

LESSON 22

Materials to gather

- VCR and Video Lesson 22 on Tape 8
- Cassette player
- Activity Cassette 1
- Song Cassette
- Hand puppet Dora
- Vowel Cards
- Vowel Word Card
- Red Flashcards 1–8
- Rosco flag
- Blackline Master 22B (days of the week)
- Pencils

OBJECTIVES

Language

- Comprehend an extended conversation about Dora's garden
- Learn additional parts of the house

Culture

- Note that the days of the week are not capitalized in Spanish

Review

- Answer the questions *¿De qué color es?* (What color is it?) and *¿Qué letra es?* (What letter is it?)
- Practice words for parts of the house
- Understand the commands **Escucha** (Listen) and **Repite** (Repeat)
- Sing the "New Calendar Rap"

Vocabulary

el patio

patio

el jardín

garden

¿Te gusta ___?

Do you like ___?

Me gusta ___.

I like ___.

Hasta (muy) pronto.

See you (very) soon.

Warm-up



Ask the class what the weather is like today and how they feel. Then ask for a volunteer to use the hand puppet Dora and lead the class in the opening conversation. Encourage the children to use expressions such as *I'm cold* (**Tengo frío**) or *I'm hot* (**Tengo calor**), if appropriate to the day's weather in your area. For the opening conversation, see Lesson 7, Video Lesson, section 1.

Review



Materials: Cassette player; "**Las vocales**" ("*The Vowels*") on the Song Cassette, Side A; and Vowel Cards and the Vowel Word Card (found in the Teacher's Resource Book).

Display the Vowel Cards and the Vowel Word Card where children can see them. Then play the song "**Las vocales**" ("*The Vowels*") and have the children sing along. Point or ask for a volunteer to point to each vowel and word as it is sung.

A, E, I, O, U. (4x)

A, mapa.

E, Pepe.

I, Lili.

O, rojo.

U, cucú.

A, E, I, O, U. (2x)

Introduce the video

Invite the children to listen and watch as **la maestra** and Dora review questions and answers, learn the words for more parts of the house, and read a story about one of Dora's favorite places—her garden!



In Spanish it is not necessary to use the personal subject pronouns (e.g., *yo* = *I*). The subject of the sentence is usually clear from the form of the verb and the context. The personal pronoun is often included for emphasis.

VIDEO LESSON

1. Greeting the children

La maestra greets Dora and has the opening conversation with her and with the children. She mentions that someone said **Así, así** (*So-so*) and **Estoy enojado** (*I am angry*). She and Dora both say **Yo no estoy enojada** (*I am not angry*).

2. Singing the "New Calendar Rap"

In front of part of a large calendar for **febrero** (*February*), **la maestra** sings the rap with the children. For the lyrics to the rap, see Activity 22B in this lesson. After singing, Dora says **Hay siete días de la semana** (*There are seven days in the week*).

3. Reviewing asking about the color of something

La maestra holds up fish of different colors and asks Dora and then the children the color of each fish. She asks Dora if she likes a certain color.

¿De qué color es?	<i>What color is it?</i>
Es ____.	<i>It's ____.</i>
¿Te gusta ____?	<i>Do you like ____?</i>
Me gusta ____.	<i>I like ____.</i>

4. Asking the question ¿Qué letra es? (What letter is it?)

Pointing to the letters **e** and **a** on a white board, **la maestra** asks Dora and then the children **¿Qué letra es?** (*What letter is it?*). They respond saying **Es la letra ____** (*It's the letter ____*).

5. Practicing words for parts of the house

La maestra holds up the Flashcard of the roof and asks Dora **¿Qué es?** (*What is it?*). Dora responds **Es el techo** (*It is the roof*). **La maestra** then holds up Flashcards one at a time, saying the part of the house and the children repeat each one.

la casa	<i>house</i>	la chimenea	<i>chimney</i>
el techo	<i>roof</i>	las ventanas	<i>windows</i>

La maestra asks Dora **¿Cuántas ventanas hay?** (*How many windows are there?*). Dora replies **Hay cuatro ventanas** (*There are four windows*).

6. Identifying the parts of the house

Pointing to pictures of the parts of the house that were just practiced, **la maestra** reviews each part with the children. She tells them **¡Escucha!** (*Listen!*) and then **¡Repite!** (*Repeat!*). Then she asks them questions.

¿Es el techo o son las ventanas?	<i>Is it the roof or are they the windows?</i>
Es el techo.	<i>It is the roof.</i>

7. Introducing more parts of the house

La **maestra** mentions the function of the door and the garage and one of her favorite places. She points to each of the four pictures and tells the children ¡Escucha! (*Listen!*) and ¡Repite! (*Repeat!*). She also plays **Muéstrame** ____ (*Show me* ____).

la puerta	door	el garaje	garage
el patio	patio	el jardín	garden

La **maestra** asks Dora if she likes to spend time in the garage. Dora indignantly responds **No, no soy un coche** (*No, I am not a car*). She then asks her if she likes to spend time in the house or on the patio and Dora says **En el patio** (*On the patio*). She shows Dora the picture of the garden and Dora says **Me gusta el jardín** (*I like the garden*).

8. Reading the story "El jardín de Dora" ("Dora's Garden")

Doña Elena says **Vamos a leer un cuento de Dora** (*We are going to read a story about Dora*). She reads the story about how Dora cares for the flowers in her garden.

Estamos en el jardín de Dora.	<i>We are in Dora's garden.</i>
En el jardín de Dora crecen las flores.	<i>Flowers grow in Dora's garden.</i>
Todos los días de la semana ella trabaja en su jardín.	<i>All the days of the week she works in her garden.</i>
El lunes cuida sus flores de color rojo.	<i>On Monday she cares for her red flowers.</i>
El martes Dora cuida sus flores de color azul.	<i>On Tuesday Dora cares for her blue flowers.</i>
miércoles/morado	<i>Wednesday/purple</i>
jueves/amarillo	<i>Thursday/yellow</i>
viernes/anaranjado	<i>Friday/orange</i>
sábado/rosado	<i>Saturday/pink</i>
Pero el domingo Dora no cuida sus flores.	<i>But on Sunday Dora does not care for her flowers.</i>
Ella descansa en su jardín.	<i>She rests in her garden.</i>

Doña Elena asks the children how they like the story. She says **Hasta muy pronto** (*See you very soon*).

9. Closing

La **maestra** tells Dora that she likes her garden. They talk about all the colors in the garden and then say **Adiós** (*Good-bye*) and **Hasta la vista** (*Until we meet again*) to the children.



The children may remember the story from Level One.



The children may not understand every word of the story. Tell them to look for visual clues. If necessary, point to Dora and the flowers in each picture. Tell the children to listen for words they know (e.g., the color words).

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

ACTIVITY LESSON



Activity 22A: Parts of the house

Materials: Cassette player; Activity Cassette 1, Side B; Red Flashcards 1–8; and the Rosco flag.

Display Red Flashcards 1–8 in random order where the children can reach them. Then, pointing to the Red Flashcards, tell the children that doña Elena is going to direct one child at a time to walk (**anda**) and touch (**toca**) a part of the house. Doña Elena will say each direction two times. You will give the Rosco flag to the child who is to follow doña Elena's directions. Stop the tape to allow each child time to complete the directions and for you to give the flag to another child. You may wish to replay the activity to give more children an opportunity to participate.



Activity 22B: Vowels and the days of the week

Materials: Cassette player; "New Calendar Rap" on Song Cassette, Side A; Activity Cassette 1, Side B; Blackline Master 22B; Vowel Cards (found in the Teacher's Resource Book); and pencils, one per child and one for yourself.

Preparation: Duplicate Blackline Master 22B and distribute a copy to each child.

Play the "New Calendar Rap" on the Song Cassette and have the children sing along.

Lunes, martes, miércoles,
tres.

Uno, dos, tres.

Jueves, viernes, sábado,
seis.

Uno, dos, tres, cuatro,
cinco, seis.

Y domingo siete es.

Uno, dos, tres, cuatro,
cinco, seis, siete.

*Monday, Tuesday, Wednesday,
three.*

One, two, three.

*Thursday, Friday, Saturday,
six.*

*One, two, three, four,
five, six.*

And Sunday is seven.

*One, two, three, four,
five, six, seven.*

Display the Vowel Cards where the children can see them and as you point to them, tell the children that on the sheet are the days of the week in Spanish, but that each day is missing a vowel. Tell them that doña Elena is going to say the days of the week. She will say each day two times and they are to write the missing vowel on the line provided.

1. l__nes
2. m__rtes
3. miérc__les
4. juev__s
5. viern__s
6. sábad__
7. dom__ngo

Blackline Master 22B

After completing the activity, write the answers on the chalkboard so the children can check their answers:

1. lunes (missing letter = **u**; *Monday*)
2. martes (missing letter = **a**; *Tuesday*)
3. miércoles (missing letter = **o**; *Wednesday*)
4. jueves (missing letter = **e**; *Thursday*)
5. viérnes (missing letter = **e**; *Friday*)
6. sábado (missing letter = **o**; *Saturday*)
7. domingo (missing letter = **i**; *Sunday*)

Or if you prefer, fill in the missing vowels on your copy of the Blackline Master and show the children the answers.

Activity 22C: Talk about gardens

Lead a discussion about gardens. Ask the children what kinds of gardens there are (vegetable garden, flower garden). Ask them what kind of garden Dora has (a flower garden). Ask them if they or anyone they know has a garden. Have them describe the garden—what grows in it, who cares for it and how.

CLOSING



Tell the children that Spanish class is finished for today but that in the next lesson they are going to learn about three geometric figures!



Note that the days of the week are not capitalized in Spanish. You may want to bring this to the children's attention.