

iEl mejor *chocolate caliente!*



lesson plans,
games,
stories,
and more!

Book 2
Chapter 4

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CURRICULUM MAP

PACING

Please remember that this should be adjusted based on your kids. If they need to do less in a day or want to do more, please do not feel you need to follow this exactly. Go at the pace that works for you and your kids.

If your kids can't read yet, read the stories to them for more great listening practice.

I have planned about 5 days for this chapter. Below is an approximate schedule.

Always begin each day with greetings (Buenos días o buenas tardes, ¿Cómo estás?) and calendar time.

Day 1

1. Follow the instructions and script for Total Physical Response (TPR) for the verbs and prepositions.
2. Show [this video](#) for listening practice with the pictures and [this video](#) for listening practice with the prepositions.
3. Start PQA with one verb (llega, ve, baja, da).

Day 2

1. Review vocabulary with TPR by saying the words (in a random order) and going through the list at least once.
 2. Complete PQA. Can watch [this video](#) with some of the questions and the mini-situation.
- Tip: PQA is an area that may need to be broken up over 2 or 3 days depending on your kids' interest level and age. If you want to break it up, do PQA with one verb at a time. For instance, ask the questions for "ve" one day and then "baja" the next.

CURRICULUM MAP

Pacing cont.

Day 3

1. Review vocabulary with TPR by saying the words (in a random order) and going through the list at least once OR have kids read the mini-story from the previous lesson. You can also check my website for a story that my kids and I have created.
2. Complete the Movie Talk if you have it.
3. Complete the listening activity and the first version of the story *El bosque*. I recorded the story on [this video](#). You can have kids listen to the beginning of the video and draw what they hear.

Day 4

1. Review the vocabulary that is most challenging to your kids with TPR saying the words a few times in random order OR play *Memoria* (Memory) or *Peces* (Go Fish).
2. Complete the second version of the story *El bosque*.
3. Play the game *Agarrar el lápiz*.

Day 5

1. Review the vocabulary with TPR if needed OR play one of the games mentioned in #1 of Day 4.
2. If you have the workbook, read chapter 4 and complete any corresponding activities.
3. Complete the *Sobre de mí* activity.

TIPS:

Try to read for a few minutes each day. Reading is very important for language acquisition!

If you don't have the workbook, definitely write the mini-story you and your kids create from the story outline in the PQA script for additional reading practice. The Mini-Story activity in this post is an example.

CURRICULUM MAP

chapter 4

Learning Targets	Activities	Assessment	Materials
<p>ve llega baja da</p> <p>un aeropuerto temprano tarde a tiempo el cumpleaños el regalo la Navidad el dinero la galleta</p> <p>fuera de dentro de dntre al lado de debajo de detrás de delante de sobre encima de cerca de lejos de</p>	<ol style="list-style-type: none"> 1. TPR 2. PQA 3. Video with pictures for listening practice 4. Movie Talk, optional 5. Game - Agarrar el lápiz 6. Story - <i>El bosque</i> 7. Chapter 4 - optional, if you have workbook once it's available 8. <i>Sobre de mí</i> - reading and writing activity 	<ol style="list-style-type: none"> 1. Say word in Spanish, kids show actions without help 2., 3., 4. Quick checks - have kids translate what you just said, check for logical answers to questions; have kids do gestures or act out what you're saying 5. Kids should respond correctly to the majority of statements 6., 7. Kids should answer questions logically and translate correctly 8. Kids should translate 1st section correctly, answer questions logically in 2nd section, and write logical, correct sentences. <p>More assessment ideas offered with activities</p>	<p>Copies of activities</p> <p><u>Optional</u> Movie Talk Workbook</p>