

Lesson Activities—Year 3

Title:	Family Feud
Progress Indicators Assessed:	1.1A Express basic needs.
Procedures:	<p>(This game is our version of “Steal the Bacon.”) The teacher divides the class into two “families” (teams). Six students (from each team) will play at a time (twelve in all). Each family stands shoulder-to-shoulder in a line on opposite sides of the room. (“Extra” students will be rotated in to play with their “families”). The students on each team will be assigned one of the following family member labels: <i>hermano, hermana, abuelo, abuela, mamá, papá.</i></p> <p>One of the “extra” students will be assigned as the “caller” and will tell which family member he/she needs by saying, “<i>Necesito a mi</i> (family member).”</p> <p>The family member mentioned from each team will run out to the middle of the room/playground/gym to race for the object. The first family member to grab the object tries to race back to his/her “family” without being tagged by the corresponding family member from the other team. If that student is caught, he/she will be the next “caller.” If that student is not caught, then the “chaser” becomes the next “caller.”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • An object (chalkboard eraser, towel, etc.)

Lesson Activities—Year 3

Title:	Family Needs
Progress Indicators Assessed:	<p>1.1 A Express basic needs. (basic needs and family)</p> <p>1.1 H Make and respond to simple requests. (commands) (Year 2)</p>
Procedures:	<p>The teacher introduces the song “<i>Necesito</i>” to the tune of “Here We Go ‘Round the Mulberry Bush.”</p> <p><i>Necesito a mi (mamá), a mi (mamá), a mi (mamá). Necesito a mi (mamá). ¡Ven acá!</i></p> <p>(The words in parentheses will change to the other family members: “<i>papá</i>,” “<i>abuelo/a</i>,” and “<i>hermano/a</i>.”)</p> <p>The teacher will hand out the 6 family member visuals and the 6 family member word labels to various students. The students with the word labels come up to the front of the room and stand in a line. One student is also chosen to come up to the front to “call” for members of his/her family. The whole class sings the song and “calls” for the family members (in the order that the labels are sequenced). The student calling for his/her family motions “<i>¡Ven acá!</i>” at the end of each verse. The students holding the visuals and the word labels come over to the student family member when they are called.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Family member visuals • Family member word labels

Lesson Activities—Year 3

Title:	Family Vote
Progress Indicators Assessed:	<p>1.1 A Express basic needs. (family)</p> <p>1.1 E Express agreement or disagreement. (Year 1)</p>
Procedures:	<p>Students make a two-sided card with “<i>Sí</i>” and on one side and “<i>No</i>” on the other. These cards will be used to “vote” on the teacher’s statements about a family tree.</p> <p>The teacher shows the class a family tree. Below each person’s picture is his/her name. The teacher makes statements about each family member. After the students hear each statement, they will hold up their cards to “vote” whether each statement is true or false.</p> <p style="padding-left: 40px;">e.g. “<i>Rosa es la hermana.</i>” (If Rosa is the sister, then the students hold up the card showing “<i>Sí.</i>”)</p> <p style="padding-left: 40px;">“<i>Berto es el abuelo.</i>” (If Berto is not the grandfather, then the students hold up the card showing “<i>No.</i>”)</p> <p style="padding-left: 40px;">“<i>Rita es la mamá de Rosa.</i>” (If Rita is Rosa’s mom, then the students hold up the card showing “<i>Sí.</i>”)</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> ● “<i>Sí/No</i>” student voting cards (student-made) ● Family tree visual

