar	to help	ganar	to win
bailar	to dance	gastar	to spend
besar	to kiss	hablar	to talk/speak
<u>buscar</u>	to look for	limpiar	to clean
<u>cambiar</u>	to change	llamar (por teléfono)	to call (on the phone)
cantar	to sing	llegar	to arrive
<u>comprar</u>	to buy	<u>llevar</u>	to wear
contestar	to answer	<u>mirar</u>	to see/look at
descansar	to rest	nadar	to swim
dibujar	to draw	preguntar	to ask for
enviar	to send	regresar	to return
escuchar	to listen	trabajar	to work
esperar	to wait (for)	viajar	to travel
estudiar	to study	visitar	to visit

Review of -AR verb endings:

yo	o	nosotros	amos
tú	as	vosotros	áis
él/ella/usted	a	ellos/ellas/ustedes	an

Conjugation!

Step 1: Find the infinitive → cantar

Step 2: Drop the "AR" → cantàr → cant

Step 3: Add the new ending → yo canto

Procedure:

1. Begin the lesson by telling your students how much Spanish they will be able to communicate after they master their -AR verbs. Use enthusiasm to introduce the extensive verb list.
2. Before beginning conjugations, start by teaching the students the infinitives. Begin with the first column of verbs only and ease them into this long list.
3. Have the students fill in their Student Resource Page and write in the English meanings of the first column only.
4. Ask them to work alone or in pairs to come up with mnemonic devices or clues to help them remember the meanings of the terms. Afterwards, have students share those clues with the whole class.
5. Have the class repeat the terms after you to practice pronunciation, making note of the English meanings on their papers as they repeat in Spanish.
6. Repeat the process for the second column of verbs.
7. Fill in letters A and B with the terms "Infinitive" and "Stem" along with the students.
8. Use Práctica I- Flashcards for the first assignment after all the verbs are introduced.
9. Play games using the infinitive forms for the first few classes with the new terms. Numerous Reinforcement Activities are listed in this lesson. Some other ideas include vocabulary games such as Charades, Gusano, Tómallo, Memoria, Go Fish, Caramba, Connect Four, Around the World, Pictionary, etc. Details for each can be found in the Futura Activity Book.
10. Use GUSTAR + Infinitive to discuss which activities students like and dislike to further practice the verbs.
11. After students are familiar with the majority of the infinitives (likely a few class periods), introduce Student Resource Page 2.

12. Review pronouns and their meanings and make sure students are 100% clear on them. If they need practice bring out previously used games or activities using pronouns.
13. At this point, students are ready to review conjugation of -AR verbs and apply what they know to the new verb list.
14. Explain what an important impact knowing the conjugations of so many verbs will have on their future Spanish abilities. Congratulate their Spanish progress thus far!
15. Review the AR verb endings by writing in them on the board/showing your chart, as the students fill in their notes.
16. Chant out the verb endings with the class and point to them on the board, "O" "AS" "A" "AMOS" "ÁIS" "AN." Get the class excited and chanting loudly. Have the class also close their eyes and chant.
17. Reivew the steps under the "Conjugation" section and go through the steps and example given with the verb "cantar."
18. Ask the students to give you a few other forms of the verb "cantar" using the same steps.
19. Next, have the class try it out using the "Práctica" section on the bottom. Then, review it as a class taking volunteers.
20. Assign "Práctica II" for homework to reinforce this new concept.
21. Continue to work with AR verb conjugation for several class periods. Play more games to practice conjugation. Popular choices include "La Batalla Marina" and "Conjugation Dice." "Dry Erase Boards" is another excellent choice to practice conjugation and to receive immediate feedback.
22. Use the homework assignments, activities and quiz for AR verbs included for assessments.
23. Heritage Speakers: Práctica A is an alternative practice sheet for heritage speaker or advanced students.

Reinforcement Activities for the Infinitive Verb Vocabulary:

Memory- (10-15 minutes) Materials: Premade card sets using Práctica I- Flashcards with each vocabulary word in the pile twice using with 20-25 vocabulary words, one set per pair. Use darker colored paper so students cannot see through the cards.

Create vocabulary card sets in English or in Spanish or with picture clues on ONE side. If the material is rather new, write the words in Spanish and have the students produce the English when they flip over the cards, or allow students to use their notes. If material is review, write the words in English and/or do not allow notes.

Give one card set to each pair of students. Have the students lay out the cards in an orderly fashion face down on the desk creating a square or rectangular shape. The students will take turns flipping over two cards looking for matches. They **MUST** say the word in the target language when they flip a card every time. If they do not know a term, have them reference their notes. If they make a match, they get to keep the cards and go again. If they do not make a match, they must flip the cards back over in the same location and try to remember where they are for future turns. The game is over when all of the matches are found. The person with the most matches is the winner.

There could be a consequence if they have to check their notes depending on how long they have been working with the vocabulary at hand. One idea would be they lose their turn and cannot take the cards even if they make a match. Use your judgement based on the level of your students and their familiarity with the terms.

*The same set of cards can be used to play *GO FISH* and *CARAMBA* (if four Caramba cards are added to each set).

Tic-Tac-Toe for Vocab/Verbs- (5-10 minutes) Materials: Premade copies of game boards with current vocabulary written in each square. 1 for each pair. Template for this game is in the Activity Book.

Students are paired up and play Tic-Tac-Toe using Spanish words and oral practice. In order to play an X or O, the students must say the word or phrase correctly. If they are incorrect or do not know, they lose their turn. This can be done both English to Spanish and vice versa depending on the students' familiarity to the material.

If the material is fairly new, create the game by writing the words in Spanish and having the class say the terms in English to win the X or O. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish. You can also determine if students are allowed to use their notes to play the game based on their familiarity. This can be used for phrases as well by writing a model sentence at the top of the game board. This game can also be used with verbs and pronouns to practice conjugation. Students could also write the answer in each square if the teachers wants them to also practice written as well as verbal review. The addition of the written portion would be most helpful when practicing verb conjugation with this game.

Gusano Board Game- (10-20 minutes) Materials: Premade game board, 8-10 dice, small pieces of paper for markers of various colors to use as place markers (about 30) Template for game is in the Activity Book.

Students work in groups of 2-4 needing one game board, one die and different colored markers for the players in each group. The board game is premade by the teacher with various current vocabulary words in each space or verbs with pronouns to conjugate in each space. Students need to roll the die and move through the game board. Students take turns rolling the die and saying the word or phrase in the target language correctly where they land to move their marker. If they do not know the term or phrase or get it wrong, they move back to where they were previously on the game board.

There are several variations and levels of difficulty for this game. Monitor your students and set them up for success. If the material you are presenting is relatively new, have students use their notes the first time playing this game and make sure they know the vocabulary before building on and making the game more challenging. If this is a review after several classes of practice or before an assessment, perhaps no notes are allowed and full sentences are required, etc. Use your judgement.

Here are some examples: spaces could have various vocabulary words like, "blond" and a student would need to say, "rubio" to move their marker. For verb conjugation, a space may read, "cantar/yo" or "I read" and a student would need to say, "yo canto" to move their marker.

If teaching more complicated verb structures, this game can be adapted to add more material and encourage students to practice saying full sentences. Any model sentence could be written on the game board or on the chalk board to aid in helping the students use full sentences in their answers. For example, if reviewing numbers and placing various numbers in each of the spaces, perhaps the model sentence is "Yo tengo _____ años," and students need to use that phrase and fill in the blank depending on which square they land on to move their marker. This idea can be added to any topic, using model phrases, like, "me gusta..." or "Soy..." or "Estoy...", etc.

To make this game even more challenging, the board could also be created placing pronouns in addition to the vocabulary words in the spaces on the game board. For example, in reviewing the verb IR, a space may read, "library, ella" A student would then need to create a sentence using the verb forms to move their marker, and say, "Ella va a la biblioteca." Having the target verb forms on the board will help students be successful with this model.

Bolas de Papel (con GUSTAR)- (10-15 minutes) Materials: Notebook paper for all students, current vocabulary list for student and teacher use

Have the students each write their favorite thing to do from this current vocabulary verb list in Spanish on a piece of plain notebook paper. Use the verb gustar to direct the students, "¿Qué te gusta hacer?" Have each student crumple their paper into a ball. Ask the students to stand in a circle together and at once gently throw the paper ball into the middle of the circle. Each student can then pick up a new paper ball and read the new answer. Go around the circle and have the students read it to the class in Spanish. The students can try to guess whose paper ball they picked up. You can also ask each student "¿Y tú te gusta?" and they can respond "Sí me gusta" or "No, no me gusta."

Tómalo Flash Card Race (10-15 minutes) Materials- One set of complete flashcards (for every two students) from of current vocabulary from Práctica I

After each student has completed cards, have them pair up and use one set of complete cards per pair. Sitting across from each other, the students need to spread the cards over the two desks or area between them. This can be done with the Spanish side up (if the vocabulary is very new) or the English side up (to treat it more like a review). When the students are ready, call out one vocabulary word at a time in the opposite language that is showing to the students. For example, if the card says, "it's cloudy", you'd call out "Está nublado." The first student to search the cards and touch it with ONE finger, gets to keep the card and make a pile of the cards they get first. This gets competitive and needs to be prefaced with rules such as, no blocking, no touching all of the cards, etc. When a student does not know the answer, they are to flip over one card at a time and search out the card. They may still find it first and win the card. They then should show their partner the answer on the card and "be a teacher." As the cards left in the middle get fewer, get creative and fun. Have the students put their hands to their side before calling a term, or have them place their hands on their head, or sit on their hands, etc. to keep the

game lively and interesting. After all of the cards are called out, ask the students to count the pile they found first in Spanish. Whichever student has more cards is the winner.

Fun Relay- (5-10 minutes) Materials: List of -AR verbs that students can act out in hand for teacher's reference, space in the room for students to move around.

Mark a starting and ending point for the race. Line up the class in teams on the starting line. On your command, have the whole group race to the finish line and back while acting out the word or verb you give. For example, you shout "bailar" and students will race down and back, pretending to cry all the way. Great fun, though some words/verbs lend themselves to this game better than others. Make sure to let them know that the "race" is secondary to their pantomimes.

Charades- (5-10 minutes) Materials: Slips of paper with current vocabulary or verbs written on each in Spanish.

Variation 1- Divide the class into 2-3 teams. Have a hat full of the vocabulary or verbs and see how many a team can guess when timed for 60 seconds. Repeat with the next team(s) and play until all students have gotten a chance to act out the words. Reward the winning team. You can work this game in stages, depending on how long the students have been using the vocabulary: first, you may allow them to use their notes while playing, then they will have to do it from memory.

Variation 2- Play the game with the whole class having one student come to the front at a time to act out a term or verb. Have the students raise their hands to answer if they have a guess in Spanish. Either you or the actor could call on a student to guess the action. If s/he is correct, s/he comes up next to act out a term. Make a decision about notes depending on the newness of the vocabulary.

Pictionary (5-15 minutes) Materials: Dry/Erase boards- one/group OR chalkboard space, current vocabulary lists for all students

Variation 1- (Small Group Activity) Divide the class into groups of 2-4 students. Hand out one dry/erase board set to each group. Have the group take turns choosing a term from the current vocabulary list and drawing picture clues for the rest of the group. The student drawing can choose any word from the current vocabulary list to draw. Whichever student guesses the vocabulary word and says it in Spanish gets to draw the next round. Continue as time permits.

Variation 2- (Whole Class Activity) Use the chalkboard and have one student come up to draw a current vocabulary word on the board. Teacher could point to a word on the list for the student to draw or the student could choose any word they'd like to draw. Have the class raise their hands to say the word in Spanish if they think they know the answer. Whichever student answers correctly gets to be the next drawer.

Around the World (5-10 minutes) Materials: Current vocabulary list or verb list in hand for teacher's reference.

Start on one side of the room and have two students stand up. Say a term in English or in Spanish and have the students standing race to say the opposite. For example, the teacher says, "to sing" and the two students race to say, "cantar." Whichever student says it correctly first moves on to the next student in the line of desks. The student who lost sits down. The winner continues to snake through the classroom

until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner. Encourage students awaiting a turn to study their notes at their desks until it is their turn. This will help keep them involved in the game. Have students turn their notes over on their desk when it is their turn to stand and compete. This is a great game for the last few minutes of class before the bell rings. This would also work well with verb conjugation practice. You could say a verb and pronoun like, "cantar/yo" and the students would race to say, "yo canto."

Reinforcement Activities for -AR Verb Conjugation:

Dry/Erase boards (10-20 minutes) Materials: Classroom set of dry erase markers, erasers, student sized white boards, current verb list in hand for teacher use

Students work individually to practice concepts in written form while teacher prompts each question and checks each students' work. For example, say a verb in Spanish and give a pronoun for students to conjugate. Once the students know the verb list well, the teacher can make this more difficult by giving the class a phrase like, "we draw." Students then write that conjugation in Spanish and hold up their board to have the teacher quickly scan and check their answers. Students **MUST** write the word correctly and be checked before moving on to the next word. If students do not know, they can use their notes (especially if the material is relatively new) or even look at a board of a classmate as long as they write it before moving on. This works very well with grammar concepts such as agreement and verb conjugation when visual practice, attention to detail and immediate feedback are essential.

With a bit a prep this can also be a partner activity where students act as teachers and have the questions and answers to quiz each other. Create a list of vocabulary words or verbs and pronouns you'd like the students to practice. Split the list into two and provide the answers next to the questions. Have the students go back and forth quizzing each other and checking the work of their classmate using the questions and answers you provide.

Boards are also very useful when playing group games like Jeopardy. Each group can use one dry/erase board set and work together to formulate an answer.

Pictionary in pairs is another great use especially with newer vocabulary lists. One student draws a word of their choice from the list while the other guesses in Spanish. Students then switch roles.

Huevos Revueltos Card Match- (5-10 minutes) Materials: Matching large flashcards, one for each student

Write matching material on large flashcards. For example: pronouns and verb forms, Spanish and English meanings, Spanish and picture clues, nouns and adjectives with agreement, etc. Make sure you have enough for all of your students to match up with another classmate. If there is an odd number, give one student two cards and have him/her find two partners. Randomly hand out the cards to the class. When you say start, have the class mingle and find their corresponding partner. For example, the "Yo" card would need to find a verb in that form. When all students have found their counterpart, have them quickly present their pair to the class. Then, have the students switch cards with someone in a different pairing.

You could even have the students switch cards with two different people. Repeat the activity. This can be continued for a few more rounds as time permits.

Speed Translations- (10-15 minutes) Materials: Current list of verbs in hand for teacher's reference, stickers (optional)

Break your class into pairs. Call out challenging phrases, such as agreement practice or a subject pronoun and a verb in English and have the students work as quickly as they can to translate the phrase into Spanish. For example: "I travel," or "he visits." The first pair to raise their hands must come to the board and write down their translation. If they are correct, they earn a point. If they are not correct, another team has the opportunity to come to the board and fix it for a point. The pair with the most points at the end of the game wins a small prize, like a sticker. If the material is very new, call out the phrases in Spanish and have students translate to English. Make sure to review the relevant grammar concept before starting this game to ensure success.

Steal the Bacon (Verb Conjugation Game) (10-15 minutes) Materials- small toy/object to act as the bacon, 2 sets of large pronoun cards with one pronoun listed on each, a few extra pronouns repeated on cards in cases of larger class sizes, space to run

Divide the class into two teams. Hand out one set of large pronoun cards to each team making sure all 10 pronouns are represented on each team. Give students on each team extra pronoun cards if there are not very many students in the class. All 10 pronouns need to be represented on each team. If there are more than 10 students on a team, repeat one of the pronoun cards so that two students on the same team have the same card. They will take turns running up when their card is elected.

Place the toy/object used as the bacon in a central area between the two teams. Call out a verb form without saying the pronoun. For example, "bailo." Students with the pronoun card, "yo" will race from either team to come and grab the "bacon" toy. The team that grabs it first wins a point for their team. Continue to play for several rounds. Have students switch cards among their team after a few minutes to keep them on their toes.

Culebra del Verbo- (5-10 minutes) Materials: Timer, List of current verbs in hand for teacher reference. Before starting this game, review verb endings of the specific verbs you will use during this activity. This is a time-race game in which students are competing against themselves, trying to beat their old time. Start at one end of the room and have all students stand up. You will give the class a verb and then start the timer. They will snake down and up the rows conjugating the verb. When they make it through all 6 forms, they simply start over until the verb has snaked all the way around the room. E.g., "yo abrazo, tú abrazas, ella abraza, nosotros abrazamos, vosotros abrazáis, ustedes abrazan, yo abrazo, tú abrazas, él abraza..." Challenge them with more verbs and see which verb they can conjugate the fastest. Keep track of their times, and later you can have them try to beat their record.

Battleship- Verbs (15-25 minutes) Materials- Copies of the battleship board for each student (from the Activity Book), List of 6 verbs for Verb Battleship

Pass out the Battleship board to all students. Write a numbered list of 6 verbs you'd like the class to practice and conjugate to create their board. Ensure that the students write those same 6 verbs in the same order going across their board in the numbered boxes. Have the class conjugate those verbs individually to create the game board. It may be helpful to have the corresponding verb endings on the board for their reference.

