

# ¿Dónde está *el chocolate?*



## Chapter 3 - Schedule

The House

Decir, Buscar, Poder

# 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
dice busca puede +jugar a +tocar +hacer (to make)  el baño el comedor la mesa la silla la sala el sofá el televisor el sillón la lámpara el marcador el gato el perro el piano la guitarra el violín la batería la flauta el chocolate caliente el béisbol el baloncesto	I. TPR 2. PQA 3. Reading: <i>Al, el caimán</i> 4. <i>Dice</i> Coloring Book 5. Game - Scavenger Hunt 6. <i>Todo sobre mí</i> booklet 7 Chapter 3 of <i>¿Dónde está el chocolate?</i> 8. Game - <i>Peces*</i> : play Go Fish using flashcards 9. Game - <i>Memoria*</i> : play Memory using flashcards 10. Game - <i>Matamoscas*</i> : Play Flyswatter using the flashcards 11. Additional Resources  * <a href="#">This page</a> has instructions for this game	I. Say word in Spanish, kids hold up correct cards or show actions without help 2., 3., 4., 6., 7., 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 match items correctly with list	- List of vocabulary (both Spanish and English) - Flashcards and/or Props - Chapter 3 Workbook - <i>Dice</i> Coloring Book - <i>Todo sobre mí</i> booklet - Silly Spanish Stories Book <u>Optional</u> - <i>¿Dónde está el chocolate?</i> Book - Picture books in Spanish

# 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 more information about what I did with my kids in [this post](#) on my site.

## Day 1

1. Follow the instructions for Total Physical Response (TPR) for the list of words in the first column of the curriculum map.

2. Start PQA.

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 "dice" one day and then "busca" the next.

## 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.

3. Create a mini-story using 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. Read *Al, el caimán* and complete the activities.

## 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. Read and color the *dice* coloring book.

# Suggested Schedule Cont.

## Day 5

1. Review the vocabulary with TPR if needed OR play one of the games mentioned in number 1 of Day 4.
2. Do the Scavenger Hunt.
3. Complete the *Todo sobre mí* booklet.

## Day 6

1. Read chapter 3 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. You can use pretty much any picture book to talk about what people say (*dice*) and what people can do (*puede*). Reading the books together (or even just showing the pictures) and asking the questions below will give more input for the vocabulary:

You can continue to practice the vocabulary from previous lessons with these questions:

¿Cómo es (a person/animal/thing in the picture)?

¿Qué tiene (a person in the picture)?

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

¿Cómo se llama (person/animal)?

¿Dónde vive (person/animal)?

¿Cómo está (person/animal in the picture)?

¿Dónde está (person/animal in the picture)?

¿Qué no tiene (person/animal in the picture)?

¿Qué quiere (person/animal in the picture)?

¿Adónde va (person/animal in the picture)?

¿Va (person/animal) con su amigo o solo (*alone*)?

And then use these questions to use *dice* and *puede*.

¿Qué dice (person/animal in the picture)?

¿A quién le dice <<\_\_\_>> (person/animal in the picture)?

¿Qué puede hacer (person/animal in the picture)?

¿Qué no puede hacer (person/animal in the picture)?

2. Here are videos to watch to practice the house:

[https://www.youtube.com/watch?v=XIggV\\_DTPII](https://www.youtube.com/watch?v=XIggV_DTPII)

<https://www.youtube.com/watch?v=qEf9Vv5vbLc>

<https://www.youtube.com/watch?v=MZgYF0cO2iQ>

<https://www.youtube.com/watch?v=ctWOGEGhk2M> - more for older kids

<https://www.youtube.com/watch?v=79-hC08lQhw>

<https://www.youtube.com/watch?v=hQdsi4T686w>

<https://www.youtube.com/watch?v=NlsuJvcnMno>

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