Lesson Activities—Year 3

Title:	Feeling Needy, Needing to Feel																				
Progress Indicators Assessed:	1.1 A Express basic needs. (basic needs and family) (Years 1, 2, 3)																				
Procedures:	<p>“Feeling Needy:” The teacher states a feeling to a student, and then the student tells what he/she needs.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">e.g. <u>Teacher</u></td> <td style="width: 50%; vertical-align: top;"><u>Student</u></td> </tr> <tr> <td><i>Tienes hambre.</i></td> <td><i>Necesito comida.</i></td> </tr> <tr> <td><i>Tienes sed.</i></td> <td><i>Necesito agua.</i></td> </tr> <tr> <td><i>Estás enfermo/a.</i></td> <td><i>Necesito medicina.</i></td> </tr> <tr> <td><i>Estás cansado/a.</i></td> <td><i>Necesito dormir.</i></td> </tr> </table> <p>“Needing to Feel:” The teacher states a need to a student, and then the student tells how he/she feels.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">e.g. <u>Teacher</u></td> <td style="width: 50%; vertical-align: top;"><u>Student</u></td> </tr> <tr> <td><i>Necesitas comida.</i></td> <td><i>Tengo hambre.</i></td> </tr> <tr> <td><i>Necesitas agua.</i></td> <td><i>Tengo sed.</i></td> </tr> <tr> <td><i>Necesitas medicina.</i></td> <td><i>Estoy enfermo/a.</i></td> </tr> <tr> <td><i>Necesitas dormir.</i></td> <td><i>Estoy cansado/a.</i></td> </tr> </table>	e.g. <u>Teacher</u>	<u>Student</u>	<i>Tienes hambre.</i>	<i>Necesito comida.</i>	<i>Tienes sed.</i>	<i>Necesito agua.</i>	<i>Estás enfermo/a.</i>	<i>Necesito medicina.</i>	<i>Estás cansado/a.</i>	<i>Necesito dormir.</i>	e.g. <u>Teacher</u>	<u>Student</u>	<i>Necesitas comida.</i>	<i>Tengo hambre.</i>	<i>Necesitas agua.</i>	<i>Tengo sed.</i>	<i>Necesitas medicina.</i>	<i>Estoy enfermo/a.</i>	<i>Necesitas dormir.</i>	<i>Estoy cansado/a.</i>
e.g. <u>Teacher</u>	<u>Student</u>																				
<i>Tienes hambre.</i>	<i>Necesito comida.</i>																				
<i>Tienes sed.</i>	<i>Necesito agua.</i>																				
<i>Estás enfermo/a.</i>	<i>Necesito medicina.</i>																				
<i>Estás cansado/a.</i>	<i>Necesito dormir.</i>																				
e.g. <u>Teacher</u>	<u>Student</u>																				
<i>Necesitas comida.</i>	<i>Tengo hambre.</i>																				
<i>Necesitas agua.</i>	<i>Tengo sed.</i>																				
<i>Necesitas medicina.</i>	<i>Estoy enfermo/a.</i>																				
<i>Necesitas dormir.</i>	<i>Estoy cansado/a.</i>																				
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA 																				

Lesson Activities—Year 3

Title:	Needs, Please
Progress Indicators Assessed:	<p>1.1 A Express basic needs. 1.1 B Express basic courtesies. (Year 1)</p>
Procedures:	<p>The teacher introduces the song “<i>Necesito, por favor</i>” to the tune of “If You’re Happy and You Know It.”</p> <p><i>Necesito comida, por favor. Clap clap</i> <i>Necesito agua, por favor. Clap clap</i> <i>Necesito una casa, necesito medicina,</i> <i>necesito dormir, por favor. Clap clap</i></p> <p>The teacher and the students make up actions for each “need.” As the song is sung, the students will act out each need.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 3

Title:	Hi or Bye?
Progress Indicators Assessed:	<p>1.1 B Express basic courtesies. (Years 1, 2, and 3)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands (commands) (Year 1)</p>
Procedures:	<p>The teacher needs to pull out the four large greetings phrase cards (<i>Hola, Buenos días, Buenas tardes, and Buenas noches</i>) and the four large farewell phrase cards (<i>Adiós, Hasta luego, Hasta la vista, and Chao</i>).</p> <p>The teacher creates two categories on a chalkboard, a marker board, a bulletin board, etc.: one for greetings and one for farewells. The teacher should mix up the phrase cards. One by one, the teacher holds up the phrase cards. The teacher reads the phrase in Spanish and tells the class to repeat by saying, “<i>Repitan.</i>” The teacher calls on students to take the cards and place them in the correct category. Once all of the cards have been categorized, the class will read the phrases by categories along with the teacher and make changes where appropriate.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Large phrase cards for greetings and farewells • Adhesive (two-sided tape or sticky tack, etc.)

