

Sample Lesson

YEAR 2 SPANISH: LESSON 6A and 6B PREPOSITIONS

Materials Required:

1. **Puppets**
 - a) Several small puppets (teacher's choice)
2. **Teaching Aids**
 - a) Preposition flash cards (10)
 - b) Preposition game cards (10)
 - c) Bird/cage flash cards (6)
 - d) Farm animal game cards (12)
 - e) Location game cards (12)
3. **Other Materials**
 - a) Flyswatters (2 or 3)
 - b) Magnetic game card pockets (30)

Materials needed
to teach this lesson

New Vocabulary:

1. arriba
2. abajo
3. adentro (de)
4. afuera (de)
5. delante (de)
6. detrás (de)
7. sobre (de)
8. debajo (de)
9. cerca (de)
10. lejos (de)
11. contento
12. la jaula
13. el cielo
14. el pajarito

Target vocabulary

Grammar Structures:

1. ¿Dónde está [noun]?
2. [Noun] está [preposition] de [noun].
3. No quiero estar [preposition] de [noun].
4. No quiero [verb] [preposition] de [noun].

Grammar structures

New Songs: *Soy un Pajarito* by Patti Lozano

Song or rhyme

LESSON 6, SESSION A	
#1	Greetings. Roll call. ¿Qué día es? ¿Cuál es la fecha? ¿Qué tiempo hace hoy? ¿Qué hora es?
#2	Review farm animals and adjectives. Hold up one animal game card at a time and get volunteers to tell you the name of the animal. Ask them a few quick questions about the animal to review adjectives (i.e., ¿Es fuerte o débil? ¿grande o pequeño? ¿Tiene orejas largas or cortas? ¿Es bonito o feo?)
#3	Sing 3-4 verses of “EL RANCHO DE PANCHO” (Lesson #5). Substitute the animals they had the most trouble remembering in activity #2.
#4	<p>Introduce the prepositions “arriba,” “abajo,” “adentro,” and “afuera” using flash cards. Say each phrase, using your hands and body to describe each preposition. Have the students repeat after you 3-4 times. For “arriba” and “abajo,” simply point up and down. For “adentro” and “afuera,” make a circle with your left hand and point to the inside and outside with a finger from your right hand.</p> <p>Use each new words in 2-3 sentences, using gestures and hand symbols to describe as many words as possible. State the sentence in Spanish and have the students repeat after you.</p> <p>Aside: Explain to the students that the addition of “ito” or “ita” to a noun is the way of making the diminutive in Spanish. Examples: “pájaro” becomes “pajarito,” “casa” becomes “casita.”</p> <p>Sample sentences: <i>El pajarito está <u>arriba</u> en el cielo.</i> <i>Mi mama está <u>arriba</u> (meaning “upstairs”).</i> <i>Pon la mano <u>arriba</u>.</i></p> <p><i>El pajarito está <u>abajo</u> en la tierra.</i> <i>Mi papa está <u>abajo</u> (meaning “downstairs”).</i> <i>Pon la mano <u>abajo</u>.</i></p> <p><i>El gato está <u>adentro</u> de mi dormitorio.</i> <i>La vaca está <u>adentro</u> del rancho de Pancho.</i> <i>Yo leo <u>adentro</u> de la biblioteca.</i></p> <p><i>El pajarito está <u>afuera</u> de la jaula.</i> <i>El muchacho está <u>afuera</u> en el jardín.</i> <i>Yo corro <u>afuera</u> de la casa.</i> <i>Mi perro está <u>afuera</u>.</i></p>

Review vocabulary from previous lessons.

Introduce new vocabulary:: visual, auditory, written words, TPR movement .

Focus on the use of vocabulary in full sentences.

#5	<p>Practice “arriba,” “abajo,” “adentro,” and “afuera” and review body parts by singing “Hokey Pokey” in Spanish (words listed at the end of the lesson). Form a circle and sing the song 4-5 times with different body parts. Have the students volunteer the body parts!</p>
#6	<p>Teach the refrain and first verse of “SOY UN PAJARITO.” Go over the refrain and first verse one line at a time, using gestures and hand symbols to describe the words. Sing at least twice.</p>
#7	<p>Introduce the prepositions “cerca de” and “lejos de,” using flash cards. Say each phrase, using gestures or hand symbols to describe each preposition. Have the students repeat after you 3-4 times. Clasp your arms around yourself to describe “cerca de” and reach away from your body to describe “lejos de.”</p> <p>Use each new words in 2-3 sentences, using your hands to describe as many words as possible. State the sentence in Spanish and have the students repeat after you.</p> <p><i>Mi perro está <u>cerca de</u> la mesa.</i> <i>Mi prima está <u>cerca de</u> mi hermana.</i> <i>La pluma está <u>cerca del</u> papel.</i> <i>La biblioteca está <u>cerca de</u> mi casa.</i></p> <p><i>La oveja está <u>lejos del</u> rancho de Pancho.</i> <i>El museo está <u>lejos de</u> la ciudad.</i> <i>La casa de mi abuela está <u>lejos de</u> la oficina de mi papá.</i></p>
#8	<p>Teach the second verse of “SOY UN PAJARITO.” Go over the verse one line at a time, using gestures and hand symbols to describe the words. Sing at least once more together with the refrain.</p>
#9	<p>Practice recognition of prepositions with a Stand Up, Sit Down game. Have all students stand up and close their eyes. Call out a preposition (arriba, abajo, adentro, afuera, cerca, lejos). At the count of three, the students have to choose the appropriate hand motions to describe the phrase and freeze. Now they can open their eyes and look at the teacher. Students whose hand motions do not match those of the teacher sit down. Continue until only one student is standing up. Reward that student with a prize point.</p>
#10	<p>Assign homework: remind students which song and worksheets are due next lesson: “SOY UN PAJARITO” and 6A.</p>
#11	<p>Give prize points for completed homework and for participation and behavior.</p>

Reinforce new vocabulary with songs.

Continue to introduce new vocabulary.

Practice recognition of new vocabulary with a fun game.

Lesson closure: assign homework & reward students for homework and participation.