

¿Dónde está *el chocolate?*



Chapter 4 - 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
encuentra pregunta abraza la bañera la ducha el lavabo el espejo el inodoro el jardín la planta la flor el árbol la hierba	1. TPR 2. PQA 3. Reading: <i>Mateo y la Pascua</i> 4. Odd One Out 5. Chapter 4 of <i>¿Dónde está el chocolate?</i> 6. Una casa - Arts and Crafts 7. Game - <i>Peces*</i> : play Go Fish using flashcards 8. Game - <i>Memoria*</i> : play Memory using flashcards 9. Game - <i>Matamoscas*</i> : Play Flyswatter using the flashcards * 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., 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. Kids should choose the items that don't match	- List of vocabulary (both Spanish and English) - Flashcards and/or Props - Chapter 4 Workbook - Silly Spanish Stories Book - <i>¿Dónde está el chocolate?</i> Book <u>Optional</u> - 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 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](#).

You can also find examples with 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 on 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 "encuentra" one day and then "abrazo" 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 *Mateo y la Pascua* and complete 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. Complete the activity Odd One Out.

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. Read chapter 4 in *¿Dónde está el chocolate?* and complete the reading activity.
3. Do the Arts and Crafts 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.

1. Kids can read the story called Kavik, el lobo on page 6 in the Silly Spanish Stories Book. Or they can read along while they listen to the video. They can also read Alex y la pizza on page 7.
2. Read children's Spanish books together or watch YouTube Spanish read-alouds.

Terms of Use

Thank you for choosing to use content from Spanish School for Kids!

By using the Spanish School for Kids Website and content, you accept and agree to the [Terms of Use](#). If you do not agree with or do not accept any part of these Terms of Use, please do not use the Website or content.

All Products available on the Website and in this bundle were developed solely for your **personal** use.

You **may** view, download, and print pages for your personal use.

You **may** share content on social media channels, as long as a [link to the Website](#) is included.

You **may** share with your students on closed platforms such as Google, Moodle, etc.

You may **not** sell, share, distribute, reproduce, or prepare a derivative work of the Website or content.

You may **not** reproduce or duplicate any of the content for commercial purposes.

You may **not** share on personal or classroom websites, shared network directories, storage devices, or drives.

COPYRIGHT

Unless otherwise noted, the design, content, and all components of the Website are copyrights owned by Spanish School for Kids or third parties and are protected by United States and international copyright laws and should not be reused or republished without express written permission.

Spanish School for Kids reserves the right to modify, alter, amend or update its Website, policies and these Terms of Use. These Terms of Use are subject to change without notice.

Please see the full Terms of Use [here](#).

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.

Credits