Lesson Activities—Year 3

Title:	Student Meeting
Progress Indicators Assessed:	1.1 B Express basic courtesies.
Procedures:	<p>The teacher introduces the phrase “<i>Mucho gusto</i>” to the class during this activity. The teacher asks each student “¿<i>Cómo te llamas?</i>” to which each student responds “<i>Me llamo</i> (student’s name).” After each student responds to the question, the teacher will shake hands with the student and say, “<i>Mucho gusto.</i>”</p> <p>Next, the students will have mini-meetings at their tables or in their rows. The mini-meetings will start with the person in the front of each row or with one person seated at each table. The designated “starter” says, “<i>Me llamo</i> (his/her name)” to the person either behind him/her (in rows) or seated next to him/her (at tables). The student to whom each “starter” is speaking will shake the “starter’s” hand and say, “<i>Mucho gusto.</i>” Continue the activity down the row or around the table. When doing the activity in rows, the student who is last in the row comes up to introduce himself/herself to the person in the front of the row.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 3

Title:	Emotions Bee
Progress Indicators Assessed:	<p>1.1 C Express state of being. (Years 2 and 3)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands (commands) (Year 1)</p>
Procedures:	<p>The teacher uses the “Emotions Bee” spinner for this activity (either created on cardstock using a pencil for the pivot point and a paper clip as the “spinner” OR on an overhead transparency).</p> <p>All students stand up for this activity when the teacher says, “<i>Levántense.</i>” The students take turns coming up to the spinner, spinning it, and saying the emotion in Spanish according to the visual on the spinner. If the student incorrectly states the emotion, he/she is “out” and sits down. If the student correctly states the emotion, he/she remains standing. If a student who is “out” can correctly state the emotion that another classmate has missed, he/she can rejoin the game. Continue playing until a champion has been named or until sufficient practice has been given.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Emotions Bee” spinner (on cardstock or an overhead transparency) • Pencil • Large paper clip

Lesson Activities—Year 3

Title:	This is a Verb Hold Up...
Progress Indicators Assessed:	1.1 D Express agreement and disagreement.
Procedures:	<p>Prior to the activity, the teacher should choose items that represent the five verbs from Year 3, 1.1 D (e.g. fork, cup, ball, chalk, and sheet music). The teacher will need two sets of each item (or alike items). These should be placed on desks or tables near each of the two teams.</p> <p>The teacher will divide the class into two teams. A representative from each team comes up to his/her team's desk/table. The teacher will ask the two competitors a “<i>¿Te gusta?</i>” question in Spanish. The student who first holds up the item that represents the verb in that question wins a point and the opportunity to answer the question in Spanish. If the student correctly answers the question in Spanish, he/she will win an additional point for his/her team. If the answer is incorrect, the other team gets a chance to win a point by giving the correct answer in Spanish. (e.g. Teacher asks, “<i>¿Te gusta comer?</i>” A student holds up the fork and says either “<i>Sí, me gusta comer.</i>” or “<i>No, no me gusta comer.</i>”)</p> <p>For additional difficulty, ask a question containing two verbs. (e.g. “<i>¿Te gusta <u>jugar</u> y <u>cantar</u>?</i>”)</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Two sets of items representing the five verbs in Year 3, 1.1 D vocabulary

Lesson Activities—Year 3

Title:	Color-Coated Candy
Progress Indicators Assessed:	<p>1.1 E Express agreement and disagreement.</p> <p>1.2 B Make an identification based on simple oral and/or written descriptions (colors) (Years 1 and 2)</p>
Procedures:	<p>Each student is given a “Color-Coated Candy” page on which to color in the candies (one color only). When they are finished, they should bring their pages to the circle and sit down.</p> <p>The teacher says, “<i>Yo quiero</i> (color). <i>¿Y tú?</i>” The student to his/her left looks at his/her candy page and says “<i>Yo también</i>” (if it is the same color) or “<i>Yo no</i>” (if it is a different color). Then, that student says his/her “<i>Yo quiero</i> (color)” statement and asks “<i>¿Y tú?</i>” to the student on his/her left. The activity continues around the circle until everyone has had a chance to give his/her statement.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Crayons • “Color-Coated Candy” activity page

