

¿Cómo vamos a llegar al aeropuerto?!

Book 3
Chapter 3

lesson plans,
games,
stories,
and more!

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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 for Total Physical Response (TPR) for the verbs.
2. Show [this video](#) for listening practice with the pictures.
3. Start conversation (PQA) with one verb (*oye, va a inf.*). If you're learning Spanish with your kids, you can start watching examples on [this video](#) with questions and answers from the script.

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 the Conversation Script (PQA). You can watch [this video](#) with the questions for the mini-story outline.

Tip: The Conversation Script (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 "oye" one day and then "va a inf." 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 (called Mini-Story Example).
2. Complete the listening activity and the first version of the story *El ruido*. 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), *Matamoscas* (Flyswatter), or *Peces* (Go Fish).
2. Complete the second version of the story *El ruido*.

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 3 and complete any corresponding activities.
3. Complete the Passport 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 Conversation Script for additional reading practice. And/or use the Mini-Story that I created with my kids.

CURRICULUM MAP

chapter 3

Learning Targets	Activities	Assessment	Materials
<p>oye va a inf.</p> <p>the airport - el aeropuerto the flight - el vuelo the plane ticket - el boleto de avión the employee - el empleado la empleada</p> <p>the passport - el pasaporte the boarding pass - la tarjeta de embarque</p> <p>the passenger - el pasajero/la pasajera the luggage - el equipaje the suitcase - la maleta the carry-on bag - el equipaje de mano the backpack - la mochila the terminal - la terminal the security - la seguridad the security agent - el/la policía de seguridad</p> <p>the arrival - la llegada the departure - la salida the gate - la puerta customs - la aduana the customs agent - el/la agente de aduanas the baggage claim - el reclamo de equipaje the check-in counter - el mostrador de embarque</p>	<ol style="list-style-type: none">1. TPR2. Conversation Script (PQA) including making a story3. Game - La carrera por el aeropuerto4. Story - <i>El ruido</i>5. Chapter 3 - optional, if you have workbook once it's available6. Passport activity	<ol style="list-style-type: none">1. Say word in Spanish, kids show actions without help2. 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.4., 5. Kids should translate correctly and answer questions logically.6. Kids should be able to answer the questions logically.	<p>Copies of activities</p> <p><u>Optional</u> Workbook</p>