After all of the students have a complete game board, students need to pair up and move desks head to head (if possible) and create a barrier using a book or binder so their papers remain covered at all times. At this point, students need to circle or highlight some of the conjugations they just completed to draw in their "ships" of "2 ships of 2 squares" and "1 ship of 3 squares" on their board. Using the vocabulary listed on the bottom in Spanish, students then go back and forth trying to find each other's "ships" by calling out the conjugations. For example: a student may say, "yo miro," to indicate the square corresponding with mirar and yo. If the other student has part of their ship in that square, they would respond accordingly in Spanish with "hit" or "miss."

The students need to keep track of their hits using one type of mark, like an "X" over the square, and their misses using another, like a small dot. The game goes back and forth until one student locates all of the others boxed off forms or "ships." In cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the ships of Student B, Student B only try to find ships of Student C, and Student C only try to find ships of Student A.

Connect Four- (10-20 minutes) Materials: Premade game board copies (from Activity Book) with current vocabulary (verb and pronouns) written in each square (1 for each pair), 12 Ziplocs holding game pieces of two colors (about 20 of each color; small colored paper squares work well.)

Students work in pairs to play the traditional game of Connect Four, working from the bottom to get 4 in a row, using a Spanish game board. Students need to say the words in Spanish or English (the opposite of whichever language is written on the game board) in order to lay down their game piece. If they do not know the word, they need to go elsewhere. If they get a word wrong, they lose their turn.

This can also be used to practice whole sentences by writing a model sentence at the top of the game board. This game is also effective with verbs and pronouns to practice conjugation. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish. You can also determine if students are allowed to use their notes to play the game based on their familiarity.

Extensions/Assessment Opportunities: There are several practice sheets, in-class activities and a quiz included in this lesson. "Práctica A" is an alternate/additional assignment for heritage speakers or advanced students.

Listen to your teacher and fill in the meanings below.

abrazar		explicar	
ayudar		ganar	
bailar		gastar	
besar		hablar	
<u>buscar</u>		limpiar	
<u>cambiar</u>		llamar (por teléfono)	
cantar		llegar	
<u>comprar</u>		<u>llevar</u>	
contestar		<u>mirar</u>	
descansar		nadar	
dibujar		preguntar	
enviar		regresar	
escuchar		trabajar	
esperar		viajar	
estudiar		visitar	

A.) When verbs are in their complete form (like they are above), they are called _____ verbs.

B.) After dropping the "AR", what is left is called the _____.

Pronoun Review: Write in the meanings below.

yo _____ nosotros _____

tú _____ vosotros _____

él _____ ellos _____

ella _____ ellas _____

usted _____ ustedes _____

AR Verb Ending Review:

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

iConjugation!

Step 1: Find the **infinitive** → cantar

Step 2: Drop the "AR" to leave the **STEM** → cant~~ar~~ → cant

Step 3: Add the new ending → **yo canto**

Práctica:

1. besar → tú _____

4. escuchar → yo _____

2. comprar → ella _____

5. viajar → vosotros _____

3. estudiar → nosotros _____

6. mirar → usted _____

Práctica I: Flashcards- Cut apart cards and write the Spanish with perfect spelling.

to hug	to dance	to help	to kiss	to sing
to answer	to rest	to draw	to send	to listen
to wait	to study	to visit	to travel	to work
to return	to ask	to swim	to arrive	to call (on the phone)
to clean	to talk/ speak	to spend	to win	to explain

Nombre: _____ Prueba- AR Infinitives

SUBTOTAL: _____ /10

PORCENTAJE: _____ %

Write the infinitive forms below. Do your best with spelling.

1. to draw _____ 6. to send _____

2. to kiss _____ 7. to travel _____

3. to work _____ 8. to listen _____

4. to explain _____ 9. to hug _____

5. to rest _____ 10. to answer _____

Nombre: _____ Prueba- AR Infinitives

SUBTOTAL: _____ /10

PORCENTAJE: _____ %

Write the infinitive forms below. Do your best with spelling.

6. to draw _____ 6. to send _____

7. to kiss _____ 7. to travel _____

8. to work _____ 8. to listen _____

9. to explain _____ 9. to hug _____

10. to rest _____ 10. to answer _____

SUBTOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ **KEY** Prueba- AR Infinitives

Write the infinitive forms below. Do your best with spelling.

- | | |
|-------------------------------|--------------------------------|
| 1. to draw <u>dibujar</u> | 6. to send <u>enviar</u> |
| 2. to kiss <u>besar</u> | 7. to travel <u>viajar</u> |
| 3. to work <u>trabajar</u> | 8. to listen <u>escuchar</u> |
| 4. to explain <u>explicar</u> | 9. to hug <u>abrazar</u> |
| 5. to rest <u>descansar</u> | 10. to answer <u>contestar</u> |

Práctica II- Conjugation

Nombre: _____

Part 1- Fill in the chart with the -AR verb endings below.

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Part 2-Define and write the forms of the verbs in the charts below.

llegar- _____

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

bailar- _____

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Part 3- Use the chart in Part 1 to write the following forms.

- llevar/ella _____
- preguntar/tú _____
- buscar/yo _____
- enviar/ustedes _____
- visitar/nosotros _____
- contestar/usted _____
- descansar/ellas _____
- esperar/vosotros _____

Práctica III- Más Práctica

Nombre: _____

Parte 1- Fill in the chart with the AR verb endings below.

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Parte 2- Use the chart above to write the forms. Then, translate into English. The first one is done for you.

	<u>verb form</u>	<u>inglés</u>
1. ayudar/yo	<u>Yo ayudo</u>	<u>I help</u>
2. llegar/tú	_____	_____
3. entrar/vosotros	_____	_____
4. escuchar/ella	_____	_____
5. estudiar/nosotros	_____	_____
6. ganar/usted	_____	_____
7. hablar/ellas	_____	_____
8. llamar/yo	_____	_____
9. gastar/ustedes	_____	_____
10. preguntar/tú	_____	_____
11. visitar/ellos	_____	_____
12. viajar/vosotros	_____	_____
13. esperar/nosotros	_____	_____

Partner Activity - "AR" Verbs

(Materials Needed: two dice and one copy per pair)

los nombres _____

Part 1- Write in the "AR" verb endings with your partner.

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Part 2- Roll the dice. Use the numbers on each die to find the verb and pronoun that correspond below to create a sentence. Tell your partner the sentence out loud. Your partner should then translate it into English. Check each other's work and switch roles. Continue for 5 rounds each.

Die #1

1- yo
2- ella
3- nosotros
4- usted
5- vosotros
6- tú

Die #2

1- cantar
2- descansar
3- hablar
4- trabajar
5- bailar
6- ayudar

Part 3- After you and your partner each create 5 sentences above, take turns writing down one of the sentences that you shared in español.

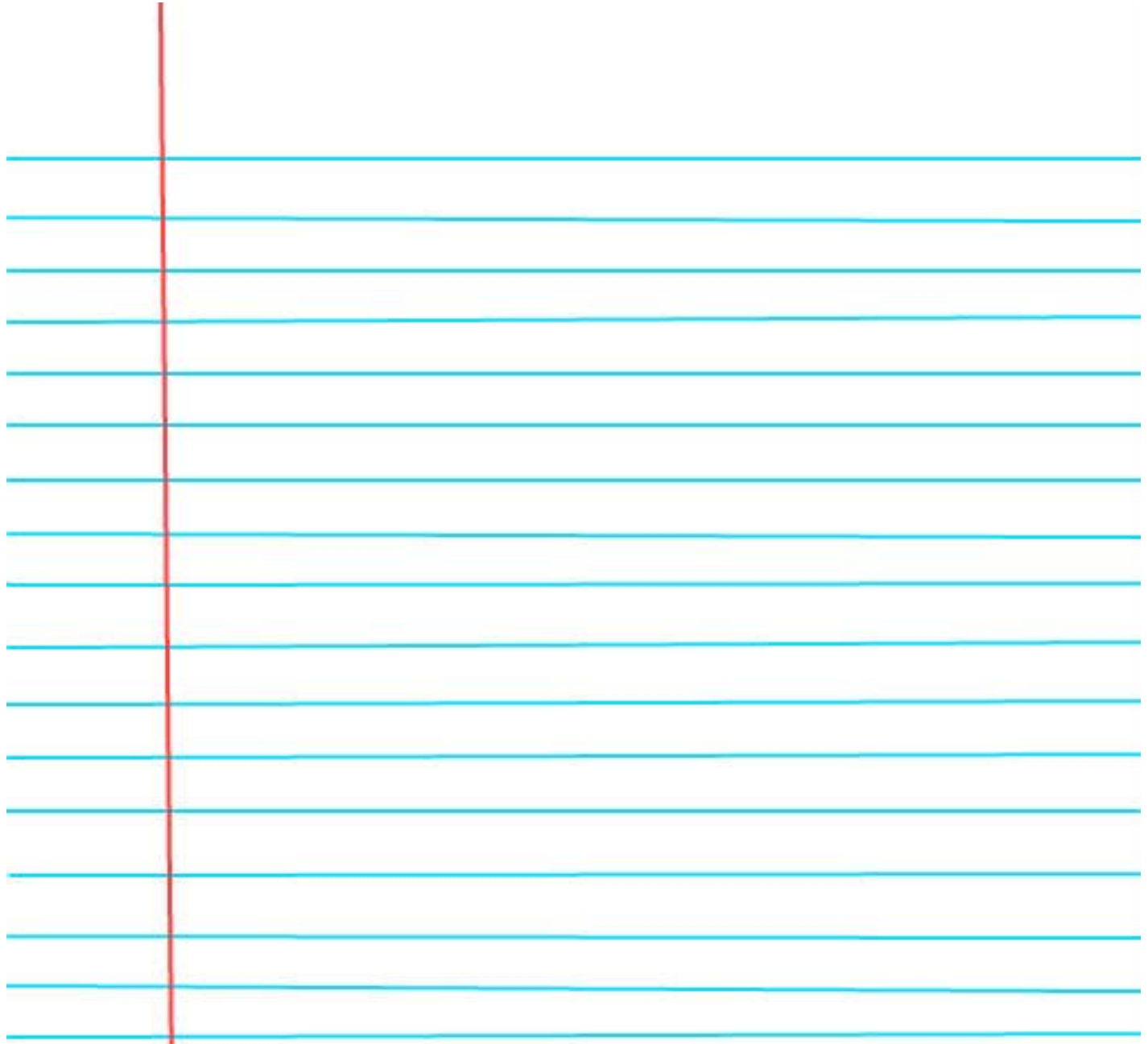
1. _____

2. _____

Práctica A- AR Verbs

Nombre: _____

Escribe un cuento en español. Usa 10 verbos -AR de tu lista en el cuento. Trata a usar la ortografía correcta.

A set of horizontal blue lines for handwriting practice, with a vertical red margin line on the left side.

Práctica IV- Graphic Organizer

Nombre: _____

PRESENT TENSE- AR

Steps to Conjugate AR Verbs:

1. Remove the _____ to leave the _____ of the verb.
2. Add the _____ depending on the _____.

Fill in the chart below with the AR verb endings-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Define and conjugate the AR verbs below-

hablar-

bailar-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Más práctica-

Conjugate the verbs in parenthesis to match the subjects in the sentences.

1. Yo _____ la flauta todos los días. (to practice)
2. Clara _____ la televisión con su hermano. (to watch)
3. Juan y yo _____ las matemáticas y el español. (to study)
4. Ana y Carlos _____ la casa para su mamá. (to clean)
5. Tú _____ mucho en la clase de arte. (to draw)

Whole Class Activity -Yo tengo/ ¿Quién tiene?

Teacher notes:

1. Cut apart the squares and pass them out randomly to your students.
2. Every square must be used, so some students may have more than one.
3. Have the student with the (*) begin by reading number 2 on their card and conjugating the verb.
4. The students need to listen for their verb conjugation under number 1 to be said by a classmate. They then must read their entire card aloud while conjugating number 2. (**ALL students must conjugate the verb for number 2 before saying it aloud.**)
5. The game will circle back to the first student.
6. Students could exchange cards to complete this activity more than once.

<p>1. Yo tengo “nosotros cantamos” (fin)</p> <p>2. *¿Quién tiene bailar/tú? *</p>	<p>1. Yo tengo “tú bailas”</p> <p>2. ¿Quién tiene descansar/ustedes ?</p>	<p>1. Yo tengo “ustedes descansan”</p> <p>2. ¿Quién tiene dibujar/vosotros ?</p>	<p>1. Yo tengo “vosotros dibujáis”</p> <p>2. ¿Quién tiene mirar/yo?</p>
<p>1. Yo tengo “yo miro”</p> <p>2. ¿Quién tiene nadar/ella?</p>	<p>1. Yo tengo “ella nada”</p> <p>2. ¿Quién tiene viajar/usted?</p>	<p>1. Yo tengo “usted viaja”</p> <p>2. ¿Quién tiene gastar/nosotros?</p>	<p>1. Yo tengo “nosotros gastamos”</p> <p>2. ¿Quién tiene visitar/yo?</p>
<p>1. Yo tengo “yo visito”</p> <p>2. ¿Quién tiene trabajar/tú?</p>	<p>1. Yo tengo “tú trabajas”</p> <p>2. ¿Quién tiene preguntar/ustedes?</p>	<p>1. Yo tengo “ustedes preguntan”</p> <p>2. ¿Quién tiene llegar/él?</p>	<p>1. Yo tengo “él llega”</p> <p>2. ¿Quién tiene ganar/usted?</p>
<p>1. Yo tengo “usted gana”</p> <p>2. ¿Quién tiene explicar/nosotros?</p>	<p>1. Yo tengo “nosotros explicamos”</p> <p>2. ¿Quién tiene limpiar/vosotros?</p>	<p>1. Yo tengo “vosotros limpiáis”</p> <p>2. ¿Quién tiene llevar/yo?</p>	<p>1. Yo tengo “yo llevo”</p> <p>2. ¿Quién tiene preguntar/ella?</p>
<p>1. Yo tengo “ella pregunta”</p> <p>2. ¿Quién tiene regresar/usted?</p>	<p>1. Yo tengo “usted regresa”</p> <p>2. ¿Quién tiene llamar/vosotros?</p>	<p>1. Yo tengo “vosotros llamáis”</p> <p>2. ¿Quién tiene buscar/ustedes?</p>	<p>1. Yo tengo “ustedes buscan”</p> <p>2. ¿Quién tiene cambiar/tú?</p>
<p>1. Yo tengo “tú cambias”</p> <p>2. ¿Quién tiene escuchar/nosotros?</p>	<p>1. Yo tengo “nosotros escuchamos”</p> <p>2. ¿Quién tiene abrazar/yo?</p>	<p>1. Yo tengo “yo abrazo”</p> <p>2. ¿Quién tiene ayudar/ella?</p>	<p>1. Yo tengo “ella ayuda”</p> <p>2. ¿Quién tiene besar/él?</p>
<p>1. Yo tengo “él besa”</p> <p>2. ¿Quién tiene comprar/tú?</p>	<p>1. Yo tengo “tú compras”</p> <p>2. ¿Quién tiene contestar/usted?</p>	<p>1. Yo tengo “usted contesta”</p> <p>2. ¿Quién tiene esperar/vosotros?</p>	<p>1. Yo tengo “vosotros esperáis”</p> <p>2. ¿Quién tiene cantar/nosotros?</p>

Práctica V: Review Sheet- AR Verbs

On: _____

Parte 1- Fill in the Spanish verbs below in the infinitive forms.

1. To rest		7. To draw	
2. To ask		8. To return	
3. To send		9. To work	
4. To wait		10. To travel	
5. To listen		11. To win	
6. To help		12. To spend	

Parte 2- Define and conjugate the following verbs.

buscar-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

mirar-

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 3- Use the verbs in parenthesis to write the forms below.

