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.  
R: Hola, Maestra/Maestro.  
T: Hola, clase.  
C: Hola, Maestra/Maestro.  

Hello, Rosco.  
Hello, Teacher.  
Hello, class.  
Hello, Teacher.

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.
VIDEO LESSON

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.  
R/C: Buenos días, Maestra.  
M: ¿Cómo estás tú?  
R/C: Muy bien, gracias. ¿Y usted?  
M: Muy bien, gracias.

Good morning, Rosco/class.  
Good morning, Teacher.  
How are you?  
Fine, thank you. And you?  
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.


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

Buenos días, buenos días.  
¿Cómo estás tú? ¿Cómo estás tú?  
Muy bien, gracias. Muy bien, gracias.  
Adiós. Adiós.

Good morning, good morning.  
How are you? How are you?  
Very well, thank you. Very well, thank you.  
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?  
Me llamo ______.
What is his/her name?  
My name is ______.

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

¿Quién es José?  
José es el amigo.  
Who is José?  
José is the (male) friend.

¿Quién es Rosita?  
Rosita es la amiga.  
Who is Rosita?  
Rosita is the (female) friend.

¿Cómo te llamas tú?  
What is your name?

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.
**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.

- Buenes días, buenes días.  
- ¿Cómo estás tú? ¿Cómo estás tú?
  - Muy bien, gracias. Muy bien, gracias.
  - Adíos. Adíos.

Good morning, good morning.  
How are you? How are you?

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

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.

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Blackline Master 5A

Blackline Master 5B

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**LEVEL ONE**
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.