

Sample Lesson

YEAR 1 (6-8) SPANISH: LESSON 13A and 13B CLOTHING

Required Materials:

1. Teaching Aids

- a) Clothing flash cards (22)
- b) Clothing game cards (44, 2 of each)

2. Other Materials

- a) Flyswatters (2 or 3)
- b) Timer
- c) Numbered magnetic game card pockets (30)

Materials needed
to teach this lesson

Vocabulary (13A):

1. la camisa
2. los pantalones
3. los calzones
4. los pantalones cortos
5. el suéter
6. el vestido
7. el sombrero
8. la blusa
9. los calcetines
10. los zapatos
11. la chaqueta
12. los pijamas/el pijama

Vocabulary (13B):

1. el traje de baño
2. las botas
3. las sandalias
4. el gorro
5. el abrigo
6. el cinturón
7. el traje
8. la corbata
9. la falda
10. la bata

Target vocabulary

Grammar Structures:

1. ¿Qué llevas puesto?
2. Llevo una camisa verde.
3. ¿Qué lleva puesto Miguel?
4. Miguel lleva pantalones negros.
5. ¡Ponte el/la [clothing]!
6. ¡Quítate el/la [clothing]!

Grammar structures

Song: None

LESSON 13A

#1 Greetings. Quick verbal quiz on the date, weather, months, family members, days of the week, verbs, feelings, seasons.
Verbs: *comer, beber, caminar, bailar, trabajar, cantar, hablar, leer, escuchar, jugar, correr, ver*

Review vocabulary from previous lessons.

#2 Review previous vocabulary by going over Worksheet 12E.

#3 Introduce the verb *llevar* (to wear). Write the following on a whiteboard:

*Yo llevo...
Tú llevas...
Él/ella lleva...*

Practice these with *camisa* and *pantalones*.

Introduce new verbs used with clothing vocabulary.

#4 Introduce the command form of “ponerse” and “quitarse.” Write the following on a whiteboard:

*¡Ponte...!
¡Quítate...!
Practice these with *calcetines* and *zapatos*.*

#5 Introduce the first 12 clothing items with flash cards.

Have students repeat the words several times and then use the words in TPR sentences – first stating the sentence in English and then having the class state the sentence together with TPR in Spanish.

Clothing items: *camisa, calzones, pantalones, calcetines, zapatos, sombrero, chaqueta, vestido, blusa, suéter, pantalones cortos, pijamas*

Yo llevo el/la [clothing] [color, adjective] en [day of week, month, season].

Yo llevo el/la [clothing] [color, adjective] cuando [weather, feeling].

Yo tengo [number] [clothing] [color, adjective].

(No) me gusta el/la [clothing] [adjective/color].

¡Ponte el/la [clothing]!

¡Quítate el/la [clothing]!

Cuando yo [trabajo, corro, camino, bailo, juego], yo llevo [clothing].

¿De qué color es [clothing] de [name of student, family member]?

¿Cuántas/os [clothing] [color] hay en la clase?

¿Tienes un/una [clothing] [color]?

¿Te gusta el/la [clothing] de [name of student, family member]?

¿Hay [clothing] [adjective/color] en la clase?

¿Cuánto cuesta/n el/la/los/las [clothing]?

Introduce new clothing vocabulary while reinforcing new and old grammar structures. Visual, auditory, TPR.

#6	<p>Go over Worksheet 13A. State the sentences and have student repeat after you so they can ensure they practice with the correct pronunciation.</p>
#7	<p>Practice saying clothing items with a game of Concentration. Divide the class into teams of 2-4 students each.</p> <p><i>For small groups:</i> Place the clothing game cards (2 of each) face down on the floor or table. Students from each team take turns trying to get a matched pair by flipping over two cards, stating the word or phrase out loud each time a card is turned over. If the cards are not a match, they are turned face down again. If the cards are a match, the team holds onto the matched pair. The game ends when all the cards have been matched.</p> <p><i>For large groups:</i> Put the numbered magnetic game card pockets on the classroom whiteboard and insert the clothing game cards (2 of each) behind the number game cards in the sleeves of the pockets. Students from each team take turns calling out two numbers in Spanish and having you, the teacher, remove the called out number game cards to reveal the picture game cards behind them. Students must say the word or phrase out loud for each card that is revealed. If the cards are not a match, replace the number game cards on top of the picture game cards. If they are a match, remove the pockets from the whiteboard and keep track of the score on the classroom whiteboard. The game ends when all the cards have been matched.</p> <p>Instead of just stating the words for each clothing item, have students state the clothing items in sentences chosen from activity #5.</p>
#8	<p>Practice clothing items with a Role Play. Have students write down a family member and four clothing items with an associated color. Divide the class into pairs. One person is the policeman or policewoman and the other is the person who is missing a family member who will describe to the police what the missing family member was wearing.</p> <p>Person: Busco a mi [family member]. Police: ¿Qué lleva puesto tu [family member]? Person: Lleva [clothing] [color]....</p> <p>Alternatively, if you have a large class, have each person mentally choose a classmate to be the “missing child.” When they describe the person’s clothing, have the class decide who the “missing child” is.</p>
#9	<p>Assign homework. Study Worksheet 13A and complete Worksheet 13B.</p>

Reinforce new vocabulary and grammar structures with a fun game of concentration.

Reinforce new vocabulary and grammar structures with a humorous role-play.

Lesson closure: assign homework.