- Anita _____ una blusa morada. (to wear)
- Antonio y yo _____ en español mucho. (to speak)
- Usted no _____ a tiempo a la clase de arte. (to arrive)
- Rosa y Lucía _____ la clase para la maestra. (to clean)
- El perro _____ la mano de Lupe. (to kiss)
- Mis padres _____ por teléfono a mi abuela. (to call)
- Tú _____ la pregunta en la clase de historia. (to answer)
- El Señor Marcos _____ las direcciones muchas veces. (to explain)
- Mis amigos y yo _____ a Juan todo el día. (to look for)
- Siempre yo _____ en la clase de música. (to sing)

Examen- AR Verbs

Nombre: _____

SUBTOTAL: _____/35

PORCENTAJE: _____%

Parte 1- Fill in the Spanish infinitives. (8)

1. To return		5. To arrive	
2. To clean		6. To work	
3. To answer		7. To hug	
4. To kiss		8. To send	

Parte 2- Define and conjugate the following verb. (7)

cantar- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Parte 3- Use the verbs in parenthesis to write the forms below. (10=1 pt for verb/1 pt for ending)

- Yo _____ mucho en la clase de arte. (to draw)
- Carlos y Anita _____ a México en septiembre. (to travel)
- Tú _____ el autobús enfrente de la casa. (to wait for)
- Ana y yo _____ a la Señora Alvarado la respuesta. (to ask)
- Usted no _____ el partido de fútbol. (to win)

KEY Examen- AR Verbs

SUBTOTAL: ____/35

PORCENTAJE: ____%

Nombre: _____

Parte 1- Fill in the Spanish infinitives. (8)

1. To return	regresar	5. To arrive	llegar
2. To clean	limpiar	6. to work	trabajar
3. To answer	contestar	7. To hug	abrazar
4. To kiss	besar	8. To send	enviar

Parte 2- Define and conjugate the following verb. (7)

cantar- to sing

yo	canto	nosotros	
		nosotras	cantamos
tú	cantas	vosotros	
		vosotras	cantáis
él		ellos	
ella	canta	ellas	cantan
usted		ustedes	

Parte 3- Use the verbs in parenthesis to write the forms below. (10=1 pt for verb/1 pt for ending)

1. Yo dibujo mucho en la clase de arte. (to draw)
2. Carlos y Anita viajan a México en septiembre. (to travel)
3. Tú esperas el autobús enfrente de la casa. (to wait for)
4. Ana y yo preguntamos a la Señora Alvarado la respuesta. (to ask)
5. Usted no gana el partido de fútbol. (to win)

G. The Extended Family: more practice with age & adjectives

This lesson and supplementary activities teach students more family-related vocabulary and can be used as opportunities to reinforce two skills they have already learned: expressing age and describing people. This unit also introduces and practices possessive adjectives.

Prep: 10 minutes

Materials: copies of Student Resource Pages, a copy of Carmen Lomas Garza's picture book *Cuadros de Familia/Family Pictures* (if you can find extras at the library, you may want to borrow a couple so that students can look at the pictures on their own), maps showing Reynosa, Mexico, and Kingsville, Texas.

Target Vocabulary and Concepts

los parientes	the relatives	el esposo	the husband
la tía	the aunt	el cuñado	the brother-in-law
el tío	the uncle	la cuñada	the sister-in-law
la prima	the cousin (f)	perezoso/a flojo/a	lazy
el primo	the cousin (m)	estudioso/a	studious
la sobrina	the niece	sucio/a	dirty
el sobrino	the nephew	limpio/a	clean
la nieta	the granddaughter	nuevo/a	new
el nieto	the grandson	cariñoso/a	caring, affectionate
la esposa	the wife	pero	but

- ask and answer questions about age
- explain the make-up of the extended family and understand others' descriptions of their families
- describe people in their own families and understand the descriptions other people give
- communicate with possessive adjectives and family vocabulary

Review Questions- AGE/DESCRIPTIONS (Translate to English)

- ¿Cuántos años tienes? → How old are you?
a. Yo tengo # años. → I am # years old.
- ¿Cuántos años tiene name? → How old is he/she?
a. Él/Ella tiene # años. → He/She is # years old.
- ¿Cómo eres? → What are you like?
a. Yo soy adjective. → I am adjective.
- ¿Cómo es name? → What is name like?
a. Él/Ella es adjective. → He/She is adjective.

Possession: Student Resource Page for Mi Familia - Page 2 **KEY**

mi mis	my	nuestro/a nuestros/as	our
tu tus	your (informal/singular)	vuestro/a vuestros/as	your (informal/plural)
su sus	his/her/ your (formal/singular)	su sus	their/ your (formal/plural)

Pista 1: Possessive Adjectives **MUST** agree with the **NUMBER** of items the people have.

Ex: my aunt → mi tía my aunts → mis tías

Pista 2: Possessive Adjectives **MUST** agree with the **NUMBER** and the **GENDER** of items the people have for **nuestro/a, nuestros/as, vuestro/a, vuestros/as**

Ex: our aunt → nuestra tía our aunts → nuestras tías

Procedure:

1. Quickly go over the student vocabulary list and give students the definitions of the words and practice pronunciation.
2. Next, get students to gather around you in a circle so that they can see the book you will be sharing with them. (Middle school students do still enjoy the opportunity to sit on the floor and to see a book with interesting art, but they will be more involved if you have mastered the "librarian book hold" ahead of time so that you can hold the book out to the side with the pictures facing students as you read.)
3. Explain that the book was written and illustrated by Carmen Lomas Garza, and it is about her childhood growing up on the Texas/Mexico border.
4. Go through the book page by page, reading the Spanish text, then asking the students in English what they believe is going on in the pictures. They should be able to use some key language words and visual cues to explain what they see.
5. Continue reading, and practice the Spanish family vocabulary as you read by pointing at individual people in the illustrations and asking students "¿Quién es?" They should define the people in terms of their relationship to the main character: "Es la mamá," "Es la tía," etc.
6. You may also ask them more detailed questions, such as "¿Quién es la mujer en el vestido azul?" or have them use more complex Spanish-speaking skills to answer you by asking things like, "¿Quién es la mamá?" and having students describe the person's clothing by saying, "La mamá lleva un vestido azul y zapatos blancos."
7. When the book is complete, talk about it briefly with students. Ask them where the author is from and where her family has its roots.
8. Look up Kingsville, Texas, and Reynosa, Mexico, on a map.
9. Ask them what the book is primarily about. Then, have students journal about the book.
10. If you picked up extra copies, this would be a great time to distribute them to small groups so that students could refer to the book again as they wrote. Here are some journal prompts:
 - How would you describe the difference between a family tradition and a national tradition? Are there examples of each in this book?
 - Why do you think the author wrote this book?
 - How is the family in *Cuadros de familia* like your family? How is it different?
 - What are your favorite traditions within your family? Are those family traditions or national traditions?
11. End with a brief sharing and discussion of their responses. Alternatively, you may assign the response as homework if you need an extra homework grade or if you are short on time.
12. A journal evaluation form is in the Materials Appendix.
13. Use the numerous games and activities in the Reinforcement section to follow up and fully practice the material.
14. Introduce Student Resource Page 2- Possessive Adjectives on Day 2 or 3 of this unit using the handout as a guide.

15. Provide students with several sentences practicing possession with the family vocabulary using activities such as Speed Translations, Dry/Erase Boards and Around the World.

Suggested Tarea: If your class ran short on time, you may assign as homework the written response to the questions about *Cuadros de familia* listed above. There are several other practice sheets included as well.

Reinforcement Activities:

Family Riddles: Using a list on the board or another visual prepared before class, challenge your students to race in teams or to work individually to complete the family riddles you have posted. This activity will definitely challenge your students. Some suggestions include:

- La hermana de mi madre es mi _____ (tía)
- El hijo de mi tío es mi _____ (primo)
- Las hijas de mi madre son mis _____ (hermanas)
- La madre de mi padre es mi _____ (abuela)
- Los hijos de mis hermanos son mis _____ (sobrinos)
- Los padres de mis tíos son mis _____ (abuelos)
- El esposo de mi hermana es mi _____ (cuñado)
- El padre de mi primo es mi _____ (tío)

Because it does require some mental effort, be sure to play this riddle game once or twice before giving students the practice sheet included in this lesson as homework.

Finding Nemo (Family Match): (5-10 minutes) Materials: Index cards that have pairs of corresponding phrases using family vocabulary (see examples below)

Create a batch of index cards that have pairs of corresponding phrases such as:

(on one card) Soy Elena, la nieta de Juana.

(on another card) Me llamo Juana. Soy la abuela de Elena.

(on one card) Soy Roberto, el hermano de Pablo.

(on another) Soy Pablo. Roberto es mi hermano.

Shuffle and pass out one card to each student randomly. Students will mingle around the classroom and read their card trying to find their "Nemo" or relationship match. The phrasing can be varied because, in reality, the students can just use the name pairs on the card to figure out who their Nemo is—However, they will do this by mingling around the room and reading their card aloud to people, waiting to find their match. As pairs are found, they should stand side by side. Once everyone has a Nemo, go around the room, having each pair read their phrases. Survey the class to see if they can identify the relationship ("Nieta and abuela is grandma and granddaughter!") This activity is great for reinforcing family vocabulary and practicing reading orally in full sentences. Depending on time, collect and redistribute the cards to complete the activity again.

Mi Familia Grande: This silly song is from the cd Sing, Laugh, Dance, and Eat Tacos I. After listening to the song and becoming familiar with the lyrics, print the lyrics with all family words as blanks. Have the students listen to the song and fill in the correct word. Once all the blanks are filled in, sing the song together. If you used this song when family vocabulary was taught in the last unit, just reintroduce it with more blanks for this activity.

Around the World: Play this fast game with vocabulary flash cards from this unit. Choose a desk where you will start. The first student will go and stand next to the second student's desk, and you will hold up a vocabulary card. Whoever gets the interpretation of the work correct first will move on to the next challenger, while the other student sits at the desk where s/he lost. The goal is for one student to make it all the way around the world back to his/her own desk.

Lotería: Work this vocabulary into a Lotería game using the blank board provided in the Materials Appendix. Have students write their vocabulary words in Spanish, one per square. Then it's time to play *lotería*. Call out the vocabulary words in English. When students hear you call a word they have, they should cover it with a dry bean or some other marker, just like they are playing Bingo. Whoever gets a line all the way across the board first wins.

Go Fish: (10-20 minutes) Materials: Premade card sets on darker colored paper using Práctica I-Flashcards, with each vocabulary word in the pile twice using with 20-25 vocabulary words, one set per 3-4 students; board space.

Put the class into groups of 3 to 4 students. Give each group a card set. Have each group mix up their cards and make a "lago" on the table. They should then choose 5 cards each. If they have any matches, they should lay them down on the table and choose more cards until they have 5 different cards to start with. Create a formula on the board for the students to follow, such as, "Tienes _____?" "Sí, tengo _____" OR "No, no tengo _____. Pesca." Encourage the class to ask and answer each other in Spanish using this formula with the words they are trying to match.

Students are trying to find matches for the cards in their hands by taking turns and asking each other if they have the match. If the student they ask DOES have the match, s/he must give it to the asker to lay down on the table. If s/he makes a match, they can go again. If the students asked DOES NOT have the card asked for, s/he will tell the asker to "PESCA," and choose a card from the "lago." This continues until one students gets rid of all their cards. Whoever has the most matches wins!

*The same card sets also work for MEMORY and CARAMBA (if you add 4 Caramba cards to each set).

Card Pass Activity: (5-10 minutes) Materials: Notecards with a family member on each one from new and old vocabulary list- enough for all of the students, board space. Each student is given a notecard. Students pretend that whatever the card they are holding reads is true for them in that moment. For example: for la familia, students will ask each other about which family member they have, asking, "¿Quién tienes?" and answering, "Yo tengo _____."

First, use this model for whole group asking various students a question in which the card in their hand can answer. Once students are familiar with the question being asked and how to answer, have students move around and have mini conversations with each other using the same format. Once students have mastered this, they can then switch cards with each partner after every conversation, giving them a new number to practice in their subsequent conversation. This can be done with almost any vocabulary or material and creates a real-world context for students to practice their oral skills. It is very helpful to have the question/answer format on the board or written down to encourage full sentences during each mini conversation.

Papa Caliente: (10-15 minutes) Materials: egg timer or alarm clock OR ball/small toy, questions about current vocabulary/topic

Variation 1- Have the students stand or sit in a circle. For this game you need a timer (such as an egg timer or an alarm clock). Set the timer and pass it to a student, ask him/her a question, once answered, have the child pass the timer to the next student, who in turn does the same. The student left holding the timer when it goes off is out for the game. This student can sit in the middle of the circle or sit down in his or her place. You can also have these students help the other students answering questions to keep them involved in the game. Questions can vary depending upon the topic. For example, for la familia, questions you could ask the students could be: "¿Quién es la hermana de mi mamá? ¿Quién es el hijo de mi tío?, etc.

Variation 2- Play the game using a small toy or a ball. Sing or play a Spanish song to or with the class as students pass the object. When the song is paused whoever has the object answers a question like above.

Extensions/Assessment Opportunities:

Foto de la Familia: If you did this activity during the first unit on family, feel free to adapt it or simply do it again to include the new vocabulary. It's always advisable to make a model beforehand to show them what kind of work you expect. This project is an excellent final assessment activity for this unit as well, as you can also include adjectives and verb conjugations in it. Because this project should carry the weight of a test, be sure to create a checklist for students of your specific criteria for the project so that grading is clear when the assignment is given.

- Have students make a book or photo album about their family members, giving names, explaining who all the people are, providing their ages, and describing them. You may do this from a conventional standpoint, where each person is presented with a picture, then described. This is a great opportunity to work in a new "meet and greet" phrase like "Quiero presentarte a _____." Using pictures from family reunions or holiday card inserts from family can work well (especially because such photos often group families into convenient subdivisions), and if you use school facilities to scan and print the photos, families can keep their originals. Consider offering students the option of inventing a fictional family as well, as some students may not be comfortable talking about their families and/or have photographs available. Students could use their own illustrations for this project (ranging from actual people to animals or fictional people), magazine clippings, or the prints sold in new picture frames.

- Have students construct a family tree or build on the one they created in the first lesson about family. You may use unconventional forms such as a tree-shaped mobile to capture your students' interest in this project.

Cuadros de familia: Create a class book of the diverse traditions your students value. Using *Cuadros de familia* by Carmen Lomas Garza as inspiration, put each student in charge of creating one illustration and accompanying explanation of a family tradition. Because this activity includes language they will not yet know, they will need assistance. More importantly, they will need you create a simple, fixed structure for describing their scenes so that they will only have to look up single words they don't know instead of figuring out how to construct complex sentences. For example, you may require the written portion to consist exclusively of the following: name of event, people participating (Somos _____), important elements of the tradition (Hay _____), and a couple adjectives describing the event (Es _____). *La navidad. Somos mis hermanos, mis padres, mis abuelos, mis tíos, mis primos, y yo. Hay regalos, música, luces, y comida. La navidad es bonita y tranquila.* Beyond that, students could include additional information in English. Create a sample page beforehand to model your expectations for students. After all students have created their pages, bind them together in a book (don't forget yours!). Once it's completed, pass the book around a circle and let each student read his/her own. Grade this activity as one-two homework assignments. If you choose to count it as a quiz, be sure to give students a detailed explanation of how you plan to evaluate it when you assign the project.

Practice sheets have been included in this unit and can be used for homework. Additionally, a partner activity, quiz and a test have been included. A *Nota Cultural* about family has been included on the back side of the test for students to read when they are done with the test, and discussion materials have been provided for your use once students have read the piece.

Nombre: _____

Student Resource Page: Más sobre mi familia- Page 1

los parientes		el esposo	
la tía		el cuñado	
el tío		la cuñada	
la prima		perezoso/a flojo/a	
el primo		estudioso/a	
la sobrina		sucio/a	
el sobrino		limpio/a	
la nieta		nuevo/a	
el nieto		cariñoso/a	
la esposa		pero	

Listen to your maestro/a and fill in the meanings of the Spanish words and phrases below.

Review Questions- AGE/DESCRIPTIONS (Translate to English)

- ¿Cuántos años tienes? → _____
a. Yo tengo # años. → _____
- ¿Cuántos años tiene name? → _____
a. Él/Ella tiene # años. → _____
- ¿Cómo eres? → _____
a. Yo soy adjective. → _____
- ¿Cómo es name? → _____
a. Él/Ella es adjective. → _____

Nombre: _____

Possession: Student Resource Page for Mi Familia - Page 2

Possessive Adjectives

mi mis		nuestro/a nuestros/as	
tu tus		vuestro/a vuestros/as	
su sus		su sus	

Pista 1: Possessive Adjectives MUST agree with the _____ of items the people have.

Ex: my aunt → mi tía my aunts → mis tías

Práctica A:

- | | |
|---|--|
| 1. your grandson (inf.sing.)→ _____ nieto | your grandsons (inf.sing.)→ _____ nietos |
| 2. our brother→ _____ hermano | our brothers→ _____ hermanos |
| 3. their uncle→ _____ tío | their uncles→ _____ tíos |
| 4. your dog (inf.pl.)→ _____ perro | your dogs (inf.pl.)→ _____ perros |
| 5. her sister→ _____ hermana | her sisters→ _____ hermanas |

Pista 2: Possessive Adjectives MUST agree with the NUMBER and the _____ of items the people have for nuestro/a, nuestros/as, vuestro/a, vuestros/as

Ex: our aunt→ nuestra tía our aunts→ nuestras tías

Práctica B:

- | | |
|---|--|
| 1. your granddaughter (inf. pl.)→ _____ nieta | your granddaughters (inf. pl.)→ _____ nietas |
| 2. our brother→ _____ hermano | our brothers→ _____ hermanos |
| 3. your uncle (inf. pl.)→ _____ tío | your uncles (inf. pl.)→ _____ tíos |
| 4. our pet→ _____ mascota | our pets→ _____ mascotas |
| 5. your cousin (inf. pl.)→ _____ prima | your cousin (inf. pl.)→ _____ primas |

Práctica I: Flashcards- Cut apart cards and write the Spanish on the back with perfect spelling.

relatives	aunt	uncle	cousin (female)
cousin (male)	wife	husband	nephew
lazy (both words)	granddaughter	grandson	niece
studious	clean	dirty	caring/ affectionate
but	new	sister in-law	brother in-law

Práctica II: Más sobre mi familia

Nombre: _____

Solve the riddles below by naming the family member described.