Lesson Activities—Year 3

Title:	Tally Ho!
Progress Indicators Assessed:	<p>1.1 E Express agreement and disagreement. 1.1 D Express likes and dislikes. (verbs)</p>
Procedures:	<p>Prior to doing “Tally Ho!” each student will be given the “Tally Ho!” activity sheet on which to mark his/her favorite activity. The student will indicate his/her favorite activity by placing an “X” under the corresponding picture. The teacher will then need to model the following for the class: 1) what to do when the noisemaker sounds, 2) the “<i>Yo quiero _____</i>” statement, and 3) the two possible responses (“<i>Yo también</i>” or “<i>Yo no</i>”).</p> <p>The teacher will shake the maraca (or other noisemaker), indicating to the students to each find a partner. Student “A” will state the activity that he/she wants to do (e.g. “<i>Yo quiero dibujar.</i>”). Student “B” will place a tally mark next to the activity that Student “A” wants to do. Then, if Student “B” marked the same activity, he/she will say, “<i>Yo también.</i>” If Student “B” has not marked the same activity as Student “A,” he/she will say, “<i>Yo no.</i>” Next, Student “B” should make a statement for which Student “A” marks a tally and states his/her agreement/disagreement. When a pair is finished with their two statements, they should signal to the teacher that they have finished (e.g. hands on their heads, raise a hand, etc.). Once all of the pairs have signaled, the teacher shakes the maraca to indicate “find a new partner.” Continue the activity as long as desired.</p> <p>To bring closure to the activity, the teacher should make a “<i>Yo quiero _____</i>” statement for each of the pictures and call on individual students to answer with “<i>Yo también</i>” or “<i>Yo no.</i>”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Tally Ho!” activity sheets (one per person) • Pencils • Maraca (or other noisemaker)

Me llamo _____



Tally Ho!

Lesson Activities—Year 3

Title:	<p>City Mouse, Town Mouse, Country Mouse</p>
Progress Indicators Assessed:	<p>1.1 F Respond to one-on-one interactions. (places)</p>
Procedures:	<p>To teach the difference between “<i>el pueblo</i>” and “<i>la ciudad</i>,” the teacher writes both words on the board or overhead. The teacher names either a city or a nearby town familiar to the students, and writes the name of it under the correct category. The teacher does this several times until students begin to comprehend the concept. The teacher can also incorporate this sentence: “<i>Un pueblo es pequeño, y una ciudad es grande.</i>” (A town is small, and a city is large.) The teacher continues to name towns and cities, and the students continue to orally label the correct category (<i>el pueblo</i> or <i>la ciudad</i>). The teacher should then introduce the visuals for town and city.</p> <p>Next, the teacher asks a student, “<i>¿Dónde vives? ¿En el pueblo?</i>” and waits for a response. If the answer is yes, the teacher poses the question to another student. If the answer is no, the teacher asks that student another question, “<i>¿Dónde vives? ¿En la ciudad?</i>” If the answer is still no, the teacher introduces the third choice, “<i>el campo</i>”, by showing a visual while asking the third question, “<i>¿Dónde vives? ¿En el campo?</i>” The teacher continues asking students where they live and gives prompts to help students answer the question using one of the three choices.</p> <p>Additional activity: To give additional practice, the teacher tosses a beach ball (or other object) and asks the student who catches the ball, “<i>¿Dónde vives?</i>” The student who has caught the ball answers the question (with a prompt, if necessary) and tosses the ball back to the teacher. Continue tossing, questioning, and answering.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Visuals for city, town, and country • (Optional) Beach ball or other object to toss

Lesson Activities—Year 3

Title:	<h3>Daily Journal</h3>
Progress Indicators Assessed:	<p>1.1F Respond to one-on-one interactions. (weather) (Years 1, 2, 3, and 4)</p> <p>1.1F Respond to one-on-one interactions. (calendar) (Year 4)</p> <p>1.1G Ask and answer simple questions. (calendar) (Year 4)</p> <p>1.2D Respond to speech of peers and familiar adults on a given topic. (lunch) (Year 1)</p> <p>1.3A Give directions, commands, and instructions. (instructions) (Year 1)</p>
Procedures:	<p>During the large group opening, the teacher appoints a class recorder to fill in the daily class journal pages: day, date, weather, number of students present, and lunch count.</p> <p>The teacher and/or students could give as a prompt the questions/statements that relate to the data on the journal page. These include:</p> <p><i>¿Qué día es hoy?</i> <i>¿Cuál es la fecha?</i> <i>¿Qué tiempo hace?</i> <i>Cuenten los niños/las niñas.</i> <i>¿Comida de la escuela? ¿Comida de la casa?</i> <i>¿Comida en casa?</i></p> <p>The class recorder completes the journal page by circling, filling in, or checking the blank for that day's specific information.</p> <p>Note: When filling in the weather section, students should refer to their level of Spanish plus any previous levels.</p> <p>Variation: The students, using their own notepaper, could keep a daily journal by writing in the information.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Daily journal page (compiled in a notebook) • Pencil

Daily Class Journal

El día: lunes martes miércoles jueves viernes

La fecha: Es el _____ de _____ del _____.

