

Sample Lesson

YEAR 3 SPANISH: LESSON 7A and 7B TENER AND FEELINGS/OBJECTS

Required Materials:

1. Puppets

- a) White mouse
- b) Three baby mice in a box
- c) Three or four other puppets

2. Teaching Aids

- a) Conjugation of the verb tener (1)
- b) Feeling flash cards (8)
- c) Adjective game cards (12)
- d) Feeling game cards (12)
- e) Insect game cards (6)
- f) Profession game cards (6)
- g) Pronoun game cards (6)

1. Other Materials

- a) A bag with items (fruit, foods, classroom objects, etc)
- b) Paper and pencils for students

Materials needed
to teach this lesson

New Vocabulary:

1. yo tengo
2. tú tienes
3. usted/él/ella tiene
2. nosotros/as tenemos
3. ustedes/ellos/ellas tienen
4. tengo (frío, calor, hambre, sed, dolor, miedo, comezón, sueño)
5. oro
6. plata
7. romper

Target vocabulary

Grammar Structures:

1. ¿Quién tiene un/una [item]?
2. ¿Cuántos años tienes?
3. Yo tengo [number] años.

Grammar structures

New Song: *La Piñata* by Julia Burnier

Song or rhyme

LESSON 7, SESSION A													
#1	Greetings. Roll call. Quick quiz on the day, the date, the time, the weather, etc. When is “estar” used? When is “ser” used?												
#2	Warm-up songs: “LA BAMBA” (Lesson 6) “YO SOY, TÚ ERES” (Lesson 5)												
#3	Review “ser” vs. “estar” by verbally quizzing the students on sentences from homework # 6C. State the sentence in English and get volunteers to translate into Spanish. If there is an error, see if the students can figure out how to correct it.												
#4	<p>Review “ser” and “estar” by asking questions. Explain to the students that pronouns are mostly omitted when asking questions, unless clarification is needed. For example, since “ustedes” and “ellos/ellas” conjugate the same way, we may need to specify the subject if it is not clear in the context of a conversation.</p> <p><i>Sample questions:</i></p> <table border="0"> <tr> <td>¿Eres maestra?</td> <td>¿Estamos en una biblioteca?</td> </tr> <tr> <td>¿Eres inteligente?</td> <td>¿Tu hermano es un marinero?</td> </tr> <tr> <td>¿Eres doctora?</td> <td>¿Tu libro de español está en la casa?</td> </tr> <tr> <td>¿Ustedes están en la clase?</td> <td>¿Soy interesante?</td> </tr> <tr> <td>¿Tus primos son artistas?</td> <td>¿Somos gordos?</td> </tr> <tr> <td>¿Estás enfermo?</td> <td>¿Son gallinas tontas?</td> </tr> </table>	¿Eres maestra?	¿Estamos en una biblioteca?	¿Eres inteligente?	¿Tu hermano es un marinero?	¿Eres doctora?	¿Tu libro de español está en la casa?	¿Ustedes están en la clase?	¿Soy interesante?	¿Tus primos son artistas?	¿Somos gordos?	¿Estás enfermo?	¿Son gallinas tontas?
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#5	Conjugation of the verb “tener.” Display the conjugation of the verb “tener”(teaching aid) and go over it with the students using the hand symbols for the pronouns and placing both hands on the chest to indicate “tener.” Do this 3-4 times and try to get a rhythm going.												
#6	Teach the new song “LA PIÑATA.” Figure out body language to act out the words of the song. Get the students to help you! Teach one verse at a time – singing it 2-3 times before going to the next verse.												
#7	<p>Practice the verb “tener” with a Grab Bag game. Each student in turn picks out an item from a bag.</p> <p>Ask each student: “¿Qué tienes?” Each student responds: “Yo tengo un/una [name of item].”</p> <p>Next, ask the class who has various items: “¿Quién tiene un/una [name of item]?” A student volunteers the answer: “Mary tiene un lápiz.”</p> <p><i>For large groups,</i> do this exercise with 6 – 12 volunteers. They should stand in front of the class so everyone can see the item they are holding.</p>												

Warm up:
review
vocabulary
and songs
from
previous
lessons.
Quiz the
students on
homework

Review *ser*
vs. *estar*
from the
previous
lessons.

Introduce
conjugation
of *tener*.

Reinforce
conjugation
with a song.

Practice 1st
and 2nd
person of
tener with a
manipulative
game.

<p>#8</p>	<p>Practice the verb “tener” and body parts with a Describe the Puppet game. Take out a puppet and have a volunteer describe the puppet with 3 - 4 sentences.</p> <p><i>For example:</i> El ratón tiene pelo blanco. Tiene dos orejas rosadas. Tiene una cola larga.</p> <p>Prompt the students with additional questions.</p> <p><i>For example:</i> Tiene piernas fuertes? Tiene dientes afilados? Tiene manos?</p> <p>Repeat with 4 – 5 puppets.</p>
<p>#9</p>	<p>Review feelings that use the verb “tener.” Explain to the students that, even though most feelings in Spanish use the verb “estar,” there are a few feelings in Spanish that use the verb “tener.” These were introduced in Year 1 Spanish. See if the students remember the following:</p> <p>Tengo frío/calor/hambre/sed/dolor/miedo.</p> <p>Review the feelings that use the verb “tener” with the feeling flash cards. Have the students repeat after you 2 – 3 times. Vary the subject so all forms of the verb “tener” are practiced. State a sentence in English and then state it in Spanish with the class using body language and gestures to describe as many words as possible.</p>
<p>#10</p>	<p>Practice feelings with either “tener” or “estar” with a game of Charades.. Give a volunteer a pronoun and a feeling game card. The volunteer acts out a sentence. The rest of the students guess the sentence using the proper pronoun, the verb “tener” or “estar,” and the proper feeling.</p> <p><i>For example:</i> Nosotros tenemos frío. Ellos están enfermos.</p>
<p>#11</p>	<p>Assign homework. Remind students which song and worksheets are due next lesson: “LA PIÑATA” and 7A and 7B.</p>
<p>#12</p>	<p>Give prize points for completed homework and for participation and behavior.</p>

Review body parts and the verb *tener* by describing puppets.

Review feelings that use the verb *tener* with flash cards: visual, auditory, TPR movements.

Practice feelings using either *tener* or *estar* with a fun game.

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