1. La hermana de mi hermano es mi _____
2. Las hijas de mi tía son mis _____
3. La madre de mi sobrina es mi _____
4. Los hermanos de mis padres son mis _____
5. Los padres de mis tíos son mis _____
6. La madre de mi primo es mi _____



Draw a line to match each vocabulary word to its translation.

brother-in-law
relatives
parents
cousins
sister
nephew
aunt
granddaughter
husband

esposo
hermana
cuñado
tía
parientes
padres
nieta
primos
sobrino



Translate each of the following sentences into Spanish.

1. My cousin wears the new coat. _____
2. My mother is thirty-six years old. _____
3. My grandparents are very caring. _____
4. My sisters are intelligent and athletic. _____

5. My brother is nice but lazy. _____

SUBTOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ Prueba- Familia y Adjetivos

1. sister in-law _____
 2. studios _____
 3. uncle _____
 4. relatives _____
 5. cousin (female) _____
 6. nephew _____
 7. granddaughter _____
 8. caring _____
 9. lazy _____
 10. wife _____
-

SUBTOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ Prueba- Familia y Adjetivos

1. sister in-law _____
2. studios _____
3. uncle _____
4. relatives _____
5. cousin (female) _____
6. nephew _____
7. granddaughter _____
8. caring _____
9. lazy _____
10. wife _____

SUBTOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ **KEY** Prueba- Familia y Adjetivos

- | | |
|------------------------------------|----------------------------------|
| 1. sister in-law <u>la cuñada</u> | 6. nephew <u>el sobrino</u> |
| 2. studious <u>estudioso</u> | 7. granddaughter <u>la nieta</u> |
| 3. uncle <u>el tío</u> | 8. caring <u>cariñoso</u> |
| 4. relatives <u>los parientes</u> | 9. lazy <u>perezoso or flojo</u> |
| 5. cousin (female) <u>la prima</u> | 10. wife <u>la esposa</u> |

Práctica III: Possessive Adjectives

Nombre: _____

Fill in the chart below:

mi mis		nuestro/a nuestros/as	
tu tus		vuestro/a vuestros/as	
su sus		su sus	

Complete the sentences with the appropriate possessive adjective.

1. my sister and his brothers → _____ hermana y _____ hermanos
2. her relatives and our niece → _____ parientes y _____ sobrina
3. your (inf. sing.) parents and their dad → _____ padres y _____ papá
4. our mom and your (inf. pl.) granddaughters → _____ mamá y _____ nietas
5. your (form. pl.) brother-in-law and my nephews → _____ cuñado y _____ sobrinos

Translate into Spanish.

1. My cousin (f.) is lazy. _____
2. Our sister-in-law is studious. _____
3. Their dog is not dirty, but clean. _____
4. His wife is caring and funny. _____
5. Your (form. pl.) uncle is tall and thin. _____
6. My relatives and his mom are blonde. _____
7. Your (inf. pl.) sisters are short. _____
8. Our brother-in-law and her niece are lazy. _____

Práctica IV: Repaso con -AR Verbos

Nombre: _____

Part I: Los Verbos- Refresh your memory by filling in the chart -AR verb endings.

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Part II: Fill in the blanks with the correct forms of the verbs in parenthesis. Then, translate the entire sentence into English.

1. Nuestra cuñada _____ (to call) a mi abuela por teléfono los martes.

Inglés: _____

2. Sus sobrinos y yo _____ (to study) mucho en la clase de composición.

Inglés: _____

3. Yo _____ (to visit) a mis parientes pero no a mi tío perezoso.

Inglés: _____

4. Tú _____ (to work) con tu nieta de mi abuelo cariñoso.

Inglés: _____

5. ¡Mi esposo _____ (to kiss) y _____ (to hug) su perro sucio!

Inglés: _____

6. Vosotras _____ (to dance) con la prima de nuestro cuñado.

Inglés: _____

7. Usted _____ (to travel) en el otoño con el hermano de su madrastra.

Inglés: _____

Práctica V: Más sobre mi familia

Nombre: _____

Write the correct letter to match each word or phrase below with its translation.

You will not use all the letters.

- | | | |
|-----------------------------|----------------------|-----------------------|
| 1. _____ mi tía | A. my cousins | M. my granddaughter |
| 2. _____ su abuelo | B. your niece | N. her husband |
| 3. _____ nuestro sobrino | C. our nephew | O. your wife |
| 4. _____ tu sobrina | D. your parents | P. our brother-in-law |
| 5. _____ vuestros parientes | E. your brother | Q. our sister-in-law |
| 6. _____ mis primos | F. your sister | R. your relatives |
| 7. _____ sus hermanos | G. their siblings | |
| 8. _____ tu hermana | H. my aunt | |
| 9. _____ nuestro cuñado | I. my uncle | |
| 10. _____ vuestra esposa | J. his grandfather | |
| 11. _____ su esposo | K. their grandmother | |
| 12. _____ mi nieto | L. my grandson | |

Next to each sentence, put a checkmark if it is completely grammatically correct. If there are mistakes, put an X, **then rewrite the sentence correctly.**

13. _____ Yo llevo una camiseta azul y una falda amarilla.
-
- _____

14. _____ Nuestra primo tienes doce años.
-
- _____

15. _____ María es amable pero perezoso.
-
- _____

16. _____ Usted tiene unos cariñosos parientes.
-
- _____

Use the information in parenthesis to answer the questions in complete sentences.

1. ¿Cuántos años tienes? (65) _____
2. ¿Cuántos años tiene su nieta? (15) _____
3. ¿Cómo es usted? (caring) _____
4. ¿Cómo es tu cuñado? (studious) _____

Partner Activity- Family/Age/Adjectives

Persona A

- Ask and answer the questions verbally (or in writing) using the information in the box.
 - Use the answers in parenthesis to check your partner's work.
 - After you are finished, switch papers and begin again.
1. ¿Cuántos años tiene la prima? (La prima tiene cincuenta y dos años.)
 2. ¿Cómo es el tío? (El tío es perezoso/flojo y bajo.)
 3. ¿Cuántos años tiene la cuñada? (La cuñada tiene setenta y seis años.)
 4. ¿Cómo es el nieto? (El nieto es estudioso y alto.)

The cousin (female)

- 52 years old
- caring
- patient

the grandson

- 12 years old
- studious
- tall

the sister in-law

- 76 years old
- shy
- blonde

the uncle

- 98 years old
- lazy
- short

Partner Activity- Family/Age/Adjectives

Persona B

- Ask and answer the questions verbally (or in writing) using the information in the box.
 - Use the answers in parenthesis to check your partner's work.
 - After you are finished, switch papers and begin again.
1. ¿Cuántos años tiene el nieto? (El nieto tiene doce años.)
 2. ¿Cómo es la prima? (La prima es cariñosa y paciente.)
 3. ¿Cuántos años tiene el tío? (El tío tiene noventa y ocho años.)
 4. ¿Cómo es la cuñada? (La cuñada es tímida y rubia.)

The cousin (female)

- 52 years old
- caring
- patient

the grandson

- 12 years old
- studious
- tall

the sister in-law

- 76 years old
- shy
- blonde

the uncle

- 98 years old
- lazy
- short

Nombre: _____ Examen: Extended Family

Part I: Use the information in the box to answer the questions in complete sentences. SPELL OUT all numbers! (24)

<u>the aunt</u>	<u>the brother in-law</u>	<u>the granddaughter</u>	<u>the niece</u>	<u>the grandpa</u>	<u>me</u>
48 yrs.	39 yrs.	24 yrs.	50 yrs.	92 yrs.	14 yrs.
caring	generous	lazy	funny	old	studious

- ¿Cómo es la sobrina? _____
- ¿Cuántos años tienes? _____
- ¿Cómo es el abuelo? _____
- ¿Cuántos años tiene el abuelo? _____
- ¿Cómo es la nieta? _____
- ¿Cuántos años tiene el cuñado? _____
- ¿Cómo eres? _____
- ¿Cuántos años tiene la sobrina? _____

Part II: Translate into Spanish:

- my sister and his uncles _____
- our dad and your (inf. sing.) relatives _____
- their grandson and her parents _____
- your (form. pl.) cousin (male) and my wife _____
- our pet and your (inf. pl.) nephew _____

How did you do on this test? How are things going for you in Spanish class? _____

Nombre: _____ KEY Examen: Extended Family

Use the information in the box to answer the questions in complete sentences. **SPELL OUT** all numbers!

(24) (3 points each)

<u>the aunt</u>	<u>the brother in-law</u>	<u>the granddaughter</u>	<u>the niece</u>	<u>the grandpa</u>	<u>me</u>
48 yrs.	39 yrs.	24 yrs.	50 yrs.	92 yrs.	14 yrs.
caring	generous	lazy	funny	old	studious

- ¿Cómo es la sobrina? La sobrina es chistosa.
- ¿Cuántos años tienes? Yo tengo catorce años.
- ¿Cómo es el abuelo? El abuelo es viejo.
- ¿Cuántos años tiene el abuelo? El abuelo noventa y dos años.
- ¿Cómo es la nieta? La nieta es chistosa.
- ¿Cuántos años tiene el cuñado? El cuñado tiene treinta y nueve años.
- ¿Cómo eres? Yo soy estudioso/a.
- ¿Cuántos años tiene la sobrina? La sobrina tiene cincuenta años.

Part II: Translate into Spanish: (20) (four points each)

- my sister and his uncles mi hermana y sus tíos
- our dad and your (inf. sing.) relatives nuestro papá y tus parientes
- their grandson and her parents su nieto y sus padres
- your (form. pl.) cousin (male) and my wife su primo y mi esposa
- our pet and your (inf. pl.) nephew nuestra mascota y vuestro sobrino

How did you do on this test? How are things going for you in Spanish class? _____

Nota Cultural: La Familia

Often, we think we know quite a bit about something just from what we hear and how these topics are shown in movies, TV, and in books. Sometimes what we believe to be true is correct and sometimes it is not. Often it's more complicated. With that being said, what do you think you know about families in Spanish-speaking countries? Here, we're going to discuss two common myths and look at them more closely.

1. Myth or fact?: Latino families are huge!

Many people believe that Hispanic families are, in general, enormous. Are they? Put simply: it depends.

Here's some data from 2004, taken from gapminder.org (a really neat graphing tool that gives all kinds of information about countries all over the world). It shows the number of children per woman for several different places in Latin America and the rate for the U.S.

Argentina	2.3	Guatemala	4.4
Belize	3.1	Honduras	3.5
Bolivia	3.7	Mexico	2.2
Chile	2.0	Panama	2.6
Costa Rica	2.0	Paraguay	3.7
Columbia	2.4	Puerto Rico	1.9
Cuba	1.5	Uruguay	2.1
Dominican Republic	2.8	United States	2.0

So, while countries like Guatemala, Honduras, and Bolivia have significantly larger families than the U.S., countries including Uruguay, Mexico, Costa Rica, and Chile have very similar family sizes. In Cuba and Puerto Rico, families are even smaller on average than they are in the mainland United States! Of course, families vary within countries. Some families in the U.S. can have four or five kids or more, while some families in Guatemala may have just one child or no children at all. Still, the averages give you an idea of what is true for many families. One last thing—in **general**, worldwide, you will find smaller families in big cities and larger families in more rural areas.

2. Myth or fact?: Latino families are more closely-knit than U.S. families.

How do you judge if one family is closer than another? We can't judge how much people in a family care about each other, but we can say that families in most Spanish-speaking countries usually treat young adults and elders differently than families in the U.S. For example, it's more common in Spanish-speaking countries for adults over the age of 18 to keep living with their parents until they get married, even if they are done with school and have a job. At the same time, it's also more common to have grandparents live with their adult children instead of living in a nursing home. And just like many homes in the U.S., if money is a challenge or someone loses their job, some families have aunts and uncles and cousins all living with them for a time. Data from INEGI, the Mexican government's statistics organization, says that in Mexico about 1 out of every 5 homes has extended family members living there.

**Teacher Talking Points for the *Nota Cultural: La Familia* handout:
Background information and things to use in a discussion with students**

1. Did the family size statistics surprise you?

The source for the data was www.gapminder.org, the brainchild of Dr. Hans Rosling, professor of International Health at the Karolinska Institute in Stockholm, Sweden. His goal was to examine human development and in part to dispel persistent misunderstandings of the diversity of realities in countries that are lumped together under the banner "Third World Nations." This site is an innovative tool that can track the correlation between "quality of life" data such as poverty, contraceptive use, phone and internet use, and life expectancy. It can also track changes over time.

By following the Gapminder World link and selecting the information to be represented on the axes of the graph, you can look at how the average number of children has changed from 1960 to the present. In doing so, you will find the fact base for the now-inaccurate belief that Mexicans are having significantly larger families than people in the U.S. do. In 1960, the rate of children per woman in the U.S. was 3.65; in Mexico, it was nearly double that, at 6.88. However, since the early 1970's (and from 1972 to 1990 in particular), the rate in Mexico has decreased sharply and new families are more similar in size to those in the U.S.

Depending on your students' maturity and critical thinking skills, you may also choose to mention that the majority religion in Latin American countries tends to be Catholicism. (In contrast, the CIA World Factbook states that the U.S. reports as 52% Protestant and only 24% Catholic.) Primarily Catholic countries tend to have higher birth rates. This perspective has been slowly changing, particularly in urban centers.

2. What reasons might families have for this physical closeness?

- Family traditions: many Latin American families typically spend more time doing things as a family than families in the U.S. do. For example, it is becoming increasingly rarer for families in the U.S. to eat dinner together. Kids are very involved in after school activities and sports, parents are working late or on different shifts. In most Latin American countries, however, it is usually very rare that a family does not eat together. The closeness and community is an integral part of growing up, and it continues throughout life.
- Highly regarded values: U.S. values emphasize independence. Hispanic values put more emphasis on community and interdependence.
- Finances: in countries where unemployment and poverty are high, it is smarter to pool resources.

H. ¿Qué te gusta comer?: Food, GUSTAR, Introduction to Demonstrative Adjectives

This lesson and the supplementary activities familiarize students with basic food vocabulary and help them express foods they like and dislike. This lesson also contains a great deal of food-related cultural information. Break the lesson of vocabulary into two class periods splitting the list below in half. (An introduction to demonstrative adjectives is also included in this unit. This is meant to be an introduction for all students with the option to dive deeper into the concept for advanced and heritage speakers. Demonstratives are briefly reviewed in the practice sheets and assessment.)

Prep: 30 minutes

Materials: copies of the Student Resource Pages; poster/chart/board space for GUSTAR chart to use as a visual aid; food cards in duplicate (see the "Running Errands" section of the procedure for details), chart of demonstrative adjectives

Target Vocabulary and Concepts:

las verduras	vegetables	el plátano	banana	el postre	dessert
el tomate	tomato	la piña	pineapple	las galletas	cookies
la ensalada	salad	el limón	lemon	el helado/ la nieve (Mex)	ice cream
el elote	corn	la salsa	salsa	*el agua	water
la cebolla	onion	el arroz	rice	el café	coffee
la zanahoria	carrot	los frijoles	beans	con	with
la papa	potato	el pan	bread	sin	without
las frutas	fruit	la carne	meat	el hielo	ice
la fresa	strawberry	el pescado	fish	la leche	milk
la manzana	apple	el pollo	chicken	el refresco	soft drink/soda
la naranja	orange	la sopa	soup	el jugo	juice
las uvas	grapes	el yogur	yogurt	gustar	to be pleasing
la sandía	watermelon	los huevos	eggs	gusta	One item is pleasing...
el aguacate	avocado	el queso	cheese	gustan	More than one item is pleasing...

- Students will understand what some typical foods are in Spanish-speaking countries.
- Students will correctly use the verb *gustar* to talk about food likes and dislikes.
- Students will be introduced to demonstrative adjectives

GUSTAR- to be pleasing (like)

gusta→ one item

gustan→ more than one item

(A mí)	<u>me</u> gusta(n)	(A nosotros)	<u>nos</u> gusta(n)
(A ti)	<u>te</u> gusta(n)	(A vosotros)	<u>os</u> gusta(n)
(A él) (A ella) (A usted)	<u>le</u> gusta(n)	(A ellos) (A ellas) (A ustedes)	<u>les</u> gusta(n)

Demonstrative Adjectives:

este	this	estos	these
esta	this	estas	these
ese	that (near)	esos	those (near)
esa	that (near)	esas	those (near)
aquel	that (far)	aquellos	those (far)
aquella	that (far)	aquellas	those (far)

Procedure:

1. Choose an unconventional, food-focused way to begin class that suits your personality and skills.
 - a. You might waltz through the door in a Carmen Miranda hat or juggle apples and oranges.
 - b. For those of you who are less gifted in the ways of Carmen Miranda and circus sideshows, try leading the class in a round of singing "I like to eat, eat, eat, eat, I like to eat, apples and bananas..."
 - c. Or, give each one a small Mexican sweet when they enter. Fruit-flavored sweets ones work well for this, as they often have the Spanish word and a picture of the fruit on them. You can use them to start students talking about Spanish words for fruits, as well as how they can use visual cues (like the fruit pictures) to understand new words when they are presented.

