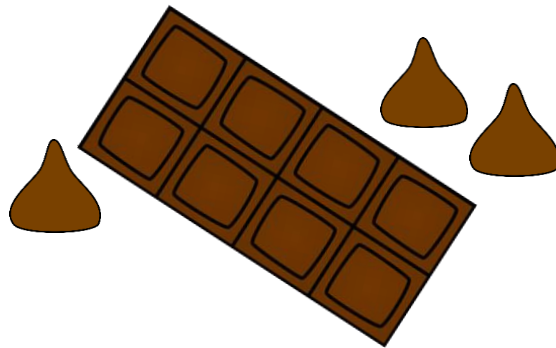


¿Dónde está el chocolate?



Chapter 1 - Schedule

The Immediate Family

The House

Hay, Ser, Tener

Chapter Overview

The chart below has an overview of the vocabulary kids should learn and how for this chapter.

Learning Targets are the vocabulary that this lesson teaches. I listed the activities for teaching the vocabulary as well as the Assessment section with ideas on how to check kids are learning the vocabulary. The Materials section is a brief overview of the things you'll need for this chapter.

The schedule with more detailed instructions is on the following pages.

Learning Targets	Activities	Assessment	Materials
hay son es tiene una familia una mamá un papá un/a niño/a un/a hermano/a una casa un dormitorio una mesita una cama una cómoda un estante un libro un juguete un dinosaurio un cochecito de juguete un muñeco	1. TPR 2. PQA 3. Movie Talk with <i>Selfie Cat</i> 4. Game - Las carreras 5. "Felipe y las donas" for reading 6. Chapter I in <i>¿Dónde está el chocolate?</i> 7. <i>Mi Familia</i> 8. Culture/Craft - make a <i>piñata</i> with paper mache 9. Game - <i>Peces*</i> : play Go Fish using flashcards 10. Game - <i>Memoria*</i> : play Memory using flashcards 11. Game - <i>Matamoscas*</i> : play Flyswatter using flashcards 12. Additional Resources * This page has instructions for this game	1. Say word in Spanish, kids hold up correct cards or show actions without help 2., 3., 5., 6., 8, 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. Translations are correct OR illustrations are logical. 7. Sentences are correct.	- List of vocabulary (both Spanish and English) - Flashcards and/or Props - Chapter I Workbook - <i>Silly Spanish Stories Book</i> - <i>¿Dónde está el chocolate?</i> Book <u>Optional</u> - Picture Dictionary books in Spanish - Materials to make piñata - please see Arts and Crafts page

Suggested Schedule

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.

When reading the stories, read in Spanish (or have kids listen to the audio recording) and then have kids translate the story into English. If your kids can't read yet, read the stories and do the activities together for additional listening practice.

I have planned about 6 days for this chapter. Below is an approximate schedule: Always begin each day with greetings (*Buenos días* or *buenas tardes, ¿Cómo estás?*) and [calendar time](#).

You can also find examples of what I did with my kids in [this post](#) on my site.

Day 1

1. Follow the instructions for Total Physical Response (TPR) for this chapter's vocabulary.
2. Follow the instructions to start Personalized Questions and Answers (PQA). PQA is just a formal term for conversation. 😊

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 "hay" one day and then "tiene" the next. If you break up the activity, it's helpful to mark where you left off on the paper.

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 if needed.
3. Create a mini-story with your kids using the questions on the outline provided.

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.
2. Do the movie talk activity.
3. Have kids complete the movie talk reading and the movie talk reading activities.

Day 4

1. Review the vocabulary that is most challenging for your kids with TPR, saying the words a few times in random order OR play *Memoria* (Memory) or *Peces* (Go Fish).

Suggested Schedule Cont.

Day 4 Cont.

2. Read *Felipe y las donas* and complete the reading activity.
3. Do the arts and crafts activity.
4. This would be a good day to play *Matamoscas* (Flyswatter).

Day 5

1. Review the vocabulary with TPR if needed OR play *Memoria* (Memory) or *Peces* (Go Fish) or *Matamoscas* (Flyswatter).
2. Play *Las carreras*.
3. Complete the *Mi familia* writing activity

Day 6

1. Read chapter I in *¿Dónde está el chocolate?* and complete the reading activity.

Additional Resources:

Reading is very important for language acquisition, so reading in Spanish for even just a few minutes each day can be a big help. I've included a few ideas and resources so kids can have more exposure to the vocabulary for this chapter.

1. Kids can read the story called "Poco, el gato" on pages 2 - 4 in the *Silly Spanish Stories* Book. Or they can read along while they listen to the video.

2. Here are some books that reinforce this chapter's vocabulary. Your library may have them.

¿Eres mi mamá? by P.D. Eastman

En mi familia by Carmen Lomas Garza

Mi familia (with CD) by Kim Mitzo Thompson and Karen Mitzo Hilderbrand

Mi loca familia by Chris Higgins

Mi gran familia by Dona Herweck Rice

Mi familia by Lada Kratky

¿Cómo es tu mamá? by Rosanela Álvarez and Yasushi Muraki

Use any picture book and ask the questions below to give more practice for this chapter's vocabulary:

¿Cómo es (a person in the picture)?

¿Qué tiene (a person in the picture)?

¿Qué hay en el dibujo (the drawing) o la foto?

3. [Video of bebé tiburón](#) to practice family vocabulary.

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I proofread things multiple times, but I make mistakes. If you see any errors or if you have any questions, please contact me at nicole@spanishschoolforkids.com. I will do my best to reply promptly.

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