

# 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

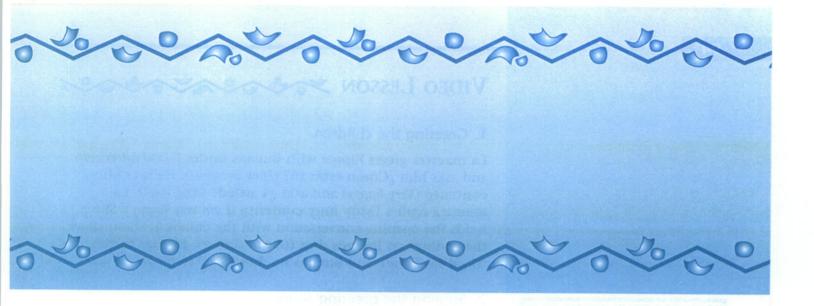
· Review foods eaten at breakfast, lunch, and dinner

#### 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.	I speak, I talk.	
Dibuja!	Draw!	
Borra!	Erase!	
Ven aquí!	Come here!	
Dame!	Give me!	
Dale!	Give him/her	
Tráeme!	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 "Chacha-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 (sandwich)

(lunch) la manzana (apple)

un vaso de leche (a glass of milk)

#37 Por la noche (in the evening)

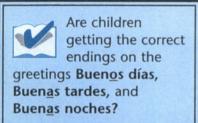
la cena el pollo (chicken) (dinner) la papa (potato)

los vegetales (vegetables)

un vaso de leche (a glass of milk)

#### Introduce the video

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



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

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

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

#### 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

Class, choose! Is it "I walk"

o corro?

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,

Draw, draw, Toño, draw.

dibuja.

Borra, borra, Toño, borra.

Erase, erase, Toño, erase.

Ven aquí, ven aquí, Toño,

Come here, come here, Toño,

ven aquí.

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,

Bring me, bring me, Toño,

tráeme.

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).

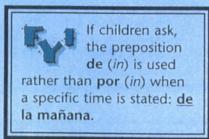
#### LANGUAGE ACROSS THE CURRICULUM

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.

## Part A: Draw a line to match the time of the day with the meal eaten at that time. 2. 12:00 г.м. 3. 6:00 P.M. 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 de la mañana como el desayuno PALABRAS la noche doce la tarde to Activity 16B and read your sentence when directed by you

#### Blackline Master 16B





#### 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

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 <u>la tarde</u> 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.)

#### 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.

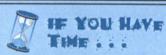
- 1. Yo leo. (I read.)
- 5. Yo corro. (I run.)
- 2. Yo escribo. (*I write*.) 6. Yo pinto. (*I paint*.)
- 3. Yo canto. (I sing.)
- 7. Yo hablo. (I speak/talk.)
- 4. Yo bailo. (*I dance*.)
- 8. Yo camino. Also: Yo ando. (I walk.)



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.



Blackline Master 16C



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.