- d. Tell students that they will be learning about food vocabulary and how to say what they like and don't like.
2. Next, go over the translations and pronunciation for their vocabulary list on the Student Resource Page. Point out that **agua** has a masculine article because it begins with *a*, but it is a feminine noun. (Adjectives describing the water would be feminine: *agua fría*, for example.)
3. Make sure to explain the use of **gustar** using the chart or poster you created.
4. Explain that the words in parenthesis, like "A mí," are optional and can be placed before the form of *gustar* to clarify the sentence if needed.
5. Complete one or two of the practice sentences about **gustar** on their sheets together.
6. If time, allow students a few minutes to work on the rest alone or in pairs.
7. Review answers together orally.
8. Next, prepare for the game Running Errands. This game combines vocabulary and cultural understanding.
9. Ahead of time, cut or print and laminate (if possible) pictures of food. You will need two pictures of each food.
10. Place the pictures on a table in the room or tape them to the board and designate that area as the grocery store.
11. Divide the students into two teams. To begin, call up a pair of students from both teams (4 students total) and announce three objects that you need from the grocery store: "Necesito leche, pan, y lechuga."
12. The students race to the table to collect the items. The pair of students who bring back the correct three items first receives a point for their team.
13. Then another pair from each team gets a turn, and the game continues.

Teacher Tip: Once the game is over, use this activity as a point for talking about how supermarkets are growing, but still not usually the most common place for most people to get their groceries in Latin America. Explain that in the 1940's in Mexico, for example, small markets and individual merchants were the basis of many towns: *panaderías* for bread and sweet rolls, *carnecerías* for meat and sometimes cheese, *queserías* for dairy products and eggs, and the *mercado* for their fruits, vegetables, spices, and beans. Often, especially in coastal regions, *mercados* will also have several stalls of fresh fish or a *pescaría* will be set up. As mentioned, supermarkets do exist now, but they are still not the rule. Indoor neighborhood markets also exist, but they tend to be small shops, not at all like the huge supermarkets where most students here are used to buying groceries. When the game is over, challenge your students to create signs and reorganize the cards so that there isn't just one supermarket, but rather a *panadería*, *carnecería*, *quesería*, *pescaría*, and *frutería* or general *mercado*. Make sure to explain as well that prepared and frozen foods are swiftly gaining in popularity in major urban areas, but that most Mexicans in less densely populated areas find them unappetizing (and may not even have freezers to store such products).

Teacher Tip 2: Discuss this set-up of smaller, specialty stores with your students. What are the advantages of such a system?

- The food is often fresher because smaller amounts are stocked and quickly sold.

- Salespeople are often much more knowledgeable about the foods they are selling and can explain differences in cheeses and cuts of meat or show you how to pick the very best avocado.
- Food can usually be bought in smaller amounts, which is important for the 21% of the population living without refrigerators (refrigerator data from 2005, courtesy of the *Instituto Nacional de Estadística, Geografía e Informática*).
- The food may be higher quality—bakers really know what they are doing, *fruterías* quickly discard fruit that starts to go soft or wrinkly, and *carnercerías* make sure you get exactly the cut of meat you want because they are specialists and because their whole business depends on the quality of one product.

What are the disadvantages? (You may have to go shopping more often or make more trips.)

The Student Resource Pages also provide a *Nota Cultural* about the *zócalo* in Mexico. See the Extension Opportunities for a suggestion on how to use it.

14. On day 3 or 4 of this material, review Student Resource Page 3- Demonstrative Adjectives, with students. Review the chart and "Práctica" section to introduce this concept.
15. If time, play a game like board races and have students from each team race to write the phrase you state, like, "these apples" or "that banana."
16. Note: Demonstrative adjectives are meant to be an introduction for all students with the option to dive deeper into the concept for advanced and heritage speakers. Demonstratives are briefly reviewed in the practice sheets and included in the assessment for this unit. Keep the chart of demonstratives you create posted in the classroom to refer to in the future as they arise in text.

Suggested Tarea: Don't forget to have students finish the practice sentences about *gustar* on their resource sheets. Go over the answers with students carefully, as this concept can be difficult for them at first.

Reinforcement Activities:

The sheer amount of vocabulary in this lesson makes it great for any of the memorization games described elsewhere in this curriculum: Memoria, Go Fish, Tómallo, Lotería, Hombre Invisible, Around the World, Mata la Mosca, Pictionary/Win, Lose, or Draw, and Jeopardy.

Sing along with the food songs from the *Sing, Laugh, Dance, and Eat Tacos* collections. Print up the lyrics with the food vocabulary missing and have students write them in as they listen.

To practice *gustar*, try some of the extensions below.

Extensions/Assessment Opportunities:

El Zócalo: Using a picture of a zócalo (either a photo or a reproduction of an artist's rendition) buzzing with activity, ask your students to talk about the people in the pictures. *¿Qué les gusta? Les gusta el helado* for the people eating ice cream, for example. Show more picture of plazas to the students from various Spanish-speaking countries and share your experiences or research.

My Fantasy Meal: This activity requires students to do some research on their own. Assign each student a region: either a state in Mexico (to show the diversity of cuisine in Mexico during this Mexico-focused unit) or a Spanish-speaking country. Then, allow students to research typical foods in that region using the internet. If student internet use isn't possible, use books you have brought in from the library and materials you have printed off from the internet ahead of time (menus and recipes). Using recipes and/or descriptions, students will plan a Fantasy Meal—they will compile a meal which is typical of their region and includes a beverage, appetizer or salad, main course, two side dishes, drink, and dessert. Once they have chosen their food items, they should create a poster of their meal. They may draw or assemble internet pictures on a large piece of paper until the entire meal is present. At the top of the poster, they should name the region of origin. At the bottom of the poster, they should include the ingredients for their dishes in Spanish. *E.g., Chilaquiles: tortillas de maíz (fritas), cebolla, chiles, pollo, salsa roja, queso. Frijoles: frijoles, aceite, chiles, sal, comino. Horchata: arroz, azúcar, almendras, limón, canela, agua.* Finally, to practice **gustar**, randomly pair up your students. Tell them that they are supposed to invite the person to their fantasy meal, but that they need to figure out if there is anything s/he will not eat. Teach them a basic structure to use, built from vocabulary and structures they already know:

Student 1: ¿Te gustan los chilaquiles?

Student 2: ¿De qué son?

Student 1: Son de tortillas, salsa, cebolla...

Student 2: Sí, me gustan los chilaquiles / No, no me gustan los chilaquiles.

Teacher Tip: Once this activity is complete, post the works around the classroom and have students take a tour, thinking about the following questions: were some ingredients very common in recipes? In what ways were these like foods that they already know, and in what ways were they different? What surprised them about the foods? After a few minutes, have them respond in their journals to these prompts. A sample scoring sheet for this activity is included in the materials for this lesson.

Kitchen Basics: This is a variation on My Fantasy Meal. Students research a few of the basics of Mexican food: corn, beans, rice, tomatoes, lime, and chiles. Where did each of these foods come from? What different dishes utilize these foods? Students make an educational poster about their food.

El Mercado: This activity is meant to emphasize the role of fresh produce in traditional Mexican cooking and to expose students to some potentially new tastes. If there is one near you, try to arrange a field trip to a mercado. If not, bring in samples of tropical fruits for students to try: papaya, mango, banana, fresh coconut milk, guava, cherimoya, passion fruit, etc. Watermelon sprinkled with salt and chili powder

is another good addition. Latino or Asian groceries often carry these items if you cannot find them at your regular grocery store. You may even find other great market items such as *guyaba*/guava paste, *horchata*, and *agua de jamaica*. Use these products to set up a market in the classroom. Put different students in charge of being "vendors" of different fruits and having all students practice bargaining in Spanish so they can "buy" and "sell" their produce. Make sure to let the vendors rotate out so that all students can have the experiences of buying and selling. Afterwards, have students write about their reactions to the foods they tried using the verb *gustar*: *Me gusta el mango. No me gusta la papaya.*

Teacher Tip: Use bingo chips or other small markers as currency. You may base "buying power" partly on extra credit points if you use a cumulative point-based bonus system in your class, but be sure everyone has a fair baseline amount of cash to start.

Teacher Tip 2: Before starting this activity, talk to your students about etiquette when trying new things. Emphasize that they may not like everything they try, and that is normal, but they should always be polite. Explain that some of the foods they will be trying won't be nearly as good as they would be in Latin American countries because they won't be fresh and encourage them to try these foods again in the future in they have the opportunity, even if they aren't crazy about them this time. Also emphasize that they may love some of the new foods they are trying, but that they should (again) remain polite and make sure everyone gets to try it. Finally, make sure you ask about allergies, and that you have napkins and water available in the room in case someone takes an unexpectedly strong dislike to something.

Shopping List: This game is a race for pairs or small groups of students. Give each team a shopping list in Spanish for one of the food items or meals described this unit along with a pile of food advertisements from the newspaper. See which team finds the most items on the list after a set number of minutes (5 for a meal, more like 2-3 for one dish).

Variation: Give your students a shopping list and challenge them to find the cost of the items.

Discuss as a class: *¿Cuánto cuestan las manzanas? ¿Cuánto cuestan las galletas Oreo?* You can do some price comparing and see who found the least expensive version of each item.

Taking a Peek: In this activity, students will compare weekly sale food flyers aimed at Hispanics in other countries with those aimed at non-Hispanics in the U.S. This is a discussion-based activity, which you may combine with journaling:

- What foods are different?
- What new words do you see in Spanish?
- Can you identify the words for packaging, weights, and measures? (kilo, caja, docena, cartón, litro, etc.) This is a good time to point out that Spanish-speaking countries use the metric system.

If you have local newspapers that contain flyers in Spanish, you can use them as well. If you do not, you can find many supermarket ads on-line. Carrefour (a chain found in many countries) and El Nene are examples. You can also get bilingual flyers from myfoodcity.com and several other grocery stores in the U.S. Also, check to see if any local Mexican grocers have small sales flyers.

Student Resource Page 1: ¿Qué te gusta comer?

Nombre: _____

Listen to your maestro/a and fill in the meanings of the Spanish words and phrases below.

las verduras		el plátano		el postre	
el tomate		la piña		las galletas	
la ensalada		el limón		el helado/ la nieve (Mex)	
el elote		la salsa		*el agua	
la cebolla		el arroz		el café	
la zanahoria		los frijoles		con	
la papa		el pan		sin	
las frutas		la carne		el hielo	
la fresa		el pescado		la leche	
la manzana		el pollo		el refresco	
la naranja		la sopa		el jugo	
las uvas		el yogur		gustar	
la sandía		los huevos		gusta	
el aguacate		el queso		gustan	

* = irregular

¡RECUERDA! **GUSTAR-** is an indirect way of saying that we like something.

Me gusta el helado. (one item= singular form)

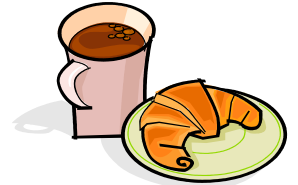
Me gustan las uvas. (more than one item= plural form)

¿Qué te gusta comer?: Student Resource Page- Page 2 Nombre: _____

OJO: We usually will not use the verb *gustar* when talking about people that we like/that are pleasing to us. The ending depends on how many items are pleasing to the person.

gusta → one item

gustan → more than one item



Listen to your teacher as you fill in the blanks →

(A mí)	_____ gusta(n)	(A nosotros)	_____ gusta(n)
(A ti)	_____ gusta(n)	(A vosotros)	_____ gusta(n)
(A él) (A ella) (A usted)	_____ gusta(n)	(A ellos) (A ellas) (A ustedes)	_____ gusta(n)

A. Singular:

1. They like the soup. Les gusta la sopa.
2. I like the soup. _____
3. You (inf.) like the soup. _____
4. We like the soup. _____
5. She likes the coffee. _____

B. Plural:

1. I like tomatoes. Me gustan los tomates.
2. You (inf.) like cookies. _____
3. They like tacos. _____
4. We like watermelon and strawberries. _____
5. You all (informal) like soup and crackers. _____

C. Mixed, plus negatives!: NO starts your sentence.

1. We don't like onions. No nos gustan las cebollas.
2. She doesn't like sweets. _____
3. They don't like the fish. _____
4. I don't like coffee. _____
5. You all (formal) don't like cookies. _____

KEY to ¿Qué te gusta comer?: Student Resource Page- Page 2 Nombre: _____

OJO: We usually will not use the verb *gustar* when talking about people that we like/that are pleasing to us.

gusta → one item

gustan → more than one item

Listen to your teacher as you fill in the blanks →

(A mí)	<u>me</u> gusta(n)	(A nosotros)	<u>nos</u> gusta(n)
(A ti)	<u>te</u> gusta(n)	(A vosotros)	<u>os</u> gusta(n)
(A él) (A ella) (A usted)	<u>le</u> gusta(n)	(A ellos) (A ellas) (A ustedes)	<u>les</u> gusta(n)

A. Singular:

1. They like the soup. Les gusta la sopa.
2. I like the soup. Me gusta la sopa.
3. You (inf.) like the soup. Te gusta la sopa.
4. We like the soup. Nos gusta la sopa.
5. She likes the coffee. Le gusta el café.

B. Plural:

1. I like tomatoes. Me gustan los tomates.
2. You (inf.) like cookies. Te gustan las galletas.
3. They like tacos. Les gustan los tacos.
4. We like watermelon and strawberries. Nos gustan la sandía y las fresas.
5. You all (informal) like soup and crackers. Os gustan la sopa y las galletas.

C. Mixed, plus negatives!: NO starts your sentence.

1. We don't like onions. No nos gustan las cebollas.
2. She doesn't like sweets. No le gustan los dulces.
3. They don't like the fish. No les gusta el pescado.
4. I don't like tea. No me gusta el café.
5. You all (formal) don't like cookies. No les gustan las galletas.

Student Resource Page 3- Demonstrative Adjectives Nombre: _____

Listen to your teacher and fill in the meanings below:

este		estos	
esta		estas	
ese		esos	
esa		esas	
aquel		aquellos	
aquella		aquellas	

*Demonstrative Adjectives **MUST** agree in _____ and _____.

Memorize this handy sentence:

'This' and 'these' have Ts.
 'That' and 'those' don't.

Práctica A: Try it out!

1. this dessert with those (near) cookies→ _____ postre con _____ galletas
2. these potatoes with that (far) cheese→ _____ papas con _____ queso
3. those (far) vegetables with this meat→ _____ verduras con _____ carne
4. this yogurt with these grapes→ _____ yogur con _____ uvas
5. these cookies with that (near) milk→ _____ galletas con _____ leche

Práctica B: CON GUSTAR

1. This salad is pleasing to me. _____
2. That (near) chicken is pleasing to her. _____
3. Those (far) fruits are pleasing to them. _____
4. These eggs are pleasing to you (inf.) _____
5. That (far) soda is pleasing to him. _____

KEY Student Resource Page 3- Demonstrative Adjectives Nombre: _____

Listen to your teacher and fill in the meanings below:

este	this	estos	these
esta	this	estas	these
ese	that (near)	esos	those (near)
esa	that (near)	esas	those (near)
aquel	that (far)	aquellos	those (far)
aquella	that (far)	aquellas	those (far)

*Demonstrative Adjectives **MUST** agree in **NUMBER** and **GENDER**.

Memorize this handy sentence:

‘This’ and ‘these’ have Ts.
‘That’ and ‘those’ don’t.

Práctica A: Try it out!

1. this dessert with those (near) cookies → este postre con estas galletas
2. these potatoes with that (far) cheese → estas papas con aquel queso
3. those (far) vegetables with this meat → aquellas verduras con esta carne
4. this yogurt with these grapes → este yogur con estas uvas
5. these cookies with that (near) milk → estas galletas con ese leche

Práctica B: CON GUSTAR

1. This salad is pleasing to me. A mí me gusta esta ensalada.
2. That (near) chicken is pleasing to her. A ella, le gusta ese pollo.
3. Those (far) fruits are pleasing to them. A ellos, les gustan aquellas frutas.
4. These eggs are pleasing to you (inf.) A ti, te gustan estos huevos.
5. That (far) soda is pleasing to him. A él, le gusta aquel refresco.

Nota Cultural: El zócalo mexicano

The *zócalo*, occasionally called the *plaza principal* or the *plazuela* in different parts of the country, is the name for the main town square in towns and cities throughout Mexico. Although a single town may have many *plazas*, the *zócalo* is distinguishable as the *plaza principal* because it has a cathedral or church on one side, and on another side, a government building. Statues, fountains, and gardens are also common, especially in larger *zócalos*. The *zócalo* is a very busy, social place. Families stroll together to the strains of mariachi as ice cream and balloon vendors tempt children with sweets and brightly colored balloons. Old and young couples sit on shady park benches and enjoy the weather and the happy, relaxed pace of the *zócalo*.

Do you have a place like this in your own city? What are the advantages of having a place like this? How might it change how it feels to live in a city if there was a central place like this where so many people went every week?

¿Te gusta el zócalo? ¿Qué te gusta?



Práctica I: Flashcards- Cut apart cards and write Spanish on backside with perfect spelling.

vegetables	tomato	corn	strawberry	fruit
apple	grapes	salad	watermelon	potato
orange	onion	cheese	carrot	avocado
eggs	meat	pineapple	ice	fish
bread	yogurt	dessert	banana	cookies
beans	with	rice	chicken	ice cream (both words)
milk	without	soft drink/ soda	juice	1. gustar 2. gusta 3. gustan

Práctica II: La Comida y GUSTAR

Nombre: _____

Part I: Fill in the chart with the pronouns of GUSTAR.

(A mí)	_____ gusta(n)	(A nosotros)	_____ gusta(n)
(A ti)	_____ gusta(n)	(A vosotros)	_____ gusta(n)
(A él) (A ella) (A usted)	_____ gusta(n)	(A ellos) (A ellas) (A ustedes)	_____ gusta(n)

Part II: Translate to English.

1. A mí, no me gustan estas uvas verdes mucho.

2. A Carlos, le gusta ese café, pero no le gustan los refrescos con hielo.

3. Nos gustan aquellas galletas grandes de chocolates con leche.

4. ¿Les gusta la carne, el pescado o el pollo más?

5. A ti, no te gustan estas verduras mucho. Pero, te gusta el elote, ¿verdad?

Part III: Answer the questions in complete sentences using the information in parenthesis.

1. ¿Te gustan más las zanahorias o los frijoles? (carrots)

2. ¿A usted, le gusta más la cebolla o el aguacate? (onions)

Partner Activity: La Comida y GUSTAR

Nombre: _____

Persona A

Ask and answer the questions below with you partner using complete sentences. Write the answers you hear. Use the information in the box to help you!

1. ¿Qué le gustan Lola?

Luisa- water with ice

2. ¿Qué le gusta usted?

Mario- ice cream

3. ¿Qué le gusta Marta?

Yo- salad

4. ¿Qué les gusta los maestros?

Las chicas- bread

5. ¿Qué le gustan Rafael?

Silvia- rice and beans**Partner Activity: La Comida y GUSTAR**

Nombre: _____

Persona B

Ask and answer the questions below with you partner using complete sentences. Write the answers you hear. Use the information in the box to help you!

1. ¿Qué le gusta Mario?

Marta- soda without ice

2. ¿Qué te gusta?

Rafael- apples

3. ¿Qué le gustan Silvia?

Yo- tomato

4. ¿Qué les gusta las chicas?

Los maestros- coffee

5. ¿Qué le gusta Luisa?

Lola- eggs with cheese

Práctica III- Repaso de verbos -AR

Nombre: _____

Part I: Los Verbos- Refresh your memory by filling in the chart -AR verb endings.

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Part II: Fill in the blanks with the correct forms of the verbs in parenthesis. Then, translate the entire sentence into English.

1. Ana _____ (to look for) los tomates rojos y las cebollas blancas.

Inglés: _____

2. Ustedes _____ (to buy) ese queso, estos huevos y aquella leche.

Inglés: _____

3. Mi hermana _____ (to clean) el helado de chocolate en el carro.

Inglés: _____

4. Tú _____ (to wait for) el pan y el agua en el restaurante.

Inglés: _____

5. Vosotros _____ (to ask for) un refresco con limón y hielo.

Inglés: _____

6. Yo _____ (to win) una fiesta de postres con muchas galletas en la clase de ciencias.

Inglés: _____

7. Lola y yo _____ (to draw) unas fresas, unos plátanos y unas uvas en clase de arte.

Inglés: _____

Práctica IV: Review Sheet

Nombre: _____

Part I: Write the vocabulary below without looking at notes. Then, check your work using your Student Resource Page making corrections.

- | | | |
|---------------------|-----------------|---------------------|
| 1. Orange _____ | 6. Apple _____ | 11. Ice cream _____ |
| 2. Fish _____ | 7. Meat _____ | 12. Without _____ |
| 3. Grapes _____ | 8. Juice _____ | 13. With _____ |
| 4. Carrot _____ | 9. Potato _____ | 14. Soup _____ |
| 5. Watermelon _____ | 10. Onion _____ | 15. Corn _____ |

Part II: Traduce en español. (Translate to Spanish.)

1. Nos gustan estos postres con fresas y café, por favor.

2. A mi, no me gustan esas cebollas en la salsa.

3. Os gusta la piña, pero no os gustan los aguacates verdes.

4. A ti, no te gustan los refrescos sin hielo.

5. A ustedes, les gustan mucho aquellos frijoles con arroz y verduras.

Part III: Use the information in parenthesis to answer the questions in complete sentences.

1. ¿Te gusta más el jugo o la leche? (milk)

2. ¿A usted, le gustan más las uvas o las fresas? (grapes)

3. ¿A Raúl, le gusta más el papa o el pan? (potato)

Nombre: _____ Examen: Comida y GUSTAR

Part I: Translate into Spanish. (10)

1. Beans _____
2. Pineapple _____
3. Chicken _____
4. Soup _____
5. Carrot _____
6. Juice _____
7. Bread _____
8. Rice _____
9. Cookies _____
10. Eggs _____

Part II: Write in English. (10)

1. Os gusta mucho este elote amarillo. _____
2. No me gustan aquellas cebollas. _____
3. A ti, te gusta ese helado de fresa. _____
4. Nos gustan estas verduras mucho. _____
5. A usted, les gustan los postres, ¿verdad? _____

Part III: Answer in Spanish in a complete sentence. Use the information in parenthesis in your answer. (6)

1. ¿Te gustan más los aguacates o las papas? (potatoes)

2. ¿Les gusta más la manzana o el plátano (apple)

3. ¿A usted, le gusta más el pescado o la carne? (fish)

How was this quiz for you? Did you feel prepared? What was your favorite game we played during this unit? Is there anything else you'd like me to know?

Nombre: _____ KEY Examen: Comida y GUSTAR

Part I: Translate into Spanish. (10)

1. Beans los frijoles
2. Pineapple la piña
3. Chicken el pollo
4. Soup la sopa
5. Carrot la zanahoria
6. Juice el jugo
7. Bread el pan
8. Rice el arroz
9. Cookies las galletas
10. Eggs los huevos

Part II: Write in English. (10)

1. Os gusta mucho el elote amarillo. You all (informal) like yellow corn a lot.
2. No me gustan las cebollas. I don't like onions.
3. A ti, te gusta el helado de fresa. You (informal) like strawberry ice cream.
4. Nos gustan las verduras mucho. We like vegetables a lot.
5. A usted, les gustan los postres, ¿verdad? You (formal) like desserts, right?

Part III: Answer in Spanish in a complete sentence. Use the information in parenthesis in your answer. (6)

1. ¿Te gustan más los aguacates o las papas? (potatoes)
Me gustan más las papas.
2. ¿Les gusta más la manzana o el plátano (apple)
Les gusta más la manzana.
3. ¿A usted, le gusta más el pescado o la carne? (fish)
Me gusta más el pescado.

How was this quiz for you? Did you feel prepared? What was your favorite game we played during this unit? Is there anything else you'd like me to know?

Nombre: _____

"My Fantasy Meal"-El Rúbrico

- 1 2 3 4 5 The food items are all found in the assigned region, and the region is named and/or shown on a map at the top of the poster.
- 1 2 3 4 5 The poster shows an appetizer or salad, a main dish, two sides, a dessert, and a drink.
- 1 2 3 4 5 The artwork is neat and visually attractive. You want to look at it!
- 1 2 3 4 5 The name and ingredients of each dish are given in Spanish and spelled carefully.

TOTAL: ____/20

PORCENTAJE: ____%

Nombre: _____

"My Fantasy Meal"- El Rúbrico

- 1 2 3 4 5 The food items are all found in the assigned region, and the region is named and/or shown on a map at the top of the poster.
- 1 2 3 4 5 The poster shows an appetizer or salad, a main dish, two sides, a dessert, and a drink.
- 1 2 3 4 5 The artwork is neat and visually attractive. You want to look at it!
- 1 2 3 4 5 The name and ingredients of each dish are given in Spanish and spelled carefully.

TOTAL: ____/20

PORCENTAJE: ____%

I. ¡Buen Provecho!: Restaurant Terms and Verbs

In this lesson and related activities, students will become familiar with aspects of dining out in a Spanish-speaking country or a region of the United States that is primarily Spanish-speaking. They will learn new vocabulary and practice -AR verbs.

Prep: 10 minutes

Materials: copies of the Student Resource Pages; copies of scripts; -AR verb ending chart or poster

Target Vocabulary and Concepts

el desayuno	the breakfast	la cuchara	the spoon
el almuerzo	the lunch	el cuchillo	the knife
la merienda	the snack	la servilleta	the napkin
la cena	the dinner	el mesero/ la mesera	the waiter
la comida	the food/ the meal	la cuenta	the bill
la bebida	the drink	la propina	the tip
la carta/ el menú	the menu	pagar	to pay
el restaurante	the restaurant	cocinar	to cook
el plato	the plate	preparar	to prepare
el vaso	the glass	lavar	to wash
el tazón	the bowl	el tenedor	the fork
la taza	the cup	vegetariano/a	vegetarian

¡REPASO! -AR Verb Endings

yo	o	nosotros	amos
tú	as	vosotros	áis
él/ella/usted	a	ellos/ellas/ustedes	an

Procedure:

1. Let the class know that there will be a new show today, and everyone will be in the cast. (If you have a costume from the last *Teatro Ridículo*, now is the time to reincarnate it.)
2. Go over the pronunciation and definitions of the words on the Student Resource Page.
3. Make sure to cover the cultural mealtime information on the resource pages as well.
4. Read through the script one time first and explain any unfamiliar vocabulary.
5. Divide students into small groups and have them try out this installment of *Teatro Ridículo*. The script is included in the materials for this section.
6. After students have practiced, get a group or two to perform the skit for the class.
7. Continue with the unit using a variety of games and activities to review and practice the extensive vocabulary. There are many ideas in the Reinforcement section.
8. There is a partner activity also included in this unit.

Suggested Tarea: A practice sheet which uses an excerpt of the script for practice conjugating -ar verbs is included in this lesson. Numerous other practice sheets with vocabulary and verb reinforcement is also included in this lesson.

Reinforcement Activities:

The sheer amount of vocabulary in this lesson makes it great for any of the memorization games described elsewhere in this curriculum: Memoria, Tómallo, Dry/Erase Boards, Lotería, Hombre Invisible, Around the World, and Mata la Mosca.

To reinforce the verbs, sing the "Row, Row, Row Your Boat" verb song: Yo, yo, yo pa-go / tú pa-a-gas, él, ella, y usted pa-a-ga..."

Extensions and Assessment Opportunities:

Restaurant-themed mini-unit: Students will divide into groups of 3-5 students. Each group is responsible for creating a Mexican restaurant or cantina. They will design menus and signs and then perform a restaurant-themed play for the class. Plot suggestions include:

- creating a bilingual commercial for their restaurant
- visiting a restaurant only to discover that it has a very unexpected menu (scrambled eggs with cookies, for example)
- celebrating a special event at a restaurant, such as celebrating a birthday
- a disagreement between the cook and the waiter or an unhappy diner

You will need to create a grading scale based on your particular vision for this project. Be sure to distribute it to students as soon as the assignment is given. A sample grading scale is included in the materials for this lesson.

Assesment: There are numerous practice sheets which may be used for homework included in this lesson. A quiz covering food and restaurant vocabulary is also included in this lesson.

Student Resource Page: ¡Buen Provecho!

Nombre: _____

Listen to your maestro/a and fill in the meanings of the Spanish words and phrases below.

el desayuno		la cuchara	
el almuerzo		el cuchillo	
la merienda		la servilleta	
la cena		el mesero/ la mesera	
la comida		la cuenta	
la bebida		la propina	
la carta/ el menú		pagar	
el restaurante		cocinar	
el plato		preparar	
el vaso		lavar	
el tazón		el tenedor	
la taza		vegetariano/a	

¡REPASO! -AR Verb Endings

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

iBuen Provecho!: Student Resource Page, ct'd

Nota Cultural: iBuen Provecho, México!

Meals in Spanish-speaking countries are usually different from how most people eat in the U.S. What is your biggest meal of the day? At what times do you usually eat?

Breakfast can vary quite a bit in Mexico. It might be very light—bread and cheese, a piece of fruit or two or marmalade on toasted bread and enjoyed with fresh-made juice or coffee with milk: *café con leche*. Sometimes, it could be cereal and yogurt, and sometimes it might be a delicious plate of *chilaquiles*—fried tortillas layered with salsa, cheese, *crema* (like sour cream), and sometimes chicken or an egg.

In general, families in Spanish-speaking countries have lunch as the main meal of the day. It is *el almuerzo*, and it's usually eaten in the early afternoon, around one or two o'clock. Many people in Mexico have two hours off for lunch so that they can go home and enjoy *el almuerzo* with their families. Especially in mid-size and smaller cities, many businesses may close down completely during the early afternoon and open again after lunch. It's fairly common at lunches to have some meat, although chicken and pork are more common than beef in most places, and the meat is often mixed into a soup or stew rather than served in a large steak, fillet, or pork chop. Meat is a complement to other dishes like rice, beans, and tortillas—it's not the whole lunch. Also, while dining in Mexico, you might occasionally find a bit of meat you aren't used to seeing, such as a chicken foot flavoring the *sopa de lima* (lime soup) in the Yucatán Peninsula, or a *burro de lengua* (cow tongue burrito) in the state of Sonora. Although this will probably surprise you the first time, don't jump to the conclusion that it must taste terrible or that it's gross. Meat usually tastes like meat, which means that cow tongue tastes a lot like steak (but not nearly as tough as steak), and a chicken foot will give the flavor of chicken to the soup. Besides, unless you were raised vegetarian, chances that you have been eating foods like that for years! In the U.S., most people regularly eat similar meat products, except they usually eat them ground up and served in a variety of processed foods and don't know they're eating them.

But enough about lunch! Dinner is usually a much lighter meal, and it can be eaten later—seven, eight, or even nine at night. Dinner could include a couple *quesadillas* and fresh salsa, *enchiladas* or a little bit of leftover lunch.

What Mexican dishes have you tried? What would you like to try? What do you think about having a big meal in the middle of the day and a small dinner?

Script for Teatro Ridículo: The Restaurant Episode

Personajes

- *El director*: overly dramatic and high strung
- *El inocente/La inocente*: as you might imagine, a good-intentioned and very sincere individual who couldn't possibly be mean no matter how hard s/he tried.
- *La malvada/El malvado*: the opposite of *el inocente*. Everything *el malvado* does has an ulterior motive.
- *El bobo/La boba*: A goofy, good-natured person who has NO idea what's going on. Everything is explained to *bobo* multiple times, and s/he still never gets it right.

Props

- couch piled with several coats (Use a couple of chairs pushed together to simulate a couch if need be.)
- a black coat
- 3 sparkly necklaces
- doll clothes (formal wear preferred) or tiny pictures of formal clothes clipped from magazines
- a paper moustache
- waiter-style apron (but any apron will do, especially if it is ridiculous)
- several loose papers to serve as fake scripts

Director: *(Pacing nervously.)* ¡Bueno! ¿Dónde están mis actores? ¡Vamos, vamos, por favor! ¿Hola? ¿Bobo? ¿Inocente? *(Pause.)* ¿Malvado? ¿Dónde están? *(Pauses again, clearly frustrated. Walks over to the couch.)* ¡Qué desorganizado! Mira todos los abrigos...

El bobo: ¡Buenos días! *(Bobo appears from under the pile of coats where he was napping and the director jumps nearly a foot in the air in surprise.)*

Director: ¡EPA!

El bobo: ¡Sí!

Director: ¿Qué? *(Both stop and stare at each other in confusion.)* ¡Basta! Bobo, necesito los actores. ¿Dónde están Inocente y Malvado?

El bobo: ¡Ajá! Me gustan los directores fuertes y exigentes. *(Bobo smiles brightly at the director.)* ¡Soy muy trabajador! *(Draws heels sharply together and salutes. Just then, Inocente y Malvado walk in.)*

Director: ¡Finalmente llegan! ¡Perezosos!

Inocente: ¿Perezosos? Yo no soy perezosa. Perdóneme, por favor.

Director: *(Looking very frazzled.)* Sí, sí. Está bien. Aquí. Llevas un abrigo negro en el escenario. *(Hands Inocente a black coat.)* Todos nosotros somos elegantes, TODOS. Compré ropa formal para ustedes. Infelizmente, la lavé y ahora está muy pequeña.

Malvado: ¿Pequeña?

Director: Sí. *(Holds up doll clothes.)* Así no tenemos ropa elegante. Pero sí tenemos icollares de diamantes! Ustedes todos son elegantes—ahora ustedes todos

llevan collares de diamantes. (*Hands necklaces to all. When Director drapes a sparkly necklace on Malvado, Malvado smiles evilly.*)

Malvado: Un momento. Necesito ir al baño.

Bobo: ¿Por qué?

Malvado: Ay, Bobo, porque **necesito ir al baño**. (*Emphasizes each word, crosses legs a little, and looks meaningfully at Bobo.*)

Bobo: ¿Y qué hay en el baño?

Malvado: ¡Qué tonto eres!

Bobo: (*wounded*) No soy tonto.

Inocente: No, Bobo no es tonto. (*Looks at Malvado and shakes head.*) Bobo es lindo. (*Malvado walks offstage to the bathroom.*)

Director: (*Calling after Malvado*) ¡Lava las manos! Sí, sí, sí...ahora, ¡a trabajar, por favor! (*Inocente smiles calmly and folds hands. Bobo clicks his heels together and salutes once more.*) Inocente, eres la hermana de Bobo y ---

Bobo: (*interrupting*) Y ¿quién soy yo?

Director: (*Pauses, then grits teeth before continuing*) Eres el hermano de Inocente.

Bobo: Ay, sí. ¡Qué divertido! Tengo una hermana inteligente y simpática. (*Pats Inocente enthusiastically on the back.*)

Inocente: Y yo tengo un hermano divertido y amable.

Bobo: Pero...¿no hay papel más interesante?

Director: (*Pulls at hair. Breathes deep, then responds.*) Bueno. Tú eres el primo del hijo de la tía de Inocente. ¿Es bastante 'interesante'?

Bobo: Oooh. ¡Está muy bien, sí! ¡Muchísimas gracias! (*Suddenly looks slightly sad.*) Inocente, ya no soy tu hermano. Ahora soy el primo del hijo de tu tía.

Inocente: Lo importante es que estés feliz, querido Bobo. Director, ¿dónde estamos en el escenario?

Director: (*Pushes scripts into their hands.*) Están en un restaurante. Malvado es el mesero.

Inocente: (*Looks at script and nods. Bobo, meanwhile, is turning the script round and round and upside down, looking confused the entire time.*) Entiendo. ¿Dónde está Malvado?

Malvado: (*Enters the scene again, shoving a big wad of money into his pocket. The diamond necklace is absent.*) Estoy aquí. Soy mesero, bla bla bla...

Director: (*Pushes script at Malvado.*) ¡Sí! Y ahora...¡acción! (*Director rushes off as Inocente y Bobo sit at a table together. Both look slightly bored. Malvado approaches their table wearing an apron and a paper moustache.*)

Malvado: Buenas tardes. (*Nods at them casually.*) Hoy, tenemos unas comidas deliciosas. Tenemos una sopa de verduras y una ensalada mixta. El plato fuerte es cubano—pescado frito, con arroz amarillo y frijoles negros. De postre, tenemos flan o helado de coco. ¿Qué les preparamos?

Inocente: ¿Qué hay en la ensalada mixta?

Malvado: *(Raises an eyebrow.)* Cosas de ensalada.

Bobo: ¡A mí me gusta la ensalada con aguacate, limón, uvas, y galletas!

Inocente y Malvado: ¿Qué? *(Bobo smiles broadly.)*

Malvado: *(Bored.)* Les preparo dos platos del día.

Director: *(Stalks out, waving hands.)* No, no, ¡NO! Malvado, necesito un mesero elegante, ¡ELEGANTE! ¡Otra vez! *(Stalks away.)*

Malvado: *(Rolls eyes, then straightens up and bows low. Rising slowly to perfect posture, he smiles suavely.)* Les preparo dos platos del día. ¿Algo de tomar?

Bobo: Batido de piña para mí.

Inocente: Coca Cola con limón, por favor. Sin hielo.

Director: ¡Párense! A ver...Cambiamos un poco. Bobo, eres nervioso...muy nervioso...y Inocente, tú eres...hombre. *(Or mujer, depending on the original casting.)*
(Walks away.) ¡Otra vez! ¡Acción!

Malvado: *(Sighs, exits, then re-enters the scene, dancing the waltz over to the table.)*
Buenas tardes. *(Bows with a flourish.)* Hoy, tenemos unas comidas deliciosas. Tenemos una sopa de verduras y una ensalada mixta. El plato fuerte es cubano--pescado frito con arroz amarillo y frijoles negros. De postre, tenemos flan o helado de coco. ¿Qué les preparamos?

Inocente: *(Speaking in a male voice, flexing a bicep.)* ¿Qué hay en la ensalada mixta?

Malvado: *(Becomes enthusiastic, still remaining elegant.)* Ensalada fresca, tomates lindos, elotes dulces, aguacate cremoso... Les preparo dos platos del día, entonces. ¿Algo de tomar?

Bobo: *(Glances around nervously several times before gesturing the waiter in closer. Whispers loudly.)* Jugo de piña para mí.

Inocente: *(In same fake male voice.)* Coca Cola con limón, por favor. Sin hielo.

Director: ¡Perfecto! *(Runs around hugging all the actors.)* ¡Qué lindo! ¡Qué maravilloso!
¡Qué increíble!

Práctica I: Teatro Ridículo

Nombre: _____

In the excerpt below, many of the verbs have been cut. These are all verbs you have studied: *tener*, *ser*, and *-ar* verbs. Your mission is to conjugate the verbs in the correct present-tense form using the infinitive provided in parentheses. Fill in the charts before you begin.

ser- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

tener- _____

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

-AR verb endings

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Director: ¿Qué? (*Both stop and stare at each other in confusion.*) ¡Basta! Bobo, yo _____ (necesitar) los actores. ¿Dónde están Inocente y Malvado?

El bobo: ¡Ajá! Me _____ (gustar) los directores fuertes y exigentes. (*Bobo smiles brightly at the director.*) ¡Soy muy trabajador! (*Draws heels sharply together and salutes. Just then, Inocente y Malvado walk in.*)

Director: ¡Finalmente _____ (llegar)! ¡Perezosos!

Inocente: ¿Perezosos? Yo no _____ (ser) perezosa. Perdóneme, por favor.

Director: (*Looking very frazzled.*) Sí, sí. Está bien. Aquí. Tú _____ (llevar) un abrigo negro en el escenario. (*Hands Inocente a black coat.*) Somos todos elegantes, TODOS. Compré ropa formal para ustedes. Infelizmente, la lavé y ahora está muy pequeña.

Malvado: ¿Pequeña?

Director: Sí. (*Holds up doll clothes.*) Así nosotros no _____ (tener) ropa elegante. Pero sí tenemos...da-da-daaa...collares de diamantes. Ustedes todos son elegantes—ahora Ustedes todos Ustedes _____ (llevar) collares de diamantes. (*Hands necklaces to all. When Director drapes a sparkly necklace on Malvado, Malvado smiles evilly.*)

Malvado: Un momento. Yo _____ (necesitar) ir al baño.

Bobo: ¿Por qué? [...]

Malvado: ¡Qué tonto _____ (ser) tú! [...]

Inocente: No, Bobo no _____ (ser) tonto. (*Looks at Malvado and shakes head.*)

Práctica II: Flashcards- Cut apart cards and write Spanish on the backside with perfect spelling.	the bowl	the dinner	the cup	the drink
the restaurant	to cook	the snack	the menu (both words)	the waiter
the breakfast	the glass	the lunch	the plate	the food/ the meal
the bill	to pay	the knife	the napkin	to prepare
the fork	the tip	to wash	vegetarian	the spoon

Práctica III: Buen Provecho

Nombre: _____

Write the Spanish for each English word or phrase below. **Make sure to choose the correct article: *el, la, los, las, un, una, unos, unas*.**

- | | |
|----------------------------|----------------------|
| 1. some drinks _____ | 7. a meal _____ |
| 2. He is vegetarian. _____ | 8. the waiter _____ |
| 3. some apples _____ | 9. the butter _____ |
| 4. the breakfast _____ | 10. a lunch _____ |
| 5. some knives _____ | 11. a spoon _____ |
| 6. the forks _____ | 12. to prepare _____ |

Write the Spanish word for each object shown below. Use the definite article (*el, la, los, las*).



1. _____ 2. _____ 3. _____

Fill in the chart with the -AR
Verb endings →

yo	nosotros nosotras
tú	vosotros vosotras
él ella usted	ellos ellas ustedes

Use the chart above to correctly conjugate the verbs below and translate each complete sentence into Spanish. EX: She washes the plates. Ella lava los platos.

- We cook the chicken. _____
- He prepares the salad. _____
- They (fem) pay the bill. _____
- You (inf) wash the bowl and the plates. _____
- You all (formal) prepare the dinner. _____

Nombre: _____ Examen: Buen Provecho

Part I: Write the terms in Spanish. Do your best with spelling. (16)

- | | |
|------------------------|----------------------------|
| 1. the rice _____ | 9. to pay _____ |
| 2. some beans _____ | 10. the snack _____ |
| 3. to cook _____ | 11. a glass _____ |
| 4. the breakfast _____ | 12. the strawberries _____ |
| 5. a drink _____ | 13. to wash _____ |
| 6. the ice cream _____ | 14. a bowl _____ |
| 7. a tip _____ | 15. the menu _____ |
| 8. the napkin _____ | 16. the fish _____ |

Part II: Translate each of the following sentences from Spanish into English. (4 pts each)

- Nosotros lavamos las manzanas y las uvas.

- La cuenta es veintiocho dólares y setenta y cuatro centavos.

- Ambos el pescado y el arroz cuestan cuatro dólares.

- Me gustan los huevos con queso y verduras.

- Cocinamos la carne y los frijoles.

Part III: Fill in the blanks with the correct form of the verbs. Make a chart of the -AR endings in the margin if it helps you. (5)

- Yo _____ el pollo y mi hermano _____ los platos.
(to cook) (to wash)
- Ustedes no _____ mucho pescado en la casa, ¿verdad?
(to prepare)
- Vosotros _____ la cuenta y tú _____ la propina.
(to pay) (to pay)

Nombre: _____ **KEY** Examen: Buen Provecho

Part I: Write the terms in Spanish. Do your best with spelling. (16)

1. the rice el arroz
2. some beans unos frijoles
3. to cook cocinar
4. the breakfast el desayuno
5. a drink una bebida
6. the ice cream el helado
7. a tip una propina
8. the napkin la servilleta
9. to pay pagar
10. the snack la merienda
11. a glass un vaso
12. the strawberries las fresas
13. to wash lavar
14. a bowl un tazón
15. the menu la carta/el menú
16. the fish el pescado

Part II: Translate each of the following sentences from Spanish into English. (4 pts each)

1. Nosotros lavamos las manzanas y las uvas.
We wash the apples and the grapes.
2. La cuenta es veintiocho dólares y setenta y cuatro centavos.
The bill is twenty-eight dollars and seventy-four cents.
3. Ambos el pescado y arroz cuestan cuatro dólares.
Both the fish and fish cost four dollars.
4. Me gustan los huevos revueltos con queso y verduras.
I like the eggs with cheese and vegetables.
5. Cocinamos la carne y los frijoles.
We cook the meat and the beans.

Part III: Fill in the blanks with the correct form of the verbs. Make a chart of the -AR endings in the margin if it helps you. (5)

4. Yo cocino el pollo y mi hermano lava los platos.
(to cook) (to wash)
5. Ustedes no preparan mucho pescado en la casa, ¿verdad?
(to prepare)
6. Vosotros pagáis la cuenta y tú pagas la propina.
(to pay) (to pay)

Grading Suggestions for Student Plays: Teacher use only**Grading Scale: (1 is the minimum, 5 the maximum)**

- 1 2 3 4 5 the storyline was logical and easy to follow
- 1 2 3 4 5 students included target vocabulary into the script
- 1 2 3 4 5 students were confident and comfortable with lines—had clearly rehearsed
- 1 2 3 4 5 students used correct grammar and word order
- 1 2 3 4 5 students used correct pronunciation and intonation
- 1 2 3 4 5 students spoke loudly and clearly enough to be easily understood by all
- 1 2 3 4 5 skit was 3-5 minutes long
- 1 2 3 4 5 students were expressive and entertaining when presenting—they went “beyond” with props, costumes, and their energy level
- 1 2 3 4 5 students created detailed and attractive menus, signs, and had put thought into furniture for their scene

Total: _____/45 Porcentaje: _____%

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Total: _____/45 Porcentaje: _____%

J. Ser versus Estar and States of Being (To Be Or...To Be, That is the Question)

This lesson teaches students some of the basic differences between *ser* and *estar*. It also teaches them the full conjugation of *estar* and provides vocabulary for expressing states of being.

Prep: 30 minutes

Materials: blank pieces of white paper, drawing materials, "Tío Manny" and his many faces (see procedure for details), copies of the Student Resource Pages, charts or posters of verb conjugations of ESTAR and SER for visual aids. Also create a side by side chart of SER vs. ESTAR listing the uses of each.

Target Vocabulary and Concepts

estar	to be	enfermo/a	sick
frío/a	cold	frustrado/a	frustrated
caliente (for food and objects)	hot	furioso/a	furious
rico/a	delicious (food)	listo/a	ready
aburrido/a	bored	nervioso/a	nervous
cansado/a	tired	ocupado/a	busy
contento/a	happy	preocupado/a	worried
delicioso/a	delicious	tranquilo/a	calm
deprimido/a	depressed	triste	sad
emocionado/a	excited	enojado/a bravo/a	angry

- Students will understand the basic differences between *ser* and *estar*.
- Students will understand that the meanings of some words change depending on whether *ser* or *estar* is used.

estar- to be

yo	estoy	nosotros	estamos
tú	estás	vosotros	estáis
él/ella/usted	está	ellos/ellas/ustedes	están

ser- to be

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

ser	estar
<ul style="list-style-type: none"> • Description • Origen • Characteristics (Personality) • Time • Occupation • Relationship/Possession 	<ul style="list-style-type: none"> • Position • Location • Action (-ing) • Condition • Emotion

Procedure:

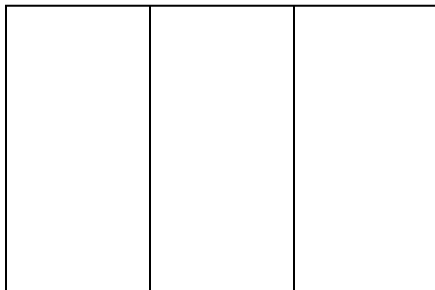
1. This lesson is a great time to invent an imaginary relative for the class. This relative is a 'persona' which will be developed over time as necessary.
2. You can talk about this new classroom member to practice new vocabulary (describe his clothes, list his hobbies, talk about what foods he likes, etc.), or you can use him for learning activities such as this one.
3. Some teachers use the classroom persona as a scapegoat when things go wrong (E.g., Tío Manny made a mess back here with the school supplies and then disappeared...can a couple of you come help me straighten things out?) to keep a sense of humor about classroom discipline.
4. Others use the classroom persona as the supposed originator of classroom project models (i.e., rather than showing your students a model of the book or poster you expect them to make and telling them

you did it, show them one that "Tío Manny" has made, which may be perfect or which may sometimes have room for improvement—which you should point out as a learning opportunity and discuss).

5. Most importantly, remember that the example that follows here about Tío Manny is only an example. Adapt this model as you see fit for your personality and the classroom you have cultivated.
6. Use a model of some kind to represent Tío Manny: bigger is better, as it is a more effective visual aid for all students.
7. Draw a large Tío Manny on butcher paper or the chalkboard, have a Tío Manny scarecrow dressed in funny clothing, or see if the school library or cafeteria can give you a promotional growth chart that features a life-size poster picture of an athlete and a height measurement tape next to the athlete (cafeterias often have these from the dairy council, and libraries sometimes get them to promote reading).
8. Ahead of time, prepare some Tío Manny facial expressions—just draw some vivid expressions on a face-sized oval of paper. The expressions should represent the vocabulary in the chart for this lesson: *está bravo/contento/nervioso/cansado/triste/aburrido/etc.*
9. Before class, cover Tío Manny's face with a blank oval. Then, begin class by introducing everyone to the newest member of the group—your dear Tío Manny. Ask the class to describe Tío Manny. They should use the verb *ser* to do this: *Es alto. Es moreno. Es fuerte, etc.*
10. After each statement, tell them that you agree or correct the statement so that it is true. Ask the class what verb they are using.
11. After they have described Tío thoroughly, put one of the expression faces on Tío. Ask them in English what else they can say about Tío. After students respond, ask them to compare two statements they have made about Tío in English:
12. When we say Tío is tall, how is that different from when we say Tío is sad? (How are things like tall, dark-haired, and intelligent different from things like sad, happy, and tired?)
13. Guide their thinking until someone suggests that it's easy to change your mood quickly, but it is much harder to change your height quickly.
14. Explain that Spanish, unlike English, recognizes the difference in those two situations, and it uses a different verb to reflect the difference: *estar*.
15. Ask them to brainstorm other adjectives that would probably use *estar* instead of *ser*.
16. Finally, go over their vocabulary chart and give them the translations of their words. Review the uses of *ser* (using the previously learned *ser* song) and cover the uses and conjugations of *estar* on the resource guide.
17. Make sure to cover when adjectives change meaning depending on which verb is used.
18. Teach them the *estar* song, included here, and sung to the tune of "Johnny B. Good."
19. Show the chart comparing the uses of SER versus ESTAR.
20. Explain that they have not learned all of the formats included in the chart but they will soon (time, present progressive)
21. Give a preview/overview of the unknown:
 - a. Time: teach that time usually begins with "SON LAS..." and a number.
 - b. Present Progressive: "ING form"- a form of ESTAR followed by a verb ending in "ando." "Estoy cantando."