El tiempo	
_____ Hace frío.	_____ Hace fresco. _____ Hace calor. (Year 1)
_____ Hace sol. _____ Hace buen tiempo.	_____ Hace viento. _____ Hace mal tiempo. (Year 2)
_____ Hace mucho frío. _____ Hace mucho sol.	_____ Hace mucho calor. _____ Hace mucho viento. (Year 3)
_____ Hay nieve. _____ Hay una tormenta.	_____ Está nevando. _____ Está lloviendo. (Year 4)
_____ los niños _____ las niñas	_____ Comida de la escuela _____ Comida de la casa _____ Comida en casa

Lesson Activities—Year 3

Title:	Extreme Weather
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions. (weather) (Years 1, 2, and 3)
Procedures:	<p>Prior to the activity, the teacher prepares eight sentences using the four weather phrases from Year 3, 1.1 F, and their corresponding weather phrases (without the word “<i>mucho</i>”) from Years 1 and 2, 1.1 F. The teacher also needs to prepare two equal sets of visuals for the weather phrases in Years 1 and 2, 1.1 F (<i>Hace frío, Hace calor, Hace sol, and Hace viento</i>). Then, the teacher needs two sets of props for the students to use to indicate the extreme (<i>mucho</i>) for the weather phrases. Examples would be: scarves for “<i>frío</i>,” fans for “<i>calor</i>,” sunglasses for “<i>sol</i>,” and pinwheels for “<i>viento</i>.”</p> <p>The teacher divides the class into three teams. The teacher places a set of props and visuals in front of the two competing teams. The third team will read the answers to “<i>¿Qué tiempo hace?</i>” when the question is asked by the teacher.</p> <p>To play, the teacher asks the question “<i>¿Qué tiempo hace?</i>” A member of the reading team pulls out one of the written weather phrases and reads it aloud (e.g. “<i>Hace mucho sol</i>.”). The two competing teams race to hold up the correct visual and prop to win the point (in this case, the sun visual and a pair of sunglasses). Continue the process until one group is declared the winner. Then, the losing team becomes the reader group while the reader group plays against the winning team.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> ● Weather visuals ● Weather props ● Weather phrases written on cards (See the procedures section for specifics)

Lesson Activities—Year 3

Title:	Let's Celebrate Our Birthdays!
Progress Indicators Assessed:	<p>1.1 F Respond to one-on-one interactions. (age, months, and birthdays)</p> <p>1.2 E Identify aural, visual, and context clues. (months)</p>
Procedures:	<p>First, the teacher uses visuals to practice the months with the students. The teacher asks the question “<i>¿Qué mes es?</i>” to which the students respond in Spanish.</p> <p>Next, while the teacher is holding up a birthday visual, he/she asks a student, “<i>¿Cuándo es tu cumpleaños?</i>” The student should answer with “<i>Mi cumpleaños es en</i> (month).” That student takes their birth month visual and stands in front of the room while the teacher asks, “<i>¿Hay otros cumpleaños en</i> (month)?” (Are there other birthdays in _____?) If there are other students with the same birth month, they come up to stand by the student holding that particular birth month visual. The teacher continues to ask the question to students until each student is standing by a birth month visual. (As each of the month visuals are taken to the front of the room, the students should stand in the correct sequence, from January through December.)</p> <p>Then, the teacher asks any one of the groups, “<i>¿Cuándo es su cumpleaños?</i>” The group responds as a whole with the name of the month. The teacher will then ask each person in the group “<i>¿Cuántos años tienes?</i>” The individual student should respond with, “<i>Tengo ___ años.</i>” After each student in the group has responded, the class sings “<i>Cumpleaños Feliz</i>” to that birth month’s students.</p> <p style="text-align: center;"><i>Cumpleaños feliz, cumpleaños feliz, felicidades a (name of person or name of persons), cumpleaños feliz</i></p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Month visuals • Birthday visual • (If desired) Maracas, castanets, and other cultural musical instruments to play while singing

