

LESSON 3: OBJETOS

Objective: VOCABULARY: Names of objects. GRAMMAR: “El/la” (masculine and feminine pronouns), asking what something is, asking how many.

Materials: Marbles, toy cars, toy people, balls, cups, pencils, small items such as doll furniture (Many of these items can be purchased cheaply at a “dollar store”), book “¿Cuántos juguetes?” by Sharon Coan. Please see the **Resources** section for more thematic book suggestions.

Activity 1: Welcome Routine (5 min.)

Welcome song/routine (Please see the **Music** section for song ideas.)

Introductions review

1. Students pass a lightweight ball from student to student. (They can be standing or sitting.)
2. Upon catching the ball, each student says his or her name: *Me llamo _____*.

Activity 2: Review/Game (5 min.)

Las partes del cuerpo

1. Say: *Vamos a repasar las partes del cuerpo.*
2. Play “Simón dice” (See the **Games** section for complete directions.)



Note: For advanced learners, have players take turns being “Simón” and giving commands.

Target
vocabulary
and grammar:

el cuerpo

la cabeza

el brazo

el estómago

la pierna

el pie

el hombro

la rodilla

la mano

Activity 3: Presentation (5 min.)

Los objetos

1. Say: *Ahora vamos a aprender acerca de algunos objetos.*
2. Show different objects: small ball, toy car, cup, pen, table. Say: *Estos son objetos.*
3. Announce the different names of objects as you hold them up (*Es un coche, es una pelota*)... Students repeat each name. Say: *Todos son objetos.*
4. Write the object names on the board. Emphasize un/una. Say: *Hay palabras femeninas y masculinas.*
5. Hold up the objects again to test vocabulary.

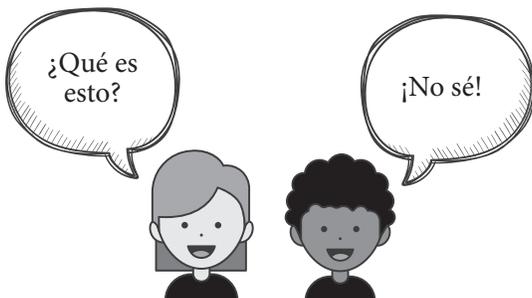


6. Add an object they haven't learned. It can be odd or funny. Teach "No sé."

Activity 4: Pair Work (10 min.)

Bolsas de misterio

1. Arrange students into pairs.
2. Each student gets a small brown lunch bag with objects in it: one toy car, one ball, one pen and one "mystery object."
3. Students take turns asking each other "¿Qué es esto?" and identifying the objects. "Es un/una _____."
4. When it's the "mystery object," students respond with "¡No sé!"



Target
vocabulary
and grammar:

un objeto
un coche
una pelota
un vaso
un lápiz
una mesa

objeto
¿Qué es esto?
No sé.
Es un/una _____.
un coche
una pelota
un vaso
un lápiz
una mesa
una canica

Activity 5: Game (10 min.)

Game: *Todos los objetos*, *El rey*, or *Sillas musicales* (See the **Games** section for complete directions.)

Activity 6: Story or Song (5 - 8 min.)

Story: *¿Cuántos juguetes?* (by Sharon Coan)

1. Students sit in a circle around the teacher or in chairs facing the teacher.
2. Introduce the book. Say: *Vamos a escuchar un cuento*. Point to the picture on the front. Ask: *¿Qué son estos?* Students should answer “toys” or “juguetes.”
3. Go through each page of the book with the students, and have them count the toys in Spanish and identify the obvious ones. Inform them of the names in Spanish.

Song: *La arañita preciosa* (See the **Music** section for music and lyrics.)

Activity 7: Goodbye Routine (5 min.)

Goodbye song/routine

Please see the **Music** section for song ideas. Then write in your own preferences.

Today, our class “goodbye routine” is:

If you found this lesson valuable, please visit www.vamonosforkids.com for information on how to order the complete *Vámonos Spanish course*.

IMMERSION TIPS

Speak the Target Language! (by Maya)

Try to speak Spanish as much as possible. This way, learners won't have to switch back and forth between languages, which can be tiring. Some teachers fear their students will become confused if they only hear the target language, but this is actually not the case. Your students can handle it! Just be sure to follow the guidelines below.

- Limit your language. When speaking the target language, choose your words carefully. According to the “Input Hypothesis,” immersion works best when you use limited language ($i + 1$), at least in the beginning. (The Natural Approach, Krashen and Terrel.) To help with this, you may want to write down the exact words you want to use prior to each lesson.
- Rely on patterns such as “*Vamos a leer*” and “*Vamos a cantar*” when introducing activities.
- Teach classroom management phrases such as leaving to use the bathroom, getting water, and cleaning up.
- Encourage students to use repeated phrases and patterns.

Target
vocabulary
and grammar:

numbers, plus:

juguete(s)

Es un/una_____.

una pelota

un perro

un robot

un/a soldado/a

un camión

un coche

un avión