

# LESSON 16

## Materials to gather

- VCR and Video Lesson 16 on Tape 6
- Cassette player
- Activity Cassette 1
- Song Cassette
- Overhead projector
- Overhead transparency of Blackline Master 15A ("Cha-cha-cha No. 3")
- Red Flashcards 35–37
- Blackline Master 16B (times and meals)
- Blackline Master 16C (*I*-form of action words)
- Pencils
- **Optional materials:** overhead transparency of Blackline Master 2A ("The Greeting Songs"); a large clock with movable hands

## OBJECTIVES

### Language

- Learn the *I*-form of a new action word
- Recall that the **h** in Spanish is silent
- Comprehend more of the extended conversation about meals
- Learn a new song with commands—"Cha-cha-cha No. 4"

### Culture

- Review foods eaten at breakfast, lunch, and dinner

### Review

- Sing the three greeting songs
- Play ¡Escoge! with action words
- Review the difference between the command and *I*-form of various verbs

### Vocabulary

(Yo) hablo.

¡Dibuja!

¡Borra!

¡Ven aquí!

¡Dame \_\_\_\_!

¡Dale \_\_\_\_!

¡Tráeme \_\_\_\_!

*I speak, I talk.*

*Draw!*

*Erase!*

*Come here!*

*Give me \_\_\_\_!*

*Give him/her \_\_\_\_!*

*Bring me \_\_\_\_!*



## Warm-up



Materials: Cassette player; "Cha-cha-cha No. 3" on Song Cassette, Side A; your overhead transparency of Blackline Master 15A; and an overhead projector.

Project the transparency. Ask for two volunteers—one to point to the words and one to the pictures as the class sings "Cha-cha-cha No. 3." Tell the children to feel free to sing along with **la maestra** as she sings each verse through, but then to continue singing during the second run-through of each verse when **la maestra** just sings "Toño" and the last two lines.

## Review

Materials: Red Flashcards 35–37.

Holding up Red Flashcard 35, ask the children what meal is shown (**el desayuno**—*breakfast*). Ask them to name the foods (**el cereal**—*cereal*; **el pan tostado**—*toast*, **el jugo de naranja**—*orange juice*; and **un vaso de leche**—*a glass of milk*). Ask when we usually eat breakfast (**por la mañana**—*in the morning*). Follow the same procedure for Flashcards 36 and 37:

### Red Flashcards:

#36 Por la tarde (*in the afternoon*)

el almuerzo	el sándwich ( <i>sandwich</i> )
( <i>lunch</i> )	la manzana ( <i>apple</i> )
	un vaso de leche ( <i>a glass of milk</i> )

#37 Por la noche (*in the evening*)

la cena	el pollo ( <i>chicken</i> )
( <i>dinner</i> )	la papa ( <i>potato</i> )
	los vegetales ( <i>vegetables</i> )
	un vaso de leche ( <i>a glass of milk</i> )

## Introduce the video

Invite the children to listen and watch as **la maestra** describes what she is eating and introduces another cha-cha.



## VIDEO LESSON



## 1. Greeting the children

La maestra greets Kipper with **Buenas tardes** (*Good afternoon*) and asks him *¿Cómo estás tú?* (*How are you?*). He says **Muy contento** (*Very happy*) and asks *¿Y usted?* (*And you?*). La maestra replies **Estoy muy contenta** (*I am very happy*). She holds the opening conversation with the children. She reviews the endings on **Buenos días** (*Good morning*), **Buenas tardes** (*Good afternoon*), and **Buenas noches** (*Good evening*).

## 2. Singing the greeting songs

La maestra and the children sing "**Buenos días a ti**" (*"Good Morning to You"*), "**Buenas tardes a ti**" (*"Good Afternoon to You"*), and "**Buenas noches a ti**" (*"Good Evening to You"*). For the lyrics, see Song 2 in the Song Appendix.

## 3. Reviewing meals and foods

With Kipper, la maestra reviews which meal she eats at each time of day. She describes each meal. For her statements, see Lesson 8, Video Lesson, section 6. Doña Elena asks her questions about what she's eating. For their statements, see Lesson 9, Video Lesson, sections 4, 6, and 8.