Lesson Activities—Year 3

Title:	Rotate-A-Plate
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions. (likes and foods)
Procedures:	<p>Prior to the activity, the teacher creates 12 paper plate visuals. Each plate will have 2 of the six foods from Year 3, 1.1 F, drawn on them (or visuals of the foods pasted on the plates). On each of the plates, one of the foods will have a line drawn through it, indicating “<i>No me gusta</i>” (I don’t like it).</p> <p>The teacher places six of the plates on the board. The class is divided into two teams. One student from each team comes up to the front to represent his/her team. The teacher calls out a “like/dislike” statement that refers to one of the six plates. The student who points to the correct plate first earns a point for his/her team. Continue rotating in new plates until all students have had a turn.</p> <p><i>Example:</i> The teacher says, “<i>Me gusta el pavo, pero no me gusta el pollo.</i>” The students should choose the plate that has a line through the chicken and no line through the turkey.</p> <p>At the end of the game, the teacher will ask students to create a “like/dislike” statement about each of the plates.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Twelve paper plates with food visuals (see procedures for a description)

Lesson Activities—Year 3

Title:	Sketch and Survey
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions. (likes and food)
Procedures:	<p>Students are each given the “Sketch and Survey” activity page. Either individually or as a whole group activity with the teacher, students draw a picture of the foods indicated in each of the six boxes. Then, students mark their personal preferences for each food by circling either “<i>sí</i>” or “<i>no</i>.”</p> <p>The teacher models the question “¿<i>Te gusta?</i>” with a student, asking him/her if he/she likes the six foods. The teacher marks the student’s responses under “Partner A.” Partner A should then ask the teacher to respond to “¿<i>Te gusta?</i>” according to what the teacher has marked in his/her picture boxes. Partner A records the teacher’s responses in the appropriate column. The teacher models the activity again with another student, marking his/her responses under “Partner B.” Partner B and the teacher then switch roles to complete the survey.</p> <p>Students are then paired up to survey each other about their food likes. Once the pairs have finished with Partner A, they are paired up with new partners to complete the Partner B survey.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Sketch and Survey” activity page (one per student plus 3 extra practice sheets for model) • Pencils

Sketch & Survey

Nombre _____

¿Te gusta?

Sí	No

A

B

el pavo

Sí. No.

Sí. No.

Sí	No

el pollo

Sí. No.

Sí. No.

Sí	No

la sopa

Sí. No.

Sí. No.

Sí	No

el queso

Sí. No.

Sí. No.

Sí	No

el puré de papas

Sí. No.

Sí. No.

Sí	No

el pay de calabaza

Sí. No.

Sí. No.

Lesson Activities—Year 3

Title:	Zigzag Names
Progress Indicators Assessed:	1.1 G Ask and answer simple questions. 1.1 B Express basic courtesies. (Year 2)
Procedures:	<p>The teacher lines the class up in two lines, facing each other. The teacher stands at one end of the line and tosses a beach ball (or other object) to the student who is directly across from him/her. The teacher asks that student “¿Cómo te llamas?” The student responds with “<i>Me llamo</i>” and his/her name. The student then tosses the ball to the next person, across from him/her (in the teacher’s line), and asks him/her the name question. That student answers the question in Spanish, and the ball tossing continues to the end of the line. The last person tosses the ball back to the teacher and poses the question one last time for the teacher to answer.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Beach ball (or other object to toss)

Lesson Activities—Year 3

Title:	Asking Permission
Progress Indicators Assessed:	1.1 H Make and respond to simple request.
Procedures:	The teacher should put up a sign for both of the following requests: “ <i>¿Puedo usar el baño?</i> ” and “ <i>¿Puedo tomar agua?</i> ” The teacher should encourage the students to use these phrases when asking permission to use the restroom or to get a drink.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Signs with symbols for the restroom and the drinking fountain along with the Spanish phrases

Lesson Activities—Year 3

Title:	<h3 style="margin: 0;">Let's Go 'Round the School</h3>
Progress Indicators Assessed:	<p>1.1 H Make and respond to simple requests. (Years 1 and 3)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (requests) (Years 1, 2, and 3)</p> <p>1.3 D Respond to speech of peers and familiar adults on a given topic. (school subjects/locations)</p> <p>1.2 E Identify aural, visual, and context clues. (school locations)</p>
Procedures:	<p>The teacher gives various commands to the students daily as to where the students are to go and stop in the school for various activities. (e.g. <i>“Levántense, Formen una fila, ¡Vámonos! A la clase de música.”</i>—Stand up. Get in a line. Let's go! To music class.) When students reach the destination, the teacher says <i>“Alto, por favor. Silencio. A la clase de música.”</i> to get the students to stop, be quiet, and enter the room.</p> <p>Once students become comfortable with listening to and following the basic commands from Year 3, 1.1 H, of “Let's go!” and “Stop, please,” the teacher should appoint student leaders to give these commands.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA