

LESSON 5

Materials to gather

- VCR and Video Lesson 5 on Tape 2
- Cassette player
- Activity Cassette 1
- Song Cassette
- Hand puppet Rosco
- World map or globe
- Gold Flashcards 1 and 2
- Poster "El salón de clase" (The classroom)
- Blackline Master 5A (things/people found in the classroom)
- Blackline Master 5B (José and Rosita)
- Scissors, one pair per student
- Crayons
- Glue
- **Optional:**
paper cutter

OBJECTIVES

Language

- Match the correct pictures to the words **maestra** (*female teacher*), **maestro** (*male teacher*), and **calendario** (*calendar*)
- Respond to the command **Toca** _____ (*Touch* _____)

Culture

- Sing "The Finger Play Song"

Review

- Sing "**Buenos días a ti**" (*"Good Morning to You"*) and "**Buenas tardes a ti**" (*"Good Afternoon to You"*)
- Ask and respond to the questions **¿Cómo te llamas tú?** (*What is your name?*) and **¿Cómo se llama?** (*What is his/her name?*)
- Recall that **la maestra** means *female teacher* and **el maestro** means *male teacher*
- Review the meaning of **Muéstrame** _____ (*Show me* _____), using classroom objects

Vocabulary

José es el amigo.
Rosita es la amiga.
el calendario
Toca _____.
el escritorio

*José is the (male) friend.
Rosita is the (female) friend.
calendar
Touch _____.
desk*

Warm-up



Have the opening conversation with the hand puppet Rosco and the class (T = Teacher, R = Rosco, C = class):

- | | |
|---------------------------|------------------------|
| T: Hola, Rosco. | <i>Hello, Rosco.</i> |
| R: Hola, Maestra/Maestro. | <i>Hello, Teacher.</i> |
| T: Hola, clase. | <i>Hello, class.</i> |
| C: Hola, Maestra/Maestro. | <i>Hello, Teacher.</i> |

Review

Using a large map or a globe, ask the children in what countries Spanish is spoken. Point to the countries on the map or globe. Remind the children, if necessary, that Spanish is spoken in 20 countries: Spain, Cuba, Puerto Rico, the Dominican Republic, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina, Paraguay, Uruguay, and Mexico.

Introduce the video

Show Gold Flashcards 1 and 2 and ask the children to name the pictures (**el maestro**, **la maestra**). Then display the poster of the classroom ("**El salón de clase**") and invite the children to listen, watch, and take part as **la maestra** and Rosco tell them how to name some classroom items in Spanish.

HERITAGE SPEAKERS

Ask heritage speakers to point out the country or city where they come from.

LANGUAGE ACROSS THE CURRICULUM

If characters in books being used in reading lessons have Spanish names, mention this fact to the children. If the characters are from Spanish-speaking countries, point to the country on the map or globe and remind students that they will recognize the country from their Spanish class.

VIDEO LESSON



Join in singing with **la maestra** and encourage the children to sing along, too.

1. Greeting Rosco

La maestra has the opening conversation with Rosco and then with the children (**M** = Maestra, **R** = Rosco, **C** = class):

M: Buenos días, Rosco/clase. *Good morning, Rosco/class.*

R/C: Buenos días, Maestra. *Good morning, Teacher.*

M: ¿Cómo estás tú? *How are you?*

R/C: Muy bien, gracias. ¿Y usted? *Fine, thank you. And you?*

M: Muy bien, gracias. *Fine, thank you.*

2. Singing songs

La maestra sings "**Buenos días a ti**" ("Good Morning to You") and "**Buenas tardes a ti**" ("Good Afternoon to You"). For song lyrics, see Lesson 3, Video Lesson, sections 5 and 8.

3. Introducing José and Rosita

La maestra introduces the finger puppets, José and Rosita.

4. Introducing a new song: "The Finger Play Song"

Using the finger puppets José and Rosita, **la maestra** sings "The Finger Play Song" and teaches it to the class:

Buenos días, buenos días. *Good morning, good morning.*

¿Cómo estás tú? ¿Cómo estás tú? *How are you? How are you?*

Muy bien, gracias. Muy bien, gracias. *Very well, thank you. Very well, thank you.*

Adiós. Adiós. *Good-bye. Good-bye.*

5. Singing more songs

Inserting their names, **la maestra** sings "**Buenos días a ti**" to José and "**Buenas tardes a ti**" to Rosita. For song lyrics, see Lesson 3, Video Lesson, sections 5 and 8.

6. Asking questions and getting answers

La maestra highlights the following questions and answers:

¿Cómo se llama? *What is his/her name?*

Se llama (José/Rosita). *His/Her name is (José/Rosita).*

¿Quién es José? *Who is José?*

José es el amigo. *José is the (male) friend.*

¿Quién es Rosita? *Who is Rosita?*

Rosita es la amiga. *Rosita is the (female) friend.*

¿Cómo te llamas tú? *What is your name?*

Me llamo _____. *My name is _____.*

7. Reviewing *la maestra* and *el maestro*

Using Flashcards, **la maestra** reviews the meanings of **la maestra** (*female teacher*) and **el maestro** (*male teacher*).

8. Introducing the names of classroom items

La maestra begins a study of the names of classroom items by introducing a new word: **el calendario** (*calendar*).

9. Reviewing the command *Muéstrame* _____ (Show me _____)

La maestra reviews the meaning of **Muéstrame** _____. She and Rosco play a game to practice the meanings of **Muéstrame** _____ (Show me _____), **la maestra** (*female teacher*), **el maestro** (*male teacher*), and **el calendario** (*calendar*).

10. Introducing the command *Toca* _____ (Touch _____)

La maestra introduces the command **Toca** _____ (Touch _____). She and Rosco play a game using **Toca** _____ with pictures of **la maestra** (*female teacher*), **el maestro** (*male teacher*), and **el calendario** (*calendar*): **Toca el calendario**. (Touch the calendar.) **Toca el maestro**. (Touch the male teacher.)

11. Introducing *el escritorio* (desk)

La maestra and Rosco introduce the word for another item found in the classroom: **el escritorio** (*desk*).

12. Closing

La maestra reviews the vocabulary presented in today's lesson.



Español para ti gives the article (el or la) with

Spanish nouns so that the children can learn the gender of the nouns along with their meaning. The articles are not given in the English equivalents.

EN ESPAÑOL

Consider using the Spanish word **el calendario** during the morning calendar activity, keeping in mind whether Spanish-speaking children would benefit by having the word reinforced in English.



If Rosco had been asked to touch a real teacher instead of a picture, the command would have been **Toca a la maestra** or **Toca al maestro**. In the last sentence, the personal **a** is combined with **el** to form **al**.

Encourage children to say **Adiós to la maestra** and Rosco.

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



Blackline Master 5A



Blackline Master 5B

Point out that at the end of the song **la maestra** praises the class by saying **Perfecto**. Ask the children what they think **Perfecto** means (*Perfect*). Tell the children that many words in Spanish, such as **Perfecto**, are very similar to words in English.

ACTIVITY LESSON



Activity 5A: Practicing the command *Toca* _____ (*Touch* _____)

Materials: Cassette player; Activity Cassette 1, Side A; and Blackline Master 5A.

Preparation: Duplicate Blackline Master 5A on heavy paper so that each child has a copy.

Encourage the children to listen to the tape you are going to play and to follow the directions of **la maestra** by touching the correct pictures. Now play Activity 5A.



Activity 5B: Making finger puppets and singing "The Finger Play Song"

Materials: Cassette player; "The Finger Play Song" on Song Cassette; Blackline Master 5B; crayons; scissors or paper cutter; and glue.

Preparation: Duplicate and cut up Blackline Master 5B so that each child has one outline of José, one of Rosita, and two strips of heavy paper to glue them to.

Have the children color and cut out the figures and glue one onto each strip. They should then glue the strips together at the ends so that the puppets slip over the index finger.

Encourage the children to use the puppets as they sing "The Finger Play Song" with **la maestra**. Now play the song.

Buenos días, buenos días.

Good morning, good morning.

¿Cómo estás tú? ¿Cómo estás tú?

How are you? How are you?

Muy bien, gracias. Muy bien, gracias.

Very well, thank you. Very well, thank you.

Adiós. Adiós.

Good-bye. Good-bye.

Children will use their hand puppets, José and Rosita, again so tell them to keep them safely in their desks or collect them and keep them with your other **Español para ti** materials for Spanish class. If you collect them, you will want to put each child's initials on them so each child uses his or her own puppet in the future.

Activity 5C: Saying good-bye

Remind the children that **Adiós** means *Good-bye*. Then divide the class into pairs and encourage partners to use the finger puppets José and Rosita to role-play the conversation beginning with **Buenos días**. *¿Cómo estás tú?*, but this time ending the conversation by saying good-bye: **Adiós, José** or **Rosita**. For example:

José: Buenos días, Rosita.

Rosita: Buenos días, José.

José: ¿Cómo estás tú?

Rosita: Muy bien, gracias. ¿Y tú?

José: Muy bien, gracias. Adiós, Rosita.

Rosita: Adiós, José.

After the children have had time to exchange pleasantries several times, initiate a discussion of the many ways of saying good-bye in English, such as *So long*, *See you later*, *Until tomorrow*, and so on. Tell the children that there are also many ways of saying good-bye in Spanish and that they will be learning some of them in Spanish class.

CLOSING



Tell the children that Spanish class is finished for today. You may wish to ask for a volunteer to have the good-bye conversation with the class using Rosco

(**R** = Rosco, **C** = class):

R: Adiós, clase.

Good-bye, class.

C: Adiós, Rosco.

Good-bye, Rosco.