

September 7th, 2018

Hola Plato Parents:

What a wonderful Friday we've had, and we rocked our Spanish Class with some cool songs:

<https://youtu.be/oUvyhStbFY8> Los numeros

<https://youtu.be/GTN1w8BK6Ro> Los numeros (younger students)

<https://youtu.be/bFIJN5mKRG4> Como te llamas?

<https://youtu.be/4vVjU Jg7e8> Como estas?

We started our class with a Como estas?/ How are you? Song. Each student would respond with **Bien/ Muy Bien/ Mal/ Muy mal/ Así así/ Mas o menos/ No muy bien or Regular**. Make sure you ask your child what all of these answers mean. Then we explained the difference between Como estas?/How are you? and Como te sientes?/ How are you feeling?, which requires a more specific answer: **Feliz/ happy, Triste/ sad, Enojado/ angry, Asustado/ scared, Tranquilo/ calm**. Older students practice more adjectives: **Enfermo/ sick, Cansado/ tired, Aburrido/ bored, Contento/ happy, Entusiasmado/ excited**. We played a sequence game where they would guess what the next emotion would be and then draw it on a piece of paper. We also understood and practiced the feminine and the male version of the adjectives. Have your child explain it to you.

Younger students learned the words **Niño, Niña/ Boy, Girl**. Then we identify each student as one or the other. Then we counted all Niños, and all Niñas. Then we figured if there were more boy or girls. Vocabulary of this activity included: **Cuenta/count, Cuantos/How many?, Que hay más?/ What's more?** We practiced our numbers with a song, and older students also played a game called: **Tengo/ I have, Quien tiene?/Who has**. Each of them had two cards, and the game will start with a student calling a number: **Quien tiene cinco?/ Who has five?** The student that has the number 5 will call it and say: **Tengo cinco/ I have five, Quien tiene nueve?/ Who has nine?** The game continues until all numbers (from 1 to 20) have been called, and each student has participated twice.

Older students listened to the story: **Tengo Frio!** This short story has a lot of vocabulary that they already know/heard before. They heard it for the first time and wrote on a piece of paper all the vocabulary words they did remember.

They were surprised to find out that they did know many of the vocabulary words, and discovered that they could figure out most of the other ones because of the context the words were among the ones they knew. They quickly made the connections and understood the whole story without the need of a translation. They also begun a game of **Matamoscas**/Fly swatter, they would hear a vocabulary word in Spanish or English and try to find the word on the opposite language. The first who finds it gets to scratch it up and claim a point. We will continue the game next week.

We will continue practicing our greetings and our magic words: **Thank you/Gracias, Por favor/ please, De nada/ You're welcome**, in every class and every day.

Hasta Pronto!

Que te pasa Calabaza? Nada nada Limonada!



Soraya Castro