Suggested Tarea for continuation of the lesson:

You can try to complete this activity in class, but it will most likely be more efficient to begin it in class but have them finish it for homework. Distribute a piece of blank white paper to each student and ask them to get bring their art supplies such as markers or colored pencils. Have students turn the paper so the long edges are the bottom and top, then fold the paper to divide it into thirds as shown below:



Tell students that their homework is to draw the same person three times, one on each panel. The only difference between the figures is that they should have different expressions on their faces. **On a separate sheet of paper**, they should write 4 sentences describing the person in general (using *ser*), and 1 sentence describing the person in each specific picture (using *estar*) for a total of 7 sentences.

The next day, students will swap pictures with a partner and write another 7-sentence set of descriptions, this time about their partners' drawings. Students will then compare what they said about each others' work. Have a few students share their pictures and comments with the class to make sure students are correctly using *ser* and *estar*, and then have them hand in their work so it can be graded.

Additional practice pages are included in this lesson and may be used for homework on other days.

Reinforcement Activities:

Read my Lips! This activity is a form of charades which can be played in small groups or all together. A student (or pair of students) will draw a vocabulary word from this lesson to act out. Their classmates must guess the word using the correct form of *estar* plus the correct form of the adjective. For a girl acting out temper tantrum, for example, they must say, "Está brava," but if you have two students acting out being depressed, their peers should say "Están deprimidos."

Picture Book Walk: Children's books, whether in English or Spanish, are a great resource because of the amazing illustrations. Students of all ages often enjoy looking at them, and you can use them for a different kind of lesson. Pick out a couple books with particularly enjoyable illustrations and bring them in for a picture walk with the students. Sit together in a circle and go through the book picture by picture, asking students questions requiring the use of *ser* and *estar*: how the characters feel or, if the vocabulary is at their level, where the characters are, or what they are like. Some suggestions for books with great illustrations include *No, David!*, *Where the Wild Things Are*, *Stella Luna*, *The Paper Bag Princess*, etc. You can vary this assignment by asking students to bring in one of their favorite old books

and take the class on a picture walk, telling them how the character feels on different pages using Spanish. Students enjoy "Show and Tell" far beyond the primary grades, but it may be more age appropriate with an updated name like "Take and Talk."

Opuestos Attract: Explain that in this game, students can't talk. Secretly assign each student an adjective (either by telling them privately or having them draw from a hat), using the antonym pairs from the Antonym Art activity. On your cue, students are to get up from their seats and act out their adjective to the best of their ability as they move around the classroom trying to find their partners. Once they find their partner, they are to sit down without talking. Finally, when all students are sitting, ask them to come up to the front of the room in pairs. Each student will announce the adjective s/he had and the class will judge whether or not they make an antonym pair (such as *feliz* and *triste*).

Hombre Invisible (non-mortal variant of Hangman): Students can play as a class, in partners, or in small groups. If playing as a class, the teacher chooses a vocabulary word (or phrase or sentence) and puts the same number of blanks on the board as the word has letters. S/he will also draw a person. (The level of complexity of the person depends on how "generous" the teacher wants to be—it may be a stick person, or it may have a full ensemble and accessories.) Then, students begin to guess letters. If they guess a letter correctly, the teacher writes it in the blank. If they guess incorrectly, the teacher writes the incorrect guess off to the side and erases one part of the person. Students have to guess the word or phrase correctly before the figure disappears.

Jeopardy: This game is great for a review before taking a test, but it's fun anytime. Put up a Jeopardy board at the front of the room with 5 categories across and 5 rows down. You may simply draw one on the chalkboard or, if you want to invest in something more permanent, you might make a general board using envelopes for the squares so that you can slip questions inside them each time you use it. Your categories should go across the top, and the envelopes going down should have a point award (traditional Jeopardy boards go from \$100-500 for the regular round and \$200-\$1000 later in the game). For reviewing the skills in this unit, you might make categories like the ones listed here:

- **Complete Antonymity:** gets students to name the antonym of an adjective provided in Spanish. Ex: "This word's opposite is *flaco*." Answer: "¿Qué es *gordo*?"
- **Spanish Spoken Here:** gives an English word and asks students to give the Spanish. Ex: "The English for this word is 'hot.'" Answer: "¿Qué es *caliente*?"
- **¿Cómo es?/¿Cómo está?:** a picture category. The teacher shows a picture clue and either the verb *ser* or *estar*. The student must give one adjective to describe it correctly, using the appropriate form of the indicated verb. (It is possible to have more than one correct answer for this category.) Answer: "Qué es ..."
- **Can't we all just get along?:** noun-adjective agreement. A noun and an adjective are given, and the student must make them agree. Ex: "libros/aburrido" Answer: "¿Qué es *libros aburridos*?"
- **Daily Special:** Here, review cultural information with students covering meals and the food terms they learned doing their independent projects. Ex: "This is the biggest meal of the day for most Hispanic countries" or "This is a typical Mexican dish made of corn, stuffed

with meat or cheese, wrapped in a corn husk, and steamed." Answers: "¿Qué es el almuerzo?" and "¿Qué es un tamal?"

- **Me gusta este juego.**: practice with *me gusta*. Picture category. Students are given a picture of a food item they know and next to it, either the word *sí* or the word *no*. They must then state whether they like the food (if it says *sí*) or dislike the food (if it says *no*). Question: picture of apples and the word *no*. Answer: "¿Qué es 'No me gustan las manzanas.'"

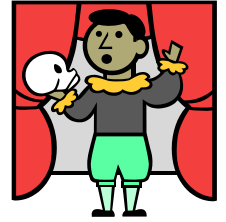
You might divide the class in two groups to play and give each person on the winning team a couple extra credit points, or you might encourage all-class teamwork by telling them that if they score above a certain point level, you will award all of them with a prize of your choice. Note: You can simplify answers by removing the need for "Qué" if desired.

Extensions/Assessment Opportunities:

Numerous practice pages, a partner activity and a quiz are included in this lesson.

Nombre: _____

**Student Resource Page for *Ser* and *Estar* and States of Being
To Be Or...To Be, That is the Question**



Listen to your maestro/a and fill in the meanings of the Spanish words and phrases below.

estar- to be

yo	nosotros
tú	vosotros
él ella usted	ellos ellas ustedes

REVIEW of ser- to be

yo	nosotros
tú	vosotros
él ella usted	ellos ellas ustedes

estar		enfermo/a	
frío/a		frustrado/a	
caliente (for food and objects)		furioso/	
rico/a		listo/a	
aburrido/a		nervioso/a	
cansado/a		ocupado/a	
contento/a		preocupado/a	
delicioso/a		tranquilo/a	
deprimido/a		triste	
emocionado/a		enojado/a bravo/a	

To Be Or...To Be, That is the Question

Nombre: _____

Student Resource Page for *Ser* and *Estar* and States of Being, ct'd

¡RECUERDA! There are actually **two** words in Spanish that mean "to be."

First, review **SER**:

What are those different uses of **SER**?

1. D _____
2. O _____
3. C _____
4. T _____
5. O _____
6. R _____

Uses of ESTAR wth Examples:

1. P _____ → El perro está sentado en la silla.
2. L _____ → Los libros están arriba del pupitre.
3. A _____ → Yo estoy cantando.
4. C _____ → Usted está enfermo hoy.
5. E _____ → Tú estás cansada.

Sometimes, adjectives will change their meaning depending on whether you use *ser* or *estar* in your sentence. Listen to your *maestro/a* and fill in the chart below with the different meanings of the adjectives.

	<u>ser</u>	<u>estar</u>
aburrido		
listo		
verde		

For most other adjectives, think of the *ser/estar* difference this way: used to describe people, *ser* is like an equals sign. "José **es** feliz" means "José is a happy kind of person," but "José **está** feliz" just means he feels happy right now.

To Be Or...To Be, That is the Question
Student Resource Page for *Ser* and *Estar* and States of Being, ct'd

Estar: You're Doing it Good

(to the tune of "Johnny B. Goode" by Chuck Berry)

Deep down in a list of some irregular verbs
Way back in the stack of those Spanish words
There stood a little verb made of *es* and *tar*
Which you're gonna need to use to say where you are
You never ever learned to read or write it well
But today's the day you're gonna do it swell

Es-tar!
Yo estoy yo
Yo
Tú estás tú
Tú
El está él
El
Nosotros estamos
Hey!
You're doing it good...

We used to carry verbs around in an old backpack
And say "Están en mi mochila"—*estar's* for that
Oh, all our friends would say hey, ¿Cómo **estás**?
And we'd just say "Estoy bien, gracias."
People use this verb for how their feelings range
And their going to use this verb for things that change

Estáis!
Vosotros estáis
Sí
Ellos están
ellos
Yo estoy
Yo
Tú estás
tú
You're doing it good...

To Be Or...To Be, That is the Question **KEY**

Nombre: _____

Student Resource Page for *Ser* and *Estar* and States of Being, ct'd

¡RECUERDA! There are actually **two** words in Spanish that mean "to be."

First, review **SER**:

What are those different uses of **SER**?

1. Description
2. Origen
3. Characteristics (Physical/Personality)
4. Time
5. Occupation
6. Relationship/Possession

Uses of ESTAR wth Examples:

1. Position → El perro está sentado en la silla.
2. Location → Los libros están arriba del pupitre.
3. Action (ing) → Yo estoy cantando.
4. Condition → Usted está enfermo hoy.
5. Emotion → Tú estás cansada.

Sometimes, adjectives will change their meaning depending on whether you use *ser* or *estar* in your sentence. Listen to your *maestro/a* and fill in the chart below with the different meanings of the adjectives.

	<u>ser</u>	<u>estar</u>
aburrido	boring	bored
listo	clever	ready
verde	green	unripe

For most other adjectives, think of the *ser/estar* difference this way: used to describe people, *ser* is like an equals sign. "José **es** feliz" means "José is a happy kind of person," but "José **está** feliz" just means he feels happy right now.

Práctica I: Flashcards- Cut apart cards and write Spanish on backside with perfect spelling.

sick	worried	hot	nervous
frustrated	cold	delicious	Write the forms of estar
furious	ready	hot	bored
depressed	happy	calm	busy
excited	sad	tired	angry (both words)

Práctica II: ESTAR con Vocabulario

Nombre: _____

Write the vocabulary below. Make the endings agree with the people listed above each section.

1. Luis y yo estamos...

- a. bored _____
- b. tired _____
- c. busy _____
- d. worried _____

2. Vosotras estáis...

- a. happy _____
- b. excited _____
- c. angry _____
- d. calm _____

3. Yo (female) no estoy...

- a. nervous _____
- b. serious _____
- c. cold _____
- d. depressed _____

4. Ustedes están...

- a. ready _____
- b. furious _____
- c. sad _____

Fill in the forms of ESTAR:

yo		nosotros	
tú		vosotros	
él/ella/usted		ellos/ellas/ustedes	

Use the chart to translate the sentences into Espanol.

1. I am not ready! _____
2. Lola and Juan are happy but bored. _____
3. You all (informal) are calm and sad. _____
4. You (formal) are not very excited. _____
5. Rafael and I are nervous and depressed. _____
6. You (informal) are busy and tired. _____

Práctica III: SER vs. ESTAR

Nombre: _____

Write the correct letter in front of each Spanish word to match it with its English translation.

- | | |
|----------------------|--------------|
| 1. _____ triste | A. busy |
| 2. _____ tranquilo | B. ready |
| 3. _____ ocupado | C. happy |
| 4. _____ preocupado | D. worried |
| 5. _____ listo | E. calm |
| 6. _____ bravo | F. depressed |
| 7. _____ enfermo | G. sick |
| 8. _____ alegre | H. sad |
| 9. _____ deprimido | I. excited |
| 10. _____ emocionado | J. angry |

Below, decide if you would use *ser* or *estar* in each case, and write the infinitive form of the verb (*ser* or *estar*) in the blank.

- to say that your mother is at home _____
- to say that you **are** sick (with a cold) _____
- to say that your friend **is** a very happy person _____
- to say that your classmates **are** nervous right now _____

Use the word bank to correctly fill in the sentences below.

está	están	está
verdes	es	
son	está	

- Las fresas no están listas. Están _____.
- Mis amigos _____ enojados.
- La maestra no _____ en la escuela. Ella _____ enferma.
- Los estudiantes _____ inteligentes.
- El agua _____ caliente.

Partner Activity: SER/ESTAR Nombres: _____

Work with your partner to complete the usage charts by memory. Take turns writing. Then, use your Student Resource Page to check your work.

ser	estar
D _____	P _____
O _____	L _____
C _____	A _____
T _____	C _____
O _____	E _____
R _____	

Work with your partner to try and figure out which verb should be used. Fill in the blanks with the correct form of SER or ESTAR, and then write the VERB/USE after each sentence. Take turns writing. Use your Student Resource Pages to help. EX: Tú eres policía. → SER/OCCUPATION

1. Raquel _____ mi tía. → _____
2. Yo _____ deprimida hoy. → _____
3. _____ las diez de la noche. → _____
4. Ustedes _____ de Panamá. → _____
5. Tú no _____ en la clase de inglés. → _____
6. El plátano _____ verde. → _____
7. Los lápices _____ de Víctor. → _____
8. Vosotras _____ cantando en la clase de música. → _____
9. Silvia y yo _____ altas y bonitas. → _____
10. Manuel _____ el sobrino de Pablo. → _____

Práctica IV: Ser and Estar

Nombre: _____

Fill in the charts below:

SER- to be

yo	nosotros
tú	vosotros
él ella usted	ellos ellas ustedes

ESTAR- to be

yo	nosotros
tú	vosotros
él ella usted	ellos ellas ustedes

Write the uses of SER and ESTAR:

<u>ser</u>	<u>estar</u>
D _____	P _____
O _____	L _____
C _____	A _____
T _____	C _____
O _____	E _____
R _____	

Fill in the blanks with the appropriate forms of SER or ESTAR, then write the VERB/USE behind the sentence. EX: Juan es mi primo. → SER-Relationship

- El gato _____ muy enfermo. → _____
- Los maestros _____ inteligentes. → _____
- _____ las seis. → _____
- La tarea _____ en el escritorio del profesor. → _____
- El café _____ muy frío → _____

Nombre: _____ Prueba: SER/ESTAR

Part I: Fill in the charts below: (12)

SER- to be

yo	nosotros
tú	vosotros
él ella usted	ellos ellas ustedes

ESTAR- to be

yo	nosotros
tú	vosotros
él ella usted	ellos ellas ustedes

Part II: Write the uses of SER and ESTAR. (11)

<u>ser</u>	<u>estar</u>
D _____	P _____
O _____	L _____
C _____	A _____
T _____	C _____
O _____	E _____
R _____	

Part III: Fill in the blanks below with the correct form of SER or ESTAR. Then, write the VERB/USE for each. (10)

- Carlos _____ el papá de Anita. → _____
- Nosotros _____ puertorriqueños. → _____
- Yo no _____ triste hoy. → _____
- Tú _____ moreno y muy bajo. → _____
- Las fresas _____ verdes. → _____

Nombre: _____ **KEY** Prueba: SER/ESTAR

Part I: Fill in the charts below: (12)

SER- to be

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

ESTAR- to be

yo	estoy	nosotros	estamos
tú	estás	vosotros	estáis
él ella usted	está	ellos ellas ustedes	están

Part II: Write the uses of SER and ESTAR. (11)

ser	estar
<ul style="list-style-type: none"> • Description • Origen • Characteristics (Personality) • Time • Occupation • Relationship/Possession 	<ul style="list-style-type: none"> • Position • Location • Action (-ing) • Condition • Emotion

Part III: Fill in the blanks below with the correct form of SER or ESTAR. Then, write the VERB/USE for each. (10)

- Carlos es el papá de Anita. → SER/Relationship
- Nosotros somos puertorriqueños. → SER/Origen
- Yo no estoy triste hoy. → ESTAR/Emotion
- Tú eres moreno y muy bajo. → SER/Characteristics
- Las fresas están verdes. → ESTAR/Condition