Por la mañana como	<i>In the morning I eat</i>
el desayuno.	<i>breakfast.</i>
Por la tarde como	<i>In the afternoon I eat</i>
el almuerzo.	<i>lunch.</i>
Por la noche como la cena.	<i>In the evening I eat dinner.</i>
Tomo ____.	<i>I eat ____ or I drink ____.</i>
Como ____.	<i>I eat ____.</i>
Pongo ____.	<i>I put ____.</i>
Me gustan las fresas.	<i>I like strawberries.</i>
Me gusta el sándwich.	<i>I like the sandwich.</i>

## 4. Practicing the I-form of many action words

The children read the question *¿Qué haces tú?* (*What are you doing?*). La maestra asks them the question, cueing their answers with Blue Flashcards.

(Yo) como.	<i>I'm eating.</i>
(Yo) camino/(Yo) ando.	<i>I'm walking.</i>
(Yo) bailo.	<i>I'm dancing.</i>
(Yo) salto.	<i>I'm jumping.</i>
(Yo) canto.	<i>I'm singing.</i>
(Yo) corro.	<i>I'm running.</i>
(Yo) escribo.	<i>I'm writing.</i>
(Yo) leo.	<i>I'm reading.</i>
(Yo) pinto.	<i>I'm painting.</i>



Are children getting the correct endings on the greetings **Buenos días**, **Buenas tardes**, and **Buenas noches**?

## Foods:

el cereal	<i>cereal</i>
el pan tostado	<i>toast</i>
el jugo de naranja	<i>orange juice</i>
la leche	<i>milk</i>
las papas	<i>potatoes</i>
el sándwich	<i>sandwich</i>
las fresas	<i>strawberries</i>
un vaso de leche	<i>a glass of milk</i>
el pollo	<i>chicken</i>
el arroz	<i>rice</i>
las zanahorias	<i>carrots</i>
las uvas	<i>grapes</i>



## 5. Presenting the *I*-form of another action word

Showing the children another Blue Flashcard, **la maestra** introduces the *I*-form of a new action word. She reminds the children that the **h** is silent in Spanish: **Yo hablo** (*I speak/talk*).

## 6. Playing the game ¡Escoge! (Choose!)

**La maestra** shows the children Blue Flashcards and asks them to choose which action word matches the picture.

¡Clase, escoge! ¿Camino o corro?	Class, choose! Is it "I walk" or "I run"?
(Yo) corro.	I run.

## 7. Singing a new cha-cha song

Toño does as directed by **la maestra** in "Cha-cha-cha No. 4." The children sing the second run-through of each verse as cued by the command words on the screen.

Dibuja, dibuja, Toño, dibuja.	Draw, draw, Toño, draw.
Borra, borra, Toño, borra.	Erase, erase, Toño, erase.
Ven aquí, ven aquí, Toño, ven aquí.	Come here, come here, Toño, come here.
Muy bien, cha-cha-cha	Very good, cha-cha-cha
Vamos a bailar.	Let's dance.
Dame, dame, Toño, dame.	Give me, give me, Toño, give me.
Dale, dale, Toño, dale.	Give him/her, give him/her, Toño, give him/her.
Tráeme, tráeme, Toño, tráeme.	Bring me, bring me, Toño, bring me.
Y ahora, cha-cha-cha	And now, cha-cha-cha
Bailo el cha-cha-cha.	I dance the cha-cha-cha.

## 8. Responding to commands

**La maestra** tells the children to do something and the children respond by saying *I* \_\_\_\_\_. They practice ¡Canta! (*Sing!*)—(Yo) canto (*I sing*), ¡Baila! (*Dance!*)—(Yo) bailo (*I dance*) and ¡Salta! (*Jump!*)—(Yo) salto (*I jump*).

## 9. Closing

Kipper and **la maestra** tell the children **Adiós** (*Good-bye*), **Hasta luego** (*See you later*), and **Hasta la vista** (*Until we meet again*).

### LANGUAGE ACROSS THE CURRICULUM

If children are involved in music or sports activities, ask them to describe what they do in such activities. Encourage them to describe the activities in Spanish using the *I*-form of the action words.

After viewing the video, praise the children for their good listening and watching skills.



## ACTIVITY LESSON



### Activity 16A: What time is it?

Materials: Clock with movable hands (optional).

Preparation: Write the following hours on the board or use a large clock and move the hands to the times indicated.

Point to each hour and ask the children to say the time in Spanish. If you feel comfortable, ask *¿Qué hora es?* (*What time is it?*).

8:00	10:00	1:00
Son las ocho.	Son las diez.	Es la una.
(It's 8:00.)	(It's 10:00.)	(It's 1:00.)
3:00	6:00	5:00
Son las tres.	Son las seis.	Son las cinco.
(It's 3:00.)	(It's 6:00.)	(It's 5:00.)



### Activity 16B: Saying at what time you eat a meal

Materials: Cassette player; Activity Cassette 1, Side A; Blackline Master 16B; and pencils.

Preparation: Copy and distribute Blackline Master 16B, one per child.

Direct the children's attention to the times and pictures in Part A. Review that A.M. is used for times from midnight to 11:59 (one minute before noon) and that P.M. is used for times from noon to midnight. Tell them to match each time with the meal eaten at that time. Review their answers with them:

1. 7:00 A.M.—el desayuno (*breakfast*)
2. 12:00 P.M.—el almuerzo (*lunch*)
3. 6:00 P.M.—la cena (*dinner*)

Next, tell the children to write a sentence for each time and meal using the words in the word bank. Review the first sentence with them. Allow them time to complete sentences 2 and 3. Then in Part B play Activity 16B, choosing volunteers to read each sentence when directed by **la maestra** and stopping the tape at the harp sound to allow children time to read their sentences.

1. A las siete de la mañana como el desayuno.  
(At 7:00 in the morning I eat breakfast.)
2. A las doce de la tarde como el almuerzo.  
(At 12:00 noon I eat lunch.)
3. A las seis de la noche como la cena.  
(At 6:00 in the evening I eat dinner.)

Part A:  
Draw a line to match the time of the day with the meal eaten at that time.

1. 7:00 A.M.

la cena



2. 12:00 P.M.

el almuerzo



3. 6:00 P.M.

el desayuno



Now write a sentence for each time and meal. The first one is done for you. Use the words in the word bank (Palabras) and in the pictures to help you.

1. A las siete de la mañana como el desayuno.
2. A las \_\_\_\_\_ de \_\_\_\_\_ como \_\_\_\_\_.
3. A las \_\_\_\_\_ de \_\_\_\_\_ como \_\_\_\_\_.

#### PALABRAS

seis la noche doce la tarde

Part B:  
Listen to Activity 16B and read your sentence when directed by your teacher and la maestra.

Blackline Master 16B



If children ask, the preposition **de** (*in*) is used rather than **por** (*in*) when a specific time is stated: **de la mañana**.



## Activity 16C: Say what you are doing

Materials: Blackline Master 16C; pencils.

Preparation: Copy and distribute Blackline Master 16C, one per child.

Tell the children they are going to complete each sentence by filling in the action word according to the picture. They can use the words in the word bank to help them. Review their answers by asking volunteers to read their answers.

1. Yo leo. (*I read.*)
2. Yo escribo. (*I write.*)
3. Yo canto. (*I sing.*)
4. Yo bailo. (*I dance.*)
5. Yo corro. (*I run.*)
6. Yo pinto. (*I paint.*)
7. Yo hablo. (*I speak/talk.*)
8. Yo camino. Also: Yo ando. (*I walk.*)

## CLOSING

Tell the children that Spanish class is finished for today. In the next lesson children will learn how to say times of the day that are between the hours, e.g., 1:02.

¿Qué haces tú? Put yourself in each person's shoes and label the action with the correct words from the word bank (*Palabras*).

PALABRAS				
leo	hablo	bailo	salto	camino
pinto	corro	escribo	canto	como

1. Yo \_\_\_\_\_. 5. Yo \_\_\_\_\_.  
 2. Yo \_\_\_\_\_. 6. Yo \_\_\_\_\_.  
 3. Yo \_\_\_\_\_. 7. Yo \_\_\_\_\_.  
 4. Yo \_\_\_\_\_. 8. Yo \_\_\_\_\_.

Blackline Master 16C



## IF YOU HAVE TIME . . .

Materials: Cassette player; "Buenos días a ti" ("Good Morning to You"), "Buenas tardes a ti" ("Good Afternoon to You"), and "Buenas noches a ti" ("Good Evening to You") on the Song Cassette, Side A; overhead transparency of Blackline Master 2A; a large clock with movable hands (*optional*) and an overhead projector.

Project the transparency. Point out the different endings on **Buen-**. Tell the children that they are going to sing all three greeting songs. For the lyrics with English equivalents, see Song 2 in the